LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newhall Elementary School District
CDS Code: 19-64832-0000000
School Year: 2024-25
LEA contact information:
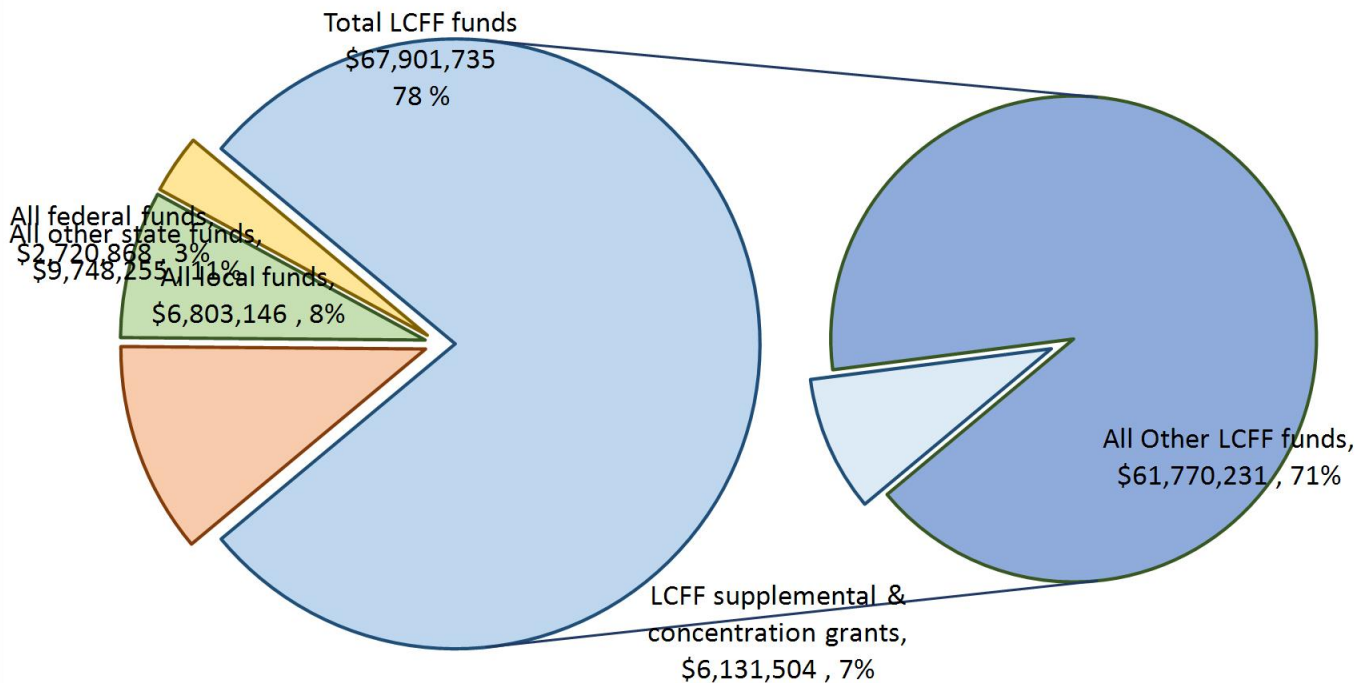Kate Peattie
Assistant Superintendent, Instruction
kpeattie@newhallsd.com
6612914000

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$67,901,735
78 %

All federal funds,
$2,720,868 , 3%

All other state funds,
$9,748,255 , 11%

All local funds,
$6,803,146 , 8%

All Other LCFF funds,
$61,770,231 , 71%

LCFF supplemental &
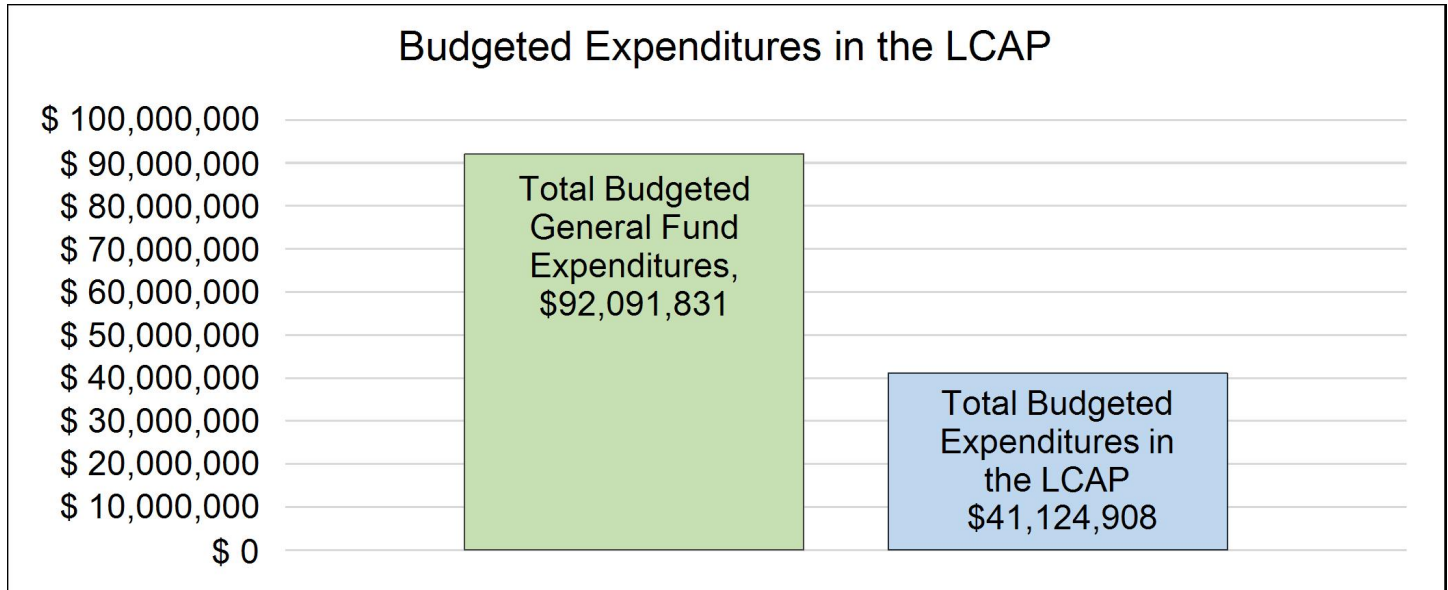concentration grants,
$6,131,504 , 7%

This chart shows the total general purpose revenue Newhall 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 Newhall Elementary School District is $87,174,004, of which $67,901,735 is Local Control Funding Formula (LCFF), $9,748,255 is other state funds, $6,803,146 is local funds, and $2,720,868 is federal funds. Of the $67,901,735 in LCFF Funds, $6,131,504 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $92,091,831

Total Budgeted Expenditures in the LCAP $41,124,908

This chart provides a quick summary of how much Newhall Elementary School District plans to spend for 2024-25. 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: Newhall Elementary School District plans to spend $92,091,831 for the 2024-25 school year. Of that amount, $41,124,908 is tied to actions/services in the LCAP and $50,966,923 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
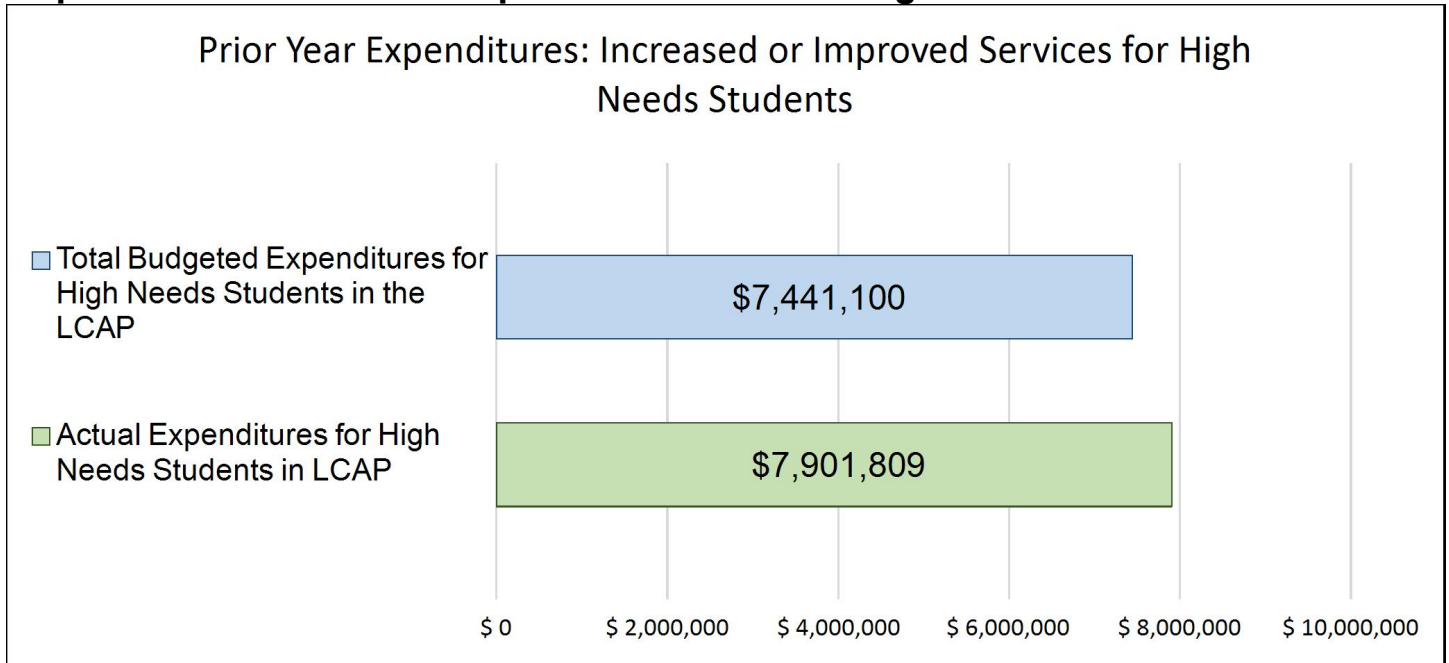
General fund expenditures not included in the LCAP support the base programs and general operational services for the District and include the following: all District level functional department salaries, benefits, materials, and contracts; some school site level positions such as support personnel, office staff, and administrative salaries and benefits; facilities, maintenance and operations, custodial staffing, materials and services, utilities, contracted repairs and leases; contracts for technology services and software support systems that support the District operations including but not limited to the financial system, the student information system, and the library system.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Newhall Elementary School District is projecting it will receive $6,131,504 based on the enrollment of foster youth, English learner, and low-income students. Newhall Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newhall Elementary School District plans to spend $8,202,235 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$7,441,100**

☐ Actual Expenditures for High Needs Students in LCAP — **$7,901,809**

$ 0 $ 2,000,000 $ 4,000,000 $ 6,000,000 $ 8,000,000 $ 10,000,000

This chart compares what Newhall 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 Newhall 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 2023-24, Newhall Elementary School District's LCAP budgeted $7,441,100 for planned actions to increase or improve services for high needs students. Newhall Elementary School District actually spent $7,901,809 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newhall Elementary School District	Kate Peattie Assistant Superintendent, Instruction	kpeattie@newhallsd.com 6612914000

Goals and Actions

Goal

Goal #	Description
1	Inspire students for a limitless future by ensuring that all learning environments are equitable, inclusive, and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increased percentage on school effectiveness surveys from parents in three key indicators: school activities, student excitement about learning and, ongoing regular communication .	The baseline percentages for the key indicators are as follows: Participation in school activities: 86.6% Student excitement about learning: (this baseline reflects distance learning) 48.7% Ongoing regular communication from my child's teacher: 90.6%	The percentages for the key indicators are as follows: Participation in school activities: 93.5% Student excitement about learning: 92.2% Ongoing regular communication from my child's teacher: 89.6%	The percentages for all key indicators are listed below: Participation in school activities- 95.3% Student excitement about learning- 91.4% Ongoing regular communication from my child's teacher- 89.1%	The percentages for all key indicators are listed below: Participation in school activities- 94.3% Student excitement about learning- 90.2% Ongoing regular communication from my child's teacher- 87.2%	Outcomes in all indicators will be 95% or higher.
Maintain and increase students response percentages to four focus questions on the Healthy Kids Survey.	Student responses to the three focus questions are as follows: 90% of the students reported yes all or most of the time to, "At my school teachers and other	Student responses to the three focus questions are as follows: 81 % of the students reported yes all or most of the time to, "At my school teachers and other	Student responses to the four focus questions are as follows: 80 % of the students reported yes all or most of the time to, "At my school teachers and other	Student responses to the four focus questions are as follows: 79% of the students reported yes all or most of the time to, "At my school teachers and other	Students responses to the four focus questions will be at 95% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	grownups care about you." 65% of the students reported yes all or most of the time to "I feel close to people at school." 83% of the students reported yes all or most of the time to "Do you feel you are a part of this school?" 86% of the students reported yes all or most of the time to "I feel safe at school."	grownups care about you." 62% of the students reported yes all or most of the time to "I feel close to people at school." 84% of the students reported yes all or most of the time to "Do you feel you are a part of this school?" 82% of the students reported yes all or most of the time to "I feel safe at school."	grownups care about you." 62% of the students reported yes all or most of the time to "I feel close to people at school." 75% of the students reported yes all or most of the time to "Do you feel you are a part of this school?" 78% of the students reported yes all or most of the time to "I feel safe at school."	grownups care about you." 62% of the students reported yes all or most of the time to "I feel close to people at school." 73% of the students reported yes all or most of the time to "Do you feel you are a part of this school?" 82% of the students reported yes all or most of the time to "I feel safe at school."	
Teacher response to Q5 on the site effectiveness survey.- established procedures and routines that give staff a sense of order and predictability.	Based on a 1-4 scale the baseline data is 3.57	Based on a 1-4 scale the data is 3.35	Based on a 1-4 scale the data is 3.3	Based on a 1-4 scale, the data is 3.2.	Based on a 1-4 scale, the teacher response will be 3.75 or higher.
Increased percentage of average daily attendance.	96.2% district-wide	94.8% (Month 10)	95.4% (As of Month 10)	95% (As of Month 10)	97.2 or higher
A percentage reduction in the number of students chronically absent	In 19-20 four targeted groups were: Foster Youth- 33.3%- Red	In the 20-21 school year and 21-22 school year the data is below:	As of May 2023, the 22-23 data is below: Foster Youth- 8.3%	The 2023 Dashboard was released in December 2023.	Chronic absenteeism will be reduced and all student groups will be in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
resulting in a color change in the California Dashboard. If the dashboard is not available then we will calculate it internally.	English Learners-6.3%- Orange Hispanic- 7%-Orange Socioeconomically Disadvantaged 8.6%- Orange	20-21: (school closures/hybrid) Foster Youth-38.5% English Learners-26% Hispanic-20.9% Socioeconomically Disadvantaged 23.2% 21-22 (May) Foster Youth- 10% English Learners-15.5% Hispanic- 16.5% Socioeconomically Disadvantaged- 16%	English Learners-14.6%% Hispanic- 16.8% Socioeconomically Disadvantaged-16.7%	Foster Youth: 20.7% - Orange English Learners: 15.3% - Yellow Hispanic: 18.2% - Yellow Socioeconomically Disadvantaged: 19.2% - Orange	categories in the California Dashboard.
Reduce the suspension rate across the District overall and within significant student groups in the red, orange or yellow category on the California Dashboard.	In 2019-20 .6% of all students were suspended-green rating on the California dashboard. Two targeted groups: 4.4% -African American students-red 0.9% -Homeless-yellow	In 20-21 the outcomes were as follows: Total suspensions: -0.1% African American students -0% Homeless students: 1.1%	In 22 Dashboard data shows the outcomes were as follows (change from outcomes of 20-21): Total suspensions: 0.7% African American students 3.7% Homeless students: 1.2%	The 2023 Dashboard showed 0.9% of all students were suspended at least one day. The district earned an overall green rating. African American Students: 1.7% - Green Homeless Students: 0% - Blue	The overall District suspension rate will be reduced, and all student groups will maintain or reduce their suspension rate to be in the green or blue categories.
Maintain a zero expulsion rate.	0%	0%	0%	0%	Maintain a zero expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The PBIS assessment rating system will be used to measure implementation of the program.	All schools are currently at the silver level of implementation.	All sites earned the silver level of implementation in the 21-22 school year.	All sites were able to apply for the silver level of implementation. Awards are not yet announced.	All sites earned the silver level of recognition in the 2023-24 school year.	All school sites will maintain a silver or earn a gold rating based on the PBIS rating system.
Decrease the percentage of unduplicated students who are chronically absent	This is a year 2 action which was added for the 2022-23 school year.	This is the baseline for this metric. 2018-19 2021-22 MG 11.42% 24.27% MW 7.75% 9.50% NH 3.93% 19.77% OH 7.69% 9.03% OO 11.63% 21.22% PC 8.64% 14.24% PL 2.97% 14.91% SR 4.76% 7.84% VV 10.93% 14.88% WC 5.69% 23.16%	As of May 2023: MG 21% MW 17% NH 14% OH 24% OO 16% PC 13% PL 19% SR 13% VV 16% WC 18%	As of January 2024: MG: 7.9% MW: 11.1% NH: 6.1% OH: 20.0% OO: 11.8% PC: 11.5% PL: 10.5% SR: 24.8% VV: 13.4% WC: 10.7%	To reduce the number of chronically absent unduplicated pupils to below pre-pandemic levels.
Teacher connectedness as measured by their response to the Site Effectiveness Survey: - builds and maintains a collaborative culture	Baseline Data from 2022-2023: The teacher response to the Site Effectiveness Survey was 3.53 on a 1-4 scale.	New metric in 2023-2024	New metric in 2023-2024	Based on a 1-4 scale, the data is 3.3.	Based on a 1-4 scale, the teacher response will be 3.75 or higher.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.9, 1.11, 1.12, 1.13, 1.15, 1.16, and 1.17 were successfully executed according to the outlined plan, effectively advancing Goal 1. This led to positive outcomes, especially around student engagement and school climate. All ten of our schools received the silver award for PBIS implementation. The focus on creating safe, engaging, learning environments at school were evidenced by reduced suspensions and reduced chronic absenteeism.

The implementation of Action 1.4, which involved collaborating with English Learner Site Leaders district-wide, faced challenges and adaptations. Initially intending to include at least one certified representative from each school in quarterly work sessions to address obstacles hindering English learner student progress, insufficient representation led to a deviation from the original plan. Despite this setback, quarterly meetings proceeded with available staff. Instead of creating professional development opportunities for leads to disseminate at their sites, the focus shifted to evaluating existing and new instructional resources for English learners. Teachers were encouraged to experiment with various strategies in their classrooms and share the outcomes, allowing for a more practical approach to supporting English learner progress, albeit differing from the original intent of widespread representation from each school site.

Our Teacher Leadership- Inclusive Collaborative, Action 1.14, was implemented with adjustments. Alongside the initial aim of increasing inclusion opportunities for students with disabilities, particularly in our preschool and UPK programs, we initiated tours of other school districts with various inclusion models. These tours aimed to improve our understanding and inform decisions regarding the expansion of our current inclusion practices. This action contributed to our broader goal of fostering inclusive educational environments.

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

There were notable differences between the budgeted expenditures and the estimated actual expenditures across various action items.

Action 1.4 aimed at funding English learner site lead work, had an actual expenditure that fell below the budgeted amount due to fewer site leads signing up for the work and a decision to utilize meeting times for work instead of assigning additional paid tasks outside of regular hours. To address this for next year, plans are underway to bolster recruitment efforts in August of 2024 to ensure representation from each school site.

Action 1.9, aimed at placing counselors at school sites, experienced lower expenditures than anticipated due to hiring challenges leading to unfilled positions throughout the year.

Action 1.12 for attendance incentives saw lower spending than expected, as schools implemented cost-effective incentive programs that did not require as much funding as initially projected.

Action 1.14, focusing on the Inclusive Collaborative, met fewer times than anticipated during the school year. However, plans are underway to increase the frequency of meetings next year in preparation for launching inclusive programming at several sites.

Action 1.6, which focused on expanding Positive Behavioral Interventions and Supports (PBIS) during recess and lunch times, saw an increase in expenditures compared to the initial budget. This was attributed to contracting with an outside organization to provide structured activities, which enhanced the current programming.

Action 1.15, which provides mental health support for students and families, saw an increase in the contract amount.

These variations highlight the dynamic nature of budgeting and service implementation within the district, necessitating ongoing adjustments to align with evolving needs and circumstances.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Upon reviewing Goal 1 actions from the 2023-2024 LCAP, numerous actions have advanced the goal of "Inspiring students for a limitless future by ensuring that all learning environments are equitable, inclusive, and safe."   Actions 1.1 and 1.2 augmented our core programming with additional art experiences. Student and teacher feedback suggests increased academic engagement throughout the day with access to such programming. There is a correlation between improved student attendance on days when our art programming is scheduled. Actions 1.3, 1.7, 1.9, 1.16, and 1.17 allocated funding for increased staff hours or additional positions to bolster academic and social-emotional support for students, resulting in gradual improvements in metrics and positive feedback from parents, staff, and students on enhanced engagement. Notably, actions 1.6, 1.9, 1.13, and 1.15 contributed to improved student behavior, evidenced by reduced suspensions and the maintenance of our zero expulsion rate. Actions 1.4 and 1.14, centered on teacher collaborative groups, which effectively raised awareness of student challenges and fostered collaborative problem-solving, though expansion in membership and information dissemination across the district is warranted for greater impact in the upcoming LCAP cycle. Action 1.5 facilitated the administration of the Initial ELPAC to incoming students before the school year. Despite lacking a specific metric for this action, teachers underscored its value in enabling immediate support on the first day of school. Action 1.11 provided devices and hotspots to unduplicated students lacking technology access at home. This was supported by positive feedback from parents and teachers on ensuring equitable access to district-provided online academic resources. Lastly, Action 1.12, our attendance recognition and response program, while generally effective in improving attendance and reducing chronic absenteeism, will undergo continued emphasis on parent education in the forthcoming school year to enhance its efficacy.

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

Changes were made to Goal 1 in the 2024-2025 LCAP to better align with State Priorities 4 and 8, prompting adjustments in actions and metrics.

Actions previously under Goal 1 have been redistributed to other goals. Notably, Actions 1.1 and 1.2 were merged and relocated to Goal 2, focusing on Student Engagement and School Climate, alongside Action 1.6, now including structured recess time activities. Additionally, Actions 1.12, 1.13, 1.16, and 1.17 were moved to Goal 2, while Action 1.7 shifted to Goal 3, emphasizing Parent Engagement and family support. Action 1.11 was integrated with other technology support under Goal 4.

Although Action 1.5, funding for ELPAC assessment, remains ongoing, it has been excluded from the new LCAP. While the summer ELPAC testing remains an important component of our language proficiency assessment efforts, it is already well-integrated into our overall assessment plan and budgeting process. Therefore, its inclusion in the LCAP may unnecessarily clutter the document without providing substantial additional insight into our goals or priorities. Action 1.14, the Teacher Leadership Inclusive Collaborative, remains under Goal 1, albeit revised to include all teacher leader collaborative groups except the English Learner Collaborative.

Moreover, the focus of Goal 1 has narrowed to student achievement, prompting changes in metrics. Metrics 1.1 and 1.2, formerly under Goal 1, now reside in Goal 2, with adjusted survey questions to better assess parents' perceptions of safety and connectedness. Metric 1.8 was removed, while others were retained but transferred to Goal 2.

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.

Goals and Actions

Goal

Goal #	Description
2	Maximize student learning by investing in exceptional staff, purposeful instructional programs, and high-quality facilities that are student centered.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP), the overall distance to standard met for all students .	44.1 points above standard met in English Language Arts 38.5 points above standard met in Math	Due to the dashboard not providing academic outcomes in 2022, we are able to report out percentages and not points. The percentages for the spring administration of the CAASPP in 2021 are the following for all students. 62.34% met or exceeded standard in English Language Arts 55.60% met or exceeded standard in Math.	For the 21-22 reporting of CAASPP data: All students were 35.4 points above standard met in English Language Arts. All students were 22.8 points above standard in Mathematics.	For the 2022-2023 reporting of the CAASPP data: All students were 37.8 points above standard met in English Language Arts. All students were 24.9 points above standard in Mathematics.	All students in grades 3rd-6th, will be at least +45 points or higher on the English Language Arts and math assessments.
Grade level benchmark expectations based	New Assessment- not available	End of year outcomes for students in TK/K -2 are as follows: Kindergarten	End of year outcomes for students in TK/K -2 are as follows: Kindergarten	This assessment is no longer given to all students. This year, teachers are creating	In grades K-6, 80 % of all students will meet or exceed standard on trimester grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
upon Fastbridge assessments		Early Reading -66% Early Math- 88% First Grade Early Reading-86% Early Math-89% Second Grade aReading-66% aMath-67%	Early Reading - 81% Early Math- 87% First Grade Early Reading-86% Early Math-93% Second Grade aReading- 65% aMath- 64%	new benchmark assessments which will be given for the first time in the 2024-2025 school year.	District benchmark assessments in ELA and math.
Reduction in CAASPP test "meets standards" score gap for unduplicated student groups and special education.	Current Gap ELA : English Learner - 3.5 point gap Special Education -50 point gap Foster Youth-75 point gap Current Gap Math: English Learners-2.4 point gap Special Education-54 point gap Foster Youth- 57 point gap	Due to the flexibility of districts in end of year assessing for 2020-21, we are unable to calculate the point gap . We are able to report on the percentage difference which follows: ELA All: 62% EL: 24% SPED: 29% Foster Youth: N/A MATH All: 56% EL: 23% SPED: 25% Foster Youth: N/A	21-22 gap between "meets standards" score in ELA English Learner - 22 point gap Special Education - 50.1 point gap Foster Youth- (not enough students to report) Low-Income-1.7 point gap 21-22 gap between "meets standards" score in Math English Learners-27.1 point gap Special Education-59 point gap	22-23 gap between "meets standards" score in ELA English Learner -18 point gap Special Education - 45.1 point gap Foster Youth- (not enough students to report) Low-Income +.9 22-23 gap between "meets standards" score in Math English Learners - 24.6 point gap Special Education - 53.9 point gap Foster Youth- (not enough students to report)	Unduplicated students and students in special education will meet standard at the same rate as all other student groups on the CAASPP test in grades 3-6.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster Youth- (not enough students to report) Low-Income-12 point gap	Low-Income -11 point gap	
State and district reclassification criteria and long-term English Learner data.	97.6% were reclassified by 6th grade 2.4% Long Term English Learners	91.2% were reclassified by 6th grade 8.8% Long Term English Learners	88.8% Reclassified by 6th Grade 11.6% Long Term English Learners	89.9% Reclassified by 6th Grade 10.6% Long Term English Learners	98% of English Learners will be reclassified by 6th grade. No students will be classified as long-term English Learners.
CAST results meeting or exceeding percentage	Baseline data from 2020-21 45.35% meet or exceeds standard 43.17% nearly met standard 11.49% not met	Metric was added in 2021-22	21-22 Data for CAST: 48.16% met or exceeded standard 44.01% nearly met standard 7.83% standard not met	22-23 data for the CAST 56% met or exceeded standard 37.7% nearly met standard 6.7% standard not met.	The percentage of students will increase at least by 10% to 55% meeting or exceeding standard.
Annual English Learner students growth language proficiency calculated at the district and confirmed by ELPI level data when available.	58.5% grew in their language proficiency ELPI level.	Using internal calculations, 24% of the students grew one language level or maintained at a level 4. We were unable to calculate student growth within levels 2 and 3 so that is not factored into the percentage.	51.9% of English learner students progressed at least one ELPI level	2023 Dashboard data shows that 38% of English learner students progressed at least one ELPI level.	75% of English Learner students will demonstrate growth of one or more ELPI level.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, and 2.19 were effectively executed according to plan, resulting in progress toward achieving Goal 2. As a result of these actions, a greater number of students demonstrated proficiency in grade-level standards compared to the previous year. We monitored student progress throughout the year with our data analysis system and the use of our district assessments. Grade level teams and instructional leadership teams analyzed the data from these assessments to inform instruction and plan for professional development to support best, first instruction. Our district-wide intervention initiative remained focused on primarily providing support to students in grades K-2, particularly in strengthening foundational reading skills for low income students, foster youth, and English learners. We were excited to see that fewer students in those grades qualified for tier 3 interventions than the previous year. This data is evidence that our focus on providing targeted and systematic intervention to students based on data is effective, and we will continue to strenthen this program as we identify essential standards in foundational skills across the district.

Action 2.8, aimed at providing primary language instructional support and funding for instructional aides for English learners in their first three months of school, faced partial implementation due to staff shortages. Similarly, Action 2.9, which proposed goal-setting conferences with English learner site leads and classroom teachers, encountered partial implementation due to limited representation from English learner teacher leaders. Instead, assistant principals facilitated meetings with English learner students in grades 3-6 to review ELPAC scores, discuss reclassification criteria, and conduct test-taking practice. Action 2.12, focused on evaluating our district science program, was not fully implemented as intended due to teachers prioritizing familiarization with the newly adopted program and assessments. However, plans are in place for teachers to revise assessments over the summer now that they are more acquainted with the program.

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.

In reviewing the budgeted and actual expenditures across various action items under Goal 2, notable differences emerged.

Actions 2.1 and 2.2, which allocate funds for two data analysis systems, incurred slightly higher contract costs than initially anticipated.

Action 2.3, aimed at supporting Site RTI plans, cost significantly less than anticipated due to ongoing challenges in hiring for related positions.

Action 2.5, intended for providing extra hourly support for Instructional Lead Team meetings at each site, experienced reduced usage as some sites opted to meet during regular work hours.

Actions 2.8 (Bilingual Support), 2.10 (Assistant Principals), and 2.16 (Science Lab Technicians), had budgeted amounts that exceeded actual spending due to hiring difficulties.

Action 2.9 aimed at providing English Learner Goal Setting was taken on by our Assistant Principals instead of hiring substitute teachers to release classroom teachers so that they could meet with students. Due to this shift, there was no cost associated with the work.

Action 2.12 which described the Science Assessment Team, deviated from its original meeting schedule, gathering for two days in June rather than throughout the school year for assessment revisions, and so required less funding.

Actions 2.14, and 2.19, focused on staff professional development, saw reduced funding utilized as teachers received curriculum alignment training under an alternative funding source.

Action 2.13 which focused on staff development for new teachers saw a difference in funding due to additional trainings being held through the year in addition to the planned trainings.

Action 2.17, focused on teacher collaboration, used less funding than anticipated for release time for teachers due to a shortage of substitute teachers.

Action 2.15, aiming at providing for teacher collaborative work, exceeded spending expectations due to additional meetings being held beyond the initial schedule.

Action 2.18, dedicated to Dual Language Support, incurred higher-than-expected expenditures to accommodate additional professional learning opportunities and instructional materials for the program.

These variances reflect the dynamic nature of budgeting and resource allocation, necessitating adaptability to address evolving needs and challenges.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Multiple actions contributed to our advancement towards achieving our goal of "maximizing student learning by investing in exceptional staff, purposeful instructional programs, and high-quality student-centered facilities." Actions 2.1 and 2.2 involved our data assessment and monitoring programs, enabling administrators and teachers to identify strengths and areas for improvement among individual students and student groups. Although our students did not reach the desired outcome for growth on the CAASPP assessment, they did show improvement from the previous year, with slight enhancements observed in gaps among student groups. Actions 2.3, 2.4, 2.5, 2.15, 2.17, and 2.18 focused on district or site data analysis, collaborative planning for effective instruction, and the implementation of interventions and support for students in need. While metric data may not fully reflect the anticipated growth, our students have demonstrated progress. Actions 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 2.16, and 2.19 emphasized providing professional development and targeted staffing to ensure high-

quality instruction in the classroom. Teachers and administrators report that these actions contributed to the academic growth toward proficiency that our students made during the year, as measured by common formative assessments.

Action 2.12 was not implemented this year, preventing measurement of its effectiveness; however, despite this, our fifth-grade students met the goal for proficiency on the California Science Test (CAST).

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

Goal 2 within the LCAP underwent modifications to better align with State Priorities 5 (Student Engagement) and 6 (School Climate), necessitating the relocation of several actions to different goal areas. Actions such as Data Analysis (2.1), Instructional Leadership Teams (2.5), EL Goal Setting (2.9), and Science Lab Technicians (2.16) have been transferred to Goal 1, emphasizing student achievement. Additionally, Action 2.17, Teacher Collaboration Time, was revised to encompass PE release time and additional release time from guest teachers, now falling under Goal 1.

Action 2.18, originally named Dual Language Program Support, has been renamed Dual Language Immersion Program Support. Furthermore, Action 2.2, Universal Screening and Progress Monitoring, has been combined with Actions 2.3 (Site Intervention Plans) and 2.8 (Bilingual Support Program) into a new action named Student Acceleration Program. These have been placed under Goal 1.

Action 2.12, NGSS Assessment Analysis Team, has been consolidated with Action 2.15 and other teacher leadership groups under a new action in Goal 1 called Teacher Leadership Collaboratives. Similarly, Actions 2.13 (PD for New Teachers and New-to-Grade-Level), 2.14 (PD for Guest and Intervention Teachers), and 2.19 (Guided Language Acquisition Design) have been merged into one action titled Certificated Professional Development under Goal 4, which emphasizes Basic Services, Implementation of State Standards, and Access to Courses.

Actions removed from the LCAP include Action 2.4, District Support Team, which will continue but was omitted due to its lack of associated costs, streamlining the document. Additionally, Action 2.7, ELA/ELD Instructional Coach, will be funded through another source, hence its removal from the LCAP.

Several metrics have undergone changes or revisions. Metrics 2.1 and 2.3, previously measuring student progress on the CAASPP in English Language Arts and Math, have been relocated to Goal 1, emphasizing student achievement. Additionally, each metric has been split into two separate metrics, one for ELA and one for math. Both metrics track progress among student groups and indicate advancements in closing achievement gaps.

Metrics 2.4 (Reclassification rates), 2.5 (California Science Test scores), and 2.6 (Student growth on the English Language Proficiency Assessment of California) have also been transferred to Goal 1. Furthermore, Metric 2.2 has been eliminated as it pertained to specific local assessments that are no longer in use.

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.

Goals and Actions

Goal

Goal #	Description
3	Utilize 21st century communication and partnerships by providing resources and supports to meet the diverse and dynamic needs of our students, staff and community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Effectiveness Survey parent participation	The percentage of school effectiveness surveys returned is 66%.	The percentage of school effectiveness surveys returned is 33%	The percentage of school effectiveness surveys returned is 22%	The percentage of school effectiveness surveys returned is 32%	The percentage of school effectiveness surveys returned is at least 60%.
Percent of participation in fall conferences.	95.7% participation rate	95.2% participation rate	93.6% participation rate	93.4% participation rate	All schools will have over 98% participation rate at fall conferences.
Parent participation in the monthly Superintendent Chats.	The average number of parents who participate in the monthly Superintendent's chat is 50 parents	The average for the 2022-23 school year is 28.	The average for the 2022-2023 school year is 20.	The average for the 2023-2024 school year is 72.	The average number of parents who participate in the Superintendent's Chat will be 75.
Participation in LCAP educational partner meetings.	The number of parents that participated in the LCAP educational partner meeting was 120.	The number of educational partners in the parent feedback sessions was 105.	Over 300 parents participated in the LCAP educational partner feedback sessions.	Over 300 parents participated in the LCAP educational partner feedback sessions.	The number of parents who participated in the LCAP educational partner feedback sessions will be 300 or more.
LCAP Advisory Council Survey	Formation of council, data to be determined.	100% of the parent indicated their	100% of the parent indicated their	100% of the parent indicated their	80% or more of the LCAP Advisory

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		understanding of funding and participation in the process.	understanding of funding and participation in the process.	understanding of funding and participation in the process.	Council will indicate that their input was valued and considered .
School Effectiveness Survey: Percent of parents who feel connected to school as measured by their response to the statement- My child's school encourages me to participate in school activities.	2022-2023 Baseline Data: 96% of parents surveyed indicated that their child's school encouraged them to participate in school activities.	New metric in 2023-2024	New metric in 2023-2024	94% of parents surveyed indicated that their child's school encouraged them to participate in school activities.	Maintain 95% or higher positive response to the statement- My child's school encourages me to participate in school activities.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Actions 3.1, 3.3, 3.6, 3.7, 3.8, 3.9, and 3.10 were effectively implemented as planned, contributing to the progress of Goal 3. We organized numerous family engagement nights and parent workshops, which were well attended. To accommodate working parents, several workshops were offered in a hybrid format, enabling virtual attendance. Additionally, whenever feasible, resources were linked to our district webpage to provide easy access to presentations and materials for parents.We maintained our focus on enhancing communication with families through our two-way parent communication system, district webpage, attendance monitoring system, and various meetings with parent leaders and advisory councils. These efforts were instrumental in fostering stronger connections and collaboration between families and the school community.

Action 3.2, aimed at supporting new families to the district, was not implemented due to staffing shortages at the beginning of the year. Action 3.4, focusing on English learner parent workshops, experienced partial implementation. Although schools were tasked with partnering with a third party to conduct workshops, some sites encountered challenges with parent participation despite extensive advertising efforts.

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.

During the assessment of budgeted and actual expenditures across various action items under Goal 3, notable differences were observed.

Actions 3.1, 3.2, and 3.3 incurred significantly less spending through the LCAP as many events were paid for out of other funding sources. Additionally, some parent education events originally planned within the LCAP were hosted directly by school sites.

Action 3.4, which funds workshops specifically for English learner families, incurred significantly less spending than anticipated. Several workshops were planned but never implemented due to a lack of parent response to verify attendance.

Action 3.6, which funds our School Community Outreach personnel, was not fully spent due to difficulties hiring for open positions.

Action 3.7, which funds our contract for our parent communication system, cost less than the budgeted amount due to a discount for a multi-year contract.

Action 3.9 which describes the work of our Special Education Advisory Council (SEAC) required less funding than anticipated. Fewer staff participated which meant a reduction in the amount of extra hourly paid for staff.

These variances in expenditure highlight the need for flexibility and adaptive resource management to address changing circumstances and available funding sources within the district.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Multiple actions have propelled our progress towards achieving our goal of "utilizing 21st-century communication and partnerships to provide resources and support that meet the diverse and dynamic needs of our students, staff, and community." Actions 3.1, 3.3, 3.6, 3.7, 3.8, and 3.9 have played a significant role in bringing us closer to our 23-24 metric goals, particularly in enhancing parent participation and communication, as evidenced by parent surveys. Overall, parents have expressed appreciation for the workshops, citing them as valuable sources of additional strategies to support their children, both in formal surveys and informal conversations. Evidence of this includes the increased attendance at our Superintendent Chat, which improved dramatically when a parent learning component was added. Our LCAP Advisory Council has consistently reported that they feel that their input is valued and considered in the writing of the LCAP.

However, the full implementation of actions 3.2 and 3.4, geared towards providing information to new and English learner families, was not achieved. Administrators reported that parents who did attend the English learner parent workshops were better informed and more involved with their child's education. These will be actions that will be adjusted in the new LCAP to ensure successful implementation.

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

Goal 3 has been revised to align more closely with the State Priority concerning Parent Engagement. Actions such as Family Engagement Nights (3.1), Welcome to NSD (3.2), and Parent Workshops TK-2 (3.3) have been amalgamated into a single action under Goal 3 titled Parent Engagement and Education. Similarly, Action 3.7 (Parent Communication) and 3.8 (Attendance) have been consolidated with other initiatives to encompass district website, online parent communication system, attendance communication system, and parent translation services, forming a new action named Parent Communication Systems and Services.

Actions 3.9 (Special Education Advisory Council) and 3.10 (LCAP Advisory Council) have been merged and renamed Parent Advisory Councils, which will also include the English Learner Advisory Council.

Regarding metrics, Metrics 3.1 and 3.2, both assessing parent responses on the School Effectiveness Survey, have been combined into a single metric.

Additionally, Metrics 3.2 (parent participation in Fall Conferences), 3.3 (Parent participation in monthly Superintendent Chats), 3.4 (Participation in LCAP meetings), and 3.5 (LCAP Advisory Council Surveys) have been replaced with metrics measuring parent participation in various workshops, engagement events, and decision-making opportunities. Additionally, parent surveys will be used to determine the topics for our English learner workshops and the best time for families to attend.

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.

Goals and Actions

Goal

Goal #	Description
4	Maintain high quality services for all students. The metrics and actions described below will be implemented to ensure that the progress made within State Priority 1 and the implementation of academic content and performance standards in State Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed and appropriately assigned as reported by Human Resources yearly.	100% of teachers are fully credentialed and assigned appropriately.	100% of teachers are fully credentialed and assigned appropriately.	100% of teachers are fully credentialed and assigned appropriately.	100% of teachers are fully credentialed and assigned appropriately.	100% of teachers will be fully credentialed and appropriately assigned.
All students will be provided instructional materials and standards based instruction as measured by the quarterly monitoring and reporting to the Governing Board on the Williams Act report.	100% of students were provided instructional materials and standards based instruction.	100% of students were provided instructional materials and standards based instruction.	100% of students were provided instructional materials and standards based instruction.	100% of students were provided instructional materials and standards based instruction.	100% of students will be taught state standards and provided standards aligned materials as measured by the quarterly monitoring and reporting to the Governing Board on the Williams Act report.
School Facilities status as measured	9 out of 10 schools score exemplary with	4 out of 10 schools scored exemplary with	8 out of 10 schools had "exemplary" scores and 2 schools	2 out of 10 schools scored in the "exemplary" range,	100% of students will attend a school that is rated as exemplary.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by Facility Inspection Tool (FIT).	one with a score rating of good.	6 scoring good as listed below. Exemplary scores required 98.99+ MG 98.85 MW 98.6 NH 98.66 OH 97.30 PC 98.47 VV 98.55 OO,PL, SR, WC were exemplary	scored in the "good" range.	with 8 out of 10 schools scoring in the "good" range as listed below. A score of 98.99 is required for exemplary. OH: 97.07 OO: 97.96 NH: 98.91 PL: 98.59 PC: 98.96 SR: 97.40 VV: 98.61 WV: 93.27 MG and MW scored exemplary.	
Student Technology Standards Proficiency Percentages	Baseline scores for grade level technology proficiency is as follows: Kindergarten- 67% First- 65% Second-72% Third- 75% Fourth-84% Fifth-77% Sixth-75%	2021-22 scores for grade level technology proficiency is as follows: Kindergarten-54% First-48% Second-54% Third-72% Fourth-78% Fifth-72% Sixth-74%	2022-23 scores for grade level proficiency are listed below: Kindergarten- 59% First- 52% Second- 41% Third- 53% Fourth- 82% Fifth- 77% Sixth- 75%	2023-24 scores for grade level proficiency are listed below: Kindergarten- 62% First- 56% Second- 46% Third- 65% Fourth- 81% Fifth- 81% Sixth- 85%	The demonstration of grade level technology standards will be at 80% or higher for all grade levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
200 minutes of PE every two weeks as recorded in class and school schedules	100% of students engage in PE every two weeks.	100% of students engage in PE every two weeks .	100% of students engage in PE every two weeks.	100% of students engage in PE every two weeks.	Maintain at least 200 minute of PE every two weeks.
Percentage of students participating in Physical Fitness testing as recorded in our data analysis system.	New metric in 2022	97.79%	98.98%	98%	The percentage of students participating in PFT will be at least 98%.
Broad course of study as measured by site master schedules and administrator observation.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	Maintain 100% of student access.
School Effectiveness Survey: Percent of parents who feel that their child's school is a safe place for students.	2022-2023 Baseline Data: 88% of parents surveyed indicated that their child's school was a safe place for students.	New metric in 2023-2024	New metric in 2023-2024	90% of parents surveyed indicated that their child's school was a safe place for students.	Over 90% of parents will indicate that they feel that their child's school is a safe place for students.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All initiatives under Goal 4 were successfully executed according to the established plan. We sustained our commitment to employing fully credentialed teachers who were appropriately assigned to their roles. Furthermore, we ensured the provision of effective, research-based core and supplemental materials to bolster instruction across the core content areas.

We've observed a shift in several schools' FIT ratings from exemplary to good, despite minor infrastructural deficiencies causing drops of less than one percentage point. While work orders were swiftly initiated to address these issues within our staff's capabilities, challenges persist, particularly with outdated portables and funding constraints. This underscores the importance of ongoing vigilance in facility maintenance and our commitment to providing exemplary learning environments. Despite limitations, we remain dedicated to securing resources for long-term improvements, ensuring the highest standards for student safety and well-being.

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.

Across various action items under Goal 4, differences between budgeted and actual expenditures were evident.

Action 4.2, which outlines funding for our Core Instruction, had been overbudgeted. It was not necessary to spend the full amount.

Action 4.3, focused on core materials, exceeded the budgeted amount. We purchased several new programs and materials to bolster core instruction, including a phonics program for grades K-5.

Action 4.4, designated for Technology Support, fell below expectations due to challenges in hiring personnel.

Action 4.7, pertaining to Facilities, incurred higher expenditures than anticipated due to unforeseen projects and necessary repairs.

These disparities underscore the importance of adaptability and responsive financial management to address evolving needs and unanticipated circumstances within the district.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In evaluating the effectiveness of actions, it's evident that providing both basic and supplemental services has been instrumental in ensuring equitable access to high-quality instruction aligned with academic standards. Action 4.1, focusing on delivering instruction by highly qualified teachers, along with support from staff and research-based instructional materials (Actions 4.2, 4.3, and 4.6), has played a pivotal role in fostering academic growth among students, as evidenced by performance on both local and state benchmarks.

Furthermore, the commitment of our facilities staff to enhance learning environments (Action 4.7), as reflected in the Facilities Inspection Tool (FIT) report, has been commendable. Although there were slight drops in FIT scores, attributed to isolated incidents such as a fire and minor water leaks, prompt remediation of these issues underscores our dedication to maintaining exemplary facilities. Anticipated improvements in scores following ongoing assessments and repairs demonstrate proactive efforts to uphold high standards.

Additionally, initiatives such as providing access to technology and computer science standards (Action 4.4) and maintaining an informative district website (Action 4.5) have contributed to enriching the learning experience for students, while also serving as valuable resources for staff, parents, and the community.

Overall, the comprehensive approach to addressing academic and extracurricular needs has yielded positive outcomes, with notable percentages of students meeting or exceeding ELA, math, and science standards; 67%, 62%, and 55%, respectively. Moreover, the consistent provision of physical education and successful participation rates on the Physical Fitness Test underscore the holistic support extended to students across all grade levels.

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

Actions under Goal 4 have been restructured to better align with State Priorities concerning Basic Services, Implementation of State Standards, and Access to Courses. Actions 4.2 (Core Instruction), 4.3 (Core Materials), and 4.6 (Supplemental Materials) have been merged into a single action named Instructional Materials. Additionally, Action 4.4 (Technology Support) has been updated to include site technology technician support, devices for home use by students, and mobile hotspots.

Action 4.5 (District website) has been integrated with other actions related to parent communication under Goal 3, emphasizing parent engagement. Metrics 4.4 (Student Technology Standards Proficiency Percentages), 4.5 (Student participation in physical education), and 4.6 (Student participation in physical fitness testing) have been removed due to feedback indicating that the collected data lacked actionable insights.

Metric 4.7 (Access to a Broad Course of Study) has been modified to reflect students' access to all core content areas. Furthermore, Metric 4.8 (Parent responses to the School Effectiveness Survey) has been revised and relocated to Goal 2, which focuses on Student Engagement and School Climate.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Newhall Elementary School District	Kate Peattie Assistant Superintendent, Instruction	kpeattie@newhallsd.com 6612914000

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Situated in the northeast region of Los Angeles County, the Newhall School District encompasses a portion of the City of Santa Clarita along with the unincorporated areas of Stevenson Ranch and Westridge. With ten schools catering to nearly 6,000 students from Universal PreKindergarten through sixth grade, just under 600 of which live outside of our boundary area, the district embraces a diverse community.

Reflecting this diversity, our largest demographic groups consist of 45% Hispanic, 29% White, and 12% Asian students, with 20% of our students classified as English learners. Newhall embraces linguistic diversity, with 42 different languages spoken among its student population, though 73% of English learner students are native Spanish speakers. In addition, Forty-seven percent of our students qualify as Socioeconomically Disadvantaged.

The district's commitment to academic excellence is evident through its accolades, with all schools earning California Distinguished School honors and the California Pivotal Practice Award. Additionally, seven schools have received National Blue Ribbon Schools Recognition, with recent accolades in 2019. Notably, Newhall has been commended for its support and achievement of Hispanic students, recognized by Innovate Public Schools and the California Positive Outliers study in 2019. Test results can be viewed at the NSD website (www.newhallschooldistrict.com) Additional school data is located for the district and all school sites on the California Dashboard (https://www.caschooldashboard.org).

Emphasizing a holistic education, the district offers a comprehensive curriculum encompassing music, visual arts, and science, with dedicated science labs in each school. Noteworthy programs include the highly sought-after Spanish Dual Language Immersion Program at Old Orchard Elementary School. Through voter-approved bond measures, the district has modernized facilities, integrated technology, and established a state-of-the-art performing arts theater at Newhall Elementary School.

Newhall values community partnerships, collaborating with organizations like College of the Canyons to provide English classes for parents, and engaging with entities such as LA County Arts Ed Collective, CalArts, and the City of Santa Clarita. The district also ensures a seamless transition for students entering middle school through collaboration with the William S. Hart High School District.

Driven by a culture of excellence, Newhall prioritizes rigorous academic growth and student well-being, making it a rewarding environment for students, parents, staff, and the broader community.

Reflections: Annual Performance

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

Our data from the 2023 California Dashboard shows that our students, staff, and families continue to partner together to ensure that all students receive a high-quality education within the Newhall School District. In the areas of Mathematics and English Language Arts, students' academic performance on the CAASPP earned a green rating. In ELA, students scored 37.8 points above the standard, which was an increase of 2.3 points from the previous year. In Mathematics, students scored 24.9 points above the standard, which was 2.1 points higher than the previous year.

Classroom teachers provide strong, differentiated core instruction and many teams provide additional tier 2 support during grade level What I Need (WIN) time. Our district-wide Response to Intervention program, which includes Learning Support Teachers at every school, provides a systematic approach to providing targeted support to Kindergarten through 2nd grade students who are not demonstrating adequate progress in reading foundational skills. Students are given district common assessments in both ELA and math to assess student learning throughout the year. Professional development in the 23-24 school year was provided to support new and veteran teachers in effective pedagogical practices.

Two schools within the district had a student group which fell in the red performance level for ELA or mathematics.
Students with Disabilities at Valencia Valley, a group with 45 students, received a red performance level in the area of English Language Arts.
Students with Disabilities at Wiley Canyon, a group with 59 students, received a red performance level in the area of Mathematics.
Our actions outlined in this plan, including instructional collaboration time (1.1), student acceleration programs (1.3), site instructional leadership teams (1.4), and district teacher collaboratives (1.5) ensure that our resources are focused on supporting all students in meeting grade level expectations as measured by local and state summative assessments.

As a district, our English Learner Progress Indicator was orange, with 52.3% of our English learners making progress towards English language proficiency. This was a decline of 10.1 percentage points from the previous year. At Peachland Elementary School, 44.7% of English learners made progress towards English language proficiency, which resulted in a red performance level. Several LCAP actions specifically address the needs of this student group, including student acceleration programs (1.3), the English learner collaborative (1.6), English learner goal setting (1.7), enhanced language development for English learners and long term English learners (1.11), English learner parent education (3.2), teacher professional development in delivering scaffolded instruction during integrated and designated English Language Development (4.2), and several online programs that support language development (4.4).

Pupil Engagement, as measured by Chronic Absenteeism rates, continued to be an area of focus across the district, with an overall rating in orange with 14.4% of all students in that category.

Two student groups in our district received the lowest performance level of red in this area.
Students Experiencing Homelessness: 25.7% of the 148 students in that group were classified as chronically absent.
Students with Two or More Races: 14.5% of students in that group missed 18 or more days of school.

At the school site level,several student groups fell into the red performance level for chronic absenteeism.
McGrath Elementary: English learner and Socioeconomically Disadvantaged student groups
Oak Hills Elementary: All Students and Socioeconomically Disadvantaged students
Old Orchard: Two or More Races student group
Peachland Elementary: Socioeconomically Disadvantaged and Hispanic student groups
Pico Canyon Elementary: Hispanic student group
Valencia Valley: All Students, Socioeconomically Disadvantaged, White, and Two or More Races student groups
Actions in this plan are in place to encourage healthy students' attendance at school, educate families about the impact of chronic absenteeism to student growth, and to collaborate with families to address challenges that impede regular attendance. These include additional assistant principal time (2.1), school attendance recognition programs (2.7), an attendance monitoring and communication system (3.3), parent education (3.1), and additional office assistant time (2.5).

The district received a performance level of green in the area of School Climate, as measured by Suspension rates. One school, McGrath Elementary, received the lowest performance level of red for suspensions of Students with Disabilities, with a rate of 8.1%. We have seen an improvement in the district in this area, and will continue to implement actions in our plan to reduce suspensions for all student groups. These actions include Positive Behavior Intervention and Supports (PBIS) at all schools, the implementation of recess and lunch "coaches" to provide structured games and activities (2.6), school counselors at every school delivering Social Emotional Learning lessons, a social emotional screener, and individual or small group counseling services for identified students (2.4).

We are proud of the dedication and commitment of our staff, families, and community as we collaborate to ensure a premium educational experience for every child in our school district community.

*All data from the 2023 California Dashboard

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Administrators	On January 13th, principals and administrators were presented with our 23-24 LCAP metrics and our current goals and actions. They were given time to work in groups to analyze the data, review current actions, and provide input through a survey. As we gained input from our other educational partners during the winter and spring, we presented principals and administrators with the feedback trends. Additionally, principals and administrators had several work study sessions to work on School Plans for Student Achievement (SPSAs) to ensure alignment with the draft 24-25 LCAP goals.
Parents	Two virtual townhall meetings took place on February 7th and 8th, and over 300 parents attended these events. During these meetings, parents were presented with our 23-24 LCAP metrics and our current goals and actions. They were given time to work in breakout groups to analyze the data, review current actions, and provide input through an online survey. In addition, a survey was sent out to all school district families to ensure that all parents had the opportunity to provide input. Over 60 parents provided feedback on this survey. Once we had created a draft 24-25 LCAP, we shared this with our Parent Advisory Council and our English Learner Parent Advisory Committee on May 23rd. Comments and questions were collected and the Superintendent responded in writing and posted those responses on our district website.
Teachers	On February 13th, teachers were presented with our 23-24 LCAP metrics and our current goals and actions. They were given time to work in groups to analyze the data, review current actions, and

Educational Partner(s)	Process for Engagement
	provide input through a survey. This survey was also sent out to all teachers through email so that they could respond over the course of several weeks. We collected over 200 responses from our teachers.
Other School Personnel	On February 14th, 15th, and 20th, other school personnel were presented with our 23-24 LCAP metrics and our current goals and actions during online and in person meetings. They were given time to work in groups to analyze the data, review current actions, and provide input through a survey. This survey was also sent out to all other school personnel through email so that they could respond over the course of several weeks.
Local Bargaining Units of the District	On February 27th and March 12th, the Assistant Superintendent of Instruction met with the district's certificated union leadership and classified union leadership, respectively. During these meetings, trends that had been collected from both their educational partner group and the others were shared. Union leadership shared their input which was then included in the compilation of data.
SELPA	On February 22nd, we met with our SELPA director and shared the trends that we had collected from all educational partner groups. The SELPA Director shared input which was then included in the compilation of data.
Students	During the months of February and March, site administrators met with their student council leadership group. During these meetings, students were presented with our 23-24 LCAP metrics and our current goals and actions in student friendly terms. Students were asked to give their input around the effectiveness of our current actions. They were also asked to provide ideas and input around ways that we could better serve them and reach our LCAP goals. Their input was collected through surveys.

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

The Newhall School District is guided by four fundamental values: collaboration, innovation, perseverance, and excellence. We take pride in our collaborative efforts with educational partners, including teachers, principals, administrators, classified and teacher union representatives, parents, and students, to drive our key initiatives forward.

Our process involved engaging each group in reviewing the four LCAP (Local Control and Accountability Plan) goals and associated actions. Through comprehensive presentations, we highlighted our current needs, goals, and actions, inviting feedback and brainstorming additional

ideas to enhance each goal's focus. This collaborative input was captured through surveys distributed to all parents and staff between February and March 2024.

Throughout January, February, and early March,, a series of meetings were held with different educational partner groups, including site principals, administrators, parents, certificated and classified staff, as well as consultation with SELPA and bargaining unit leadership. Additionally, input was gathered from the LCAP Advisory Council and student council representatives during February and March.

After receiving feedback from over 700 educational partners, district staff carefully reviewed the suggestions, focusing on actions aligned with available supplemental funding. Prioritization of feasible actions took place during meetings held in April and May, involving District Cabinet Members, site principals, administrators, and parent organizations. During the LCAP development process, educational partners emphasized the necessity for:

Continuous instructional support in ELA, English Language Development (ELD), Mathematics, and Science;
Sustained utilization of data analysis systems;
Ongoing implementation for our district-wide student acceleration program;
Increased collaboration time for teachers;
Continued site and district-level teacher leader collaboratives;
Continuation of additional staff to support student learning; and
Support for our Dual Language Immersion program.

During our May 23rd Parent Advisory Council (PAC) and District English Learner Advisory Council (DELAC) meetings, opportunities were provided for comments and questions from committee members. The Superintendent provided written responses and these were posted on our district website at https://www.newhallschooldistrict.com/domain/2617.

Public awareness of the availability of the LCAP draft was ensured through various communication channels, including the district website, social media, and the local newspaper from May 24th through June 11th. Community members were invited to review the proposed actions and expenditures and submit written comments to the Superintendent.

A public hearing was conducted during a Board meeting on June 11, 2024, where the LCAP plan and budget were presented. Subsequently, the Governing Board approved the finalized LCAP plan and budget on June 25, 2024, reflecting the collaborative efforts and feedback of all educational partners involved.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To ensure that all students achieve academic success, fostering a positive and inclusive learning environment	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to identified needs through comprehensive data analysis and input from educational partners. Analysis of state summative assessment data revealed a pressing need to provide support for students across all academic domains.

In English Language Arts (ELA), 67% of our students met or exceeded the standards on the CAASPP assessment. However, this figure dropped to 52% for our low-income students and 26% for English learners. Similarly, in Math, while 62% of our students met or exceeded standards, only 47% of low-income students and 28% of English learners achieved the same. In Science, although 55% of students met or exceeded standards on the CAST assessment, the percentages were notably lower for low-income students (37%) and English learners (14%). *Data from caaspp-elpac.ets.org
Regarding English Language Proficiency, 52% of our English learners showed progress towards proficiency, as per data from caschooldashboard.org.

This data is mirrored on local assessments taken throughout the year to monitor student progress.

During the LCAP development process, educational partners emphasized the necessity for:
Continuous instructional support in ELA, English Language Development (ELD), Mathematics, and Science
Sustained utilization of data analysis systems
Ongoing implementation for our district-wide student acceleration program
Increased collaboration time for teachers
Continued site and district-level teacher leader collaboratives
Continuation of additional staff to support student learning
Support for our Dual Language Immersion program

The district aims to enhance academic performance through initiatives aimed at supporting and enhancing student learning. Progress towards this goal will be measured using the following metrics.

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 ELA: The number of points that reflect the distance from standard in English Language Arts as reported on the California School Dashboard.	2023 Dashboard All Students: 37.8 points above standard Low Income Students: 0.9 points above standard English Learners: 18 points below standard Foster Youth: not numerically reported Students with Disabilities: 45.1 points below standard			On the 2026 Dashboard, all student groups will score with points above standard All Students: at least 50 points above standard Low Income Students: at least 10 points above standard English Learners: at least 10 points above standard Foster Youth: at least 10 points above standard Students with Disabilities: at least 10 points above standard	
1.2	CAASPP Math: The number of points that reflect the distance from standard in Mathematics as reported on the California School Dashboard.	2023 Dashboard All Students: 24.9 points above standard Low Income Students: 11 points below standard English Learners: 24.6 points below standard			On the 2026 Dashboard, all student groups will score with points above standard All Students: at least 35 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: not numerically reported Students with Disabilities: 53.9 points below standard			Low Income Students: at least 10 points above standard English Learners: at least 10 points above standard Foster Youth: at least 10 points above standard Students with Disabilities: at least 10 points above standard	
1.3	ELPAC: The percentage of English Learner students making progress as reported on the California School Dashboard.	2023 Dashboard 52.3% of English learning students made progress towards English proficiency.			On the 2026 Dashboard, at least 75% of English learning students will have made progress towards English proficiency.	
1.4	The percentage of English learning students who are reclassified to proficient as calculated using data in the California Longitudinal Pupil Achievement Data System.	2022-2023 Academic Year: 119 students reclassified 8.98% of the total number of English learning students.			For the 2025-2026 academic year, 18% of our English learner students will be reclassified	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	California Science Test: Percentage of grade 5 students who met or exceeded standard on the California Science Test	Spring 2023 assessment: Percent of students who met or exceeded standard. All Students: 55.48% Low Income Students: 37.34% English Learners: 13.58% Foster Youth: not numerically reported			On the 2026 CAST, unduplicated groups will increase the percentage meeting or exceeding standards by at least 20 percentage points All Students: at least 75% Low Income Students: at least 57% English Learners: at least 34% Foster Youth: at least 50%	
1.6	California Spanish Assessment: Spanish language progress of students in the Dual Language Immersion program as measured by the California Spanish Assessment.	Spring 2023 level and mean scale score 3rd Grade: students not tested 4th grade Level 1, 444 5th grade: grade level new to program 2023-2024 6th Grade: grade level new to program 2024-2025			Spring 2026 level and mean scale score 3rd grade: Level 3, 360+ 4th grade: Level 3, 460+ 5th grade: Level 3, 560+ 6th Grade: Level 3, 660+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	The number of students who are considered to be Long Term English Learners on Census Day (students who have completed at least 6 school years in the US school system)	Census Day 2023: 114 Long Term English Learners			By Census Day 2027: No more than 50 Long term English learners	
1.8	Grade level English Language Arts (ELA) cycle 5 assessment results	New Assessment in 2024-2025- Baseline not Available			In grades K-6, all students will score 80% or higher on cycle 5 local benchmark assessment results	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Collaboration Time	To address the educational needs of English learners, low-income students, and Foster Youth struggling to meet grade-level standards, educators will be allocated dedicated collaboration time. Teachers will use this time to examine data derived from common formative assessments and create instructional strategies to either reinforce or extend student understanding, resulting in grade-level standards mastery. Each grade level team will have one hour of collaboration time per week. In addition, each team will have one half day of collaboration time following the five district common English language arts assessments given each year.	$765,000.00	Yes
1.2	Data Analysis Systems	Online assessment and data analysis tools are essential for educators to effectively address the diverse needs of their student populations. By streamlining assessment administration and providing in-depth data analysis capabilities, this tool enables educators to identify trends, patterns, and areas for improvement among student groups such as English learners, low-income students, and foster youth. Real-time data updates and customizable reporting features support ongoing progress monitoring, facilitating data-driven decision-making at both the classroom and district levels. Ultimately, this data-driven approach empowers educators to implement targeted interventions, allocate resources effectively, and improve academic outcomes for all students.	$50,000.00	Yes
1.3	Student Learning Acceleration Program	The district-wide Student Learning Acceleration Program is aimed at providing targeted instructional support to ensure English learners, Foster youth and low-income students reach grade-level standards. Central to this initiative is the deployment of Learning Support Teachers across the district based on student needs. These dedicated professionals work closely with classroom teachers to identify students who require additional assistance and develop personalized instructional plans to address their specific needs. While the program is available to all students with	$2,116,389.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic needs, its primary focus is on supporting English learners, low-income students, and Foster youth who may face unique challenges in their academic journey. By providing tailored services and resources, we aim to accelerate student learning, close achievement gaps, and promote equitable access to quality education for all learners.		
1.4	Instructional Leadership Teams	Each school's Instructional Leadership Team serves as vital units within each campus, tasked with analyzing school-wide data trends, particularly among unduplicated student groups who often face increased academic challenges compared to their peers. These teams collaborate to devise and execute professional learning plans aimed at enhancing teaching practices in the classroom, specifically targeting students requiring additional support. Additionally, the teams meticulously analyze outcomes as the school implements its School Plan for Student Achievement (SPSA), ensuring alignment with instructional goals and objectives. Given the focus on academic needs, particular attention is directed towards English learners, foster youth, and low-income student groups, aiming to address disparities in achievement and promote equitable educational opportunities for all. These 4 member teams meet throughout the year for up to 3 hours per month.	$73,476.00	Yes
1.5	Teacher Leader Collaboratives	A range of teacher leadership opportunities will be extended to educators, emphasizing their invaluable expertise and voice in driving educational improvement. These collaborative initiatives are tailored to address specific student needs, empowering teachers to delve into topics pertinent to their classrooms. Through these collaboratives, teachers will not only study the chosen topics but also devise actionable recommendations for classroom practices aimed at tackling the identified issues. The planned collaborative teams encompass various areas such as special education inclusion and technology integration. These teams will analyze data, dissecting student outcomes within their respective content areas. By examining current data alongside historical trends, teachers will gain deeper insights and allow for informed decision-making, utilization of best practices, and targeted interventions across the district.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	English Learner Teacher Collaborative	Each school site will be represented by certificated staff who will participate in the district's collaborative, offering vital support to their school site in the following areas: Facilitating newcomer welcome protocols, Increasing understanding of grade-level English Language Development standards, Assisting in the effective implementation of Integrated and Designated ELD strategies, Interpreting and utilizing ELPAC data reports for instructional purposes. Supporting progress monitoring of English learners in English Language Development, and Supporting the reclassification process for English learners. These teachers will serve as liaisons between the district committee and their schools, ensuring effective instructional support for English learners across the district. They will actively contribute to their school's Instructional Leadership Team, advocating for the inclusion of English learner needs in instructional plans aimed at enhancing student achievement. During committee meetings, they will actively engage in data analysis and problem-solving, leveraging insights from their school's English learner student outcomes. Additionally, they will spearhead the implementation of goal-setting initiatives for English learners, focusing on expected growth in language proficiency to drive student success.	$10,000.00	Yes
1.7	English Learner Goal Setting	The English Learner Collaborative will work closely with classroom teachers to analyze their English learner students' latest ELPAC scores and pinpoint areas requiring attention. They will then communicate these scores to students and collaborate with them to establish personalized improvement goals. Additionally, the school sites, with support from the instructional leadership team, will devise professional development sessions focusing on effective integrated and designated English language development based on ELPAC data trends. Furthermore, opportunities will	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		be provided for English learners to refine their ELPAC test-taking skills through targeted practice sessions emphasizing effective strategies.		
1.8	Science Lab Technicians	The inclusion of this staffing position bolsters science education across every school campus. Science lab experiments offer vital benefits for English learners, low-income students, and foster youth by providing hands-on, inquiry-based learning experiences that enhance comprehension, critical thinking, and problem-solving skills. These activities promote equity in education by ensuring access to high-quality, engaging learning opportunities for all students, regardless of background. By connecting theoretical concepts to real-world phenomena, lab experiments make science more accessible and relevant, particularly for students who may have limited exposure to scientific concepts in their everyday lives. Furthermore, hands-on science activities can increase student engagement and motivation, fostering a sense of curiosity and enthusiasm for learning and empowering students to pursue further exploration in STEM subjects.	$435,000.00	Yes
1.9	Dual Language Immersion Program Support	The Dual Language Immersion Program at Old Orchard necessitates continual professional development and specialized materials as it expands to full implementation in the 2024-2025 school year, including the addition of 6th grade. This work encompasses professional development sessions, workshops, curriculum and assessment refinement, and the procurement of relevant instructional materials. The action is designed to bolster the biliteracy and bicultural components of the program while offering crucial support to families, staff, and especially English learner students involved in the initiative.	$200,000.00	No
1.10	Additional Hour for Library Media Technicians	This action aims to maintain the extension of the operating hours of each school library to ensure accessibility to its resources, including books, computers, and periodicals, throughout the entire school day. By expanding service from five to six hours per day, we enhance access to these resources for all students, particularly low-income students, who often include English Learners and foster youth. These students may face limitations in accessing technology and library materials at home, making	$67,411.00	Yes

Action #	Title	Description	Total Funds	Contributing
		extended library hours essential for completing class assignments and homework. This initiative strives to bridge the digital divide and provide equitable access to educational resources for all students, regardless of their socioeconomic background		
1.11	Enhanced Language Development for English Learners and Long Term English Learners	This action aims to accelerate English language development through the integration of effective teaching strategies during integrated ELD, including Guided Language Acquisition and Design (GLAD). Additionally, further support will be provided through technology programs that specifically address language development.	$151,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Given the 2023 data from the California Dashboard on Chronic Absenteeism and Suspension Rate, along with insights from the California Healthy Kids Survey, it is imperative to prioritize enhancing student engagement and fostering a positive school climate within our district. Chronic absenteeism rates, particularly among vulnerable student groups such as homeless, low-income, and foster youth, remain alarmingly high, as noted by the data below.

All students: 14.4%
Homeless: 25.7%
Two or More Races: 14.5%
Low income: 19.2%
Foster youth: 20.7%
English learners: 15.3%

Additionally, suspension rates, while relatively low overall, disproportionately affect foster youth and low-income students.

All students.9%
Foster youth: 3.3%
English learners: 1.4%
Low income: 1.3%

These statistics underscore the urgent need to address factors contributing to disengagement and adverse school climate experiences among students. Furthermore, insights from the California Healthy Kids Survey reveal that while a majority of students report feeling connected to school (75%), motivated to learn (87%), feel safe at school (83%), and feel that they are provided with social-emotional learning supports (74%), there is still room for improvement.

By prioritizing this LCAP goal, we aim to implement targeted interventions and initiatives to enhance student engagement, improve school climate, and ensure that all students feel safe, supported, and motivated to succeed academically and socially within our district. Through

collaborative efforts and evidence-based strategies, we strive to create an inclusive and nurturing learning environment that fosters positive relationships, promotes student well-being, and maximizes student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate: as calculated using data in the California Longitudinal Pupil Achievement Data System.	2022-2023 Academic Year: All Students: 94.4% Low Income Students: 93.6% English Learners: 94.1% Foster Youth: 94.8%			2025-2026 Academic Year: 97% student attendance rate.	
2.2	Chronic Absenteeism: as reported on the California School Dashboard	2023 Dashboard: Percentage chronically absent. All Students: 14.4% Low Income Students: 19.2% English Learners: 15.3% Foster Youth: 20.7% Homeless: 25.7% Two or More Races: 14.5% Students with Disabilities: 17.8% Hispanic: 18.2% White: 11.8%			2026 Dashboard: Reduce by at least 6 percentage points All Students: 8% Low Income Students: 13% English Learners: 9% Foster Youth: 14% Homeless: 19% Two or More Races: 8% Students with Disabilities: 11% Hispanic: 12% White: 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Suspension Rate: as reported on the California School Dashboard	2023 Dashboard: Percentage of students suspended at least one day. All Students: 0.9% Low Income Students: 1.3% English Learners: 1.4% Foster Youth: 3.3% Students with Disabilities: 2%			2026 Dashboard: Reduce by at least 0.3 percentage points All Students: 0.6% Low Income Students: 1% English Learners: 1.1% Foster Youth: 3% Students with Disabilities: 1.7%	
2.4	Expulsion Rate: as calculated using data in the California Longitudinal Pupil Achievement Data System.	2023-2024 academic year: No students were expelled from the Newhall School District.			2026-2027 Academic Year No students expelled from the Newhall School District.	
2.5	Student Perception of School Connectedness and Safety: as reported on the California School Dashboard and based on data collected on the 5th grade California Healthy Kids Survey.	2023-2024 Student response to key indicators: School Connectedness: 75% Academic Motivation: 87% Social and Emotional Learning Support: 74% Feel Safe at School: 83%			2026-2027 All student responses to key indicators will increase by at least 6 percentage points: School Connectedness: 81% or higher Academic Motivation: 93% or higher Social and Emotional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Learning Support: 80% or higher Feel Safe at School: 89% or higher	
2.6	Number of Office Discipline Referrals	April 2024: Number of ODRs All: 4,432 Low Income: 2,545 English Learner: 788 Foster Youth: 141			Spring 2027: Reduce the number of ODRs for each student group by 30% All: at or under 3,102 Low Income: at or under 1,781 English Learner: at or under 551 Foster Youth: at or under 98	
2.7	Parent Perception of School Connectedness and Safety: as reported in the School Effectiveness Survey	May 2024 Percent of Parent Responses Indicating Agreement My school keeps me informed around resources and expectations for my child.- 88% My child's principal communicates well with parents.- 88%			2026-2027: The Percent of Parent Responses Indicating Agreement will maintain or exceed 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		My child's school is a safe place for students.- 90%				
2.8	Teacher Perception of School Connectedness and Safety: as reported on the School Effectiveness Survey	2024 These are new questions so no baseline data is available. Adults who work at this school support and treat each other with respect. This school is a safe place for staff.			2026-2027 At least 90% of teachers will respond that the following statements are always or usually true: Adults who work at this school support and treat each other with respect. This school is a safe place for staff.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional Assistant Principal Positions	Expanding Assistant Principal positions aims to bolster school resources, particularly at high-needs schools with larger populations of low-income, foster youth, and English learner students. Currently, none of our five Title 1 school sites qualify for Assistant Principal time due to enrollment size. By allocating three positions across the five school sites, administrators will have the dedicated time to provide targeted support for unduplicated students and their families. This work will include collaborating with school staff to address student behavior, monitoring chronic absenteeism and working with families to address barriers to attendance, conducting data analysis, monitoring and enhancing instruction, and fostering parent engagement. This action, identified as a top priority by parent and staff educational partners, aims to strengthen support systems and improve outcomes for all students.	$1,208,856.00	Yes
2.2	Additional School Psychologist	Our school psychologists engage in community outreach efforts, facilitating connections between families and additional community resources while making referrals to social-emotional and behavioral programs. To enhance support for English learner, low-income, and foster youth students district-wide, we will hire one additional full-time school psychologist to ensure access to unduplicated students and their families.	$141,468.00	Yes
2.3	Increased Visual and Performing Arts Staff and Services	This action aims to enhance the arts education experience across our district, with particular focus on benefiting unduplicated student groups. This initiative includes the implementation of two art residencies: one theater residency tailored for 2nd-grade students and another hip-hop dance residency designed for 6th-grade students. These residencies will	$254,605.75	Yes

Action #	Title	Description	Total Funds	Contributing
		provide immersive, hands-on experiences that cultivate creativity, self-expression, and collaboration among students, including English learners, low-income students, and foster youth. Additionally, we will continue to fund a visual arts teacher for our visual arts program, allowing for expanded opportunities for students from unduplicated groups to explore various artistic mediums and techniques. By increasing visual and performing arts staff and services, this action seeks to provide equitable access to enriching arts experiences, fostering a vibrant school culture and promoting holistic development for all students.		
2.4	Student Social-Emotional Well-Being	This action aims to enhance students' social-emotional well-being by providing support from counselors, particularly targeting at-risk students facing behavioral and emotional obstacles to learning. Our local data highlights a disproportionate need for counseling support among low-income students, English learners, and foster youth, reflecting an increased demand for intervention since 2021. Through this action, counselors will continue to offer additional support through small group sessions, one-on-one counseling, and increased classroom engagement activities. They will also conitnue to lead the PBIS team work at their school sites. Moreover, given concerns regarding poor attendance within these student groups, counselors will collaborate with parents and students to promote better attendance practices. Complementing this effort is the district-wide implementation of a Social Emotional Learning (SEL) program, facilitated by counselors and school psychologists, to provide systematic social-emotional learning interventions. This program, integrated with full-time counselor support, facilitates targeted counseling sessions tailored to specific student groups and individuals. Furthermore, the program incorporates a social-emotional screener and specialized supports to monitor and assess its effectiveness in addressing students' social-emotional needs. Staff members are equipped with tools such as the Playbook Intervention and Curriculum Library to support the implementation of these interventions, with additional support provided by the program's dedicated support department. Through these concerted efforts, we strive to create a nurturing and supportive environment that fosters students' social-emotional growth and well-being across our district.	$1,500,057.50	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Additional Hours for Office Assistant II	To enhance our Positive Behavioral Interventions and Supports (PBIS) program and effectively address chronic absenteeism, designated staff members are required to enter Office Discipline Referrals (ODRs) and focus on absenteeism issues at each campus. A comprehensive data review across our ten campuses revealed a disproportionate level of office referrals and chronic absenteeism among students from unduplicated pupil groups. To mitigate this, two additional hours are allocated to the Office Assistant II position, allowing for improved data entry and analysis of attendance issues. The continued allocation of these extra hours will facilitate the creation of reports and collaborative problem-solving with administrators and other support staff to address chronic absenteeism effectively.	$144,222.00	Yes
2.6	Positive Behavior Interventions and Supports	This action continues the implementation of Positive Behavior Intervention and Supports (PBIS) across our district to foster a positive school climate and support students' social-emotional well-being, particularly benefiting unduplicated students by providing targeted interventions and supports tailored to their unique needs. PBIS is a proactive approach aimed at teaching and reinforcing positive behaviors, thereby reducing disciplinary issues and promoting a safe and inclusive learning environment. School counselors will continue serve as the team leader of their school's PBIS teams. Building upon the success of previous PBIS initiatives, this action focuses on further integrating PBIS practices into the daily routines and culture of our schools. It includes ongoing professional development for staff, the development and implementation of behavior support plans, and the establishment of systems for data collection and analysis to monitor the effectiveness of PBIS strategies. By nurturing a supportive and respectful school climate through PBIS, we aim to enhance students' overall academic success and personal development.	$416,000.00	Yes
2.7	Attendance Recognition and Response	There continues to be concern regarding attendance with several student groups, particularly among our low-income, foster youth, and English learner students. To address this issue, administrators and support staff will continue their efforts initiated since the 2020-2021 school year to engage families and students with higher than expected absences. The primary objective is to identify and eliminate barriers to regular school	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance. Both School Attendance Response Teams (SART) and District Attendance Response Teams (DART) will be deployed prior to resorting to the more formal School Attendance Review Board (SARB) process. Each school will establish attendance improvement goals, with monthly recognition provided to the school community for achieving their targets. Additionally, various incentive programs will be implemented at each school to further encourage consistent attendance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Ultimately, the primary objective of expanding partnerships with parents is to enhance student success. Research consistently shows that when parents are actively engaged in their child's education and school life, students tend to perform better academically, have improved attendance, exhibit better behavior, and develop stronger social-emotional skills. During the LCAP feedback process, educational partners shared the need for continued and increased opportunities for parents to become engaged through family fun and education events. By setting this LCAP goal, the school is committing to fostering a collaborative relationship with parents, recognizing them as valuable partners in the educational journey of their children. Through increased partnership and involvement, the school aims to create a supportive environment where every student can thrive and reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Decision-Making: as measured by opportunities for parents to provide input into decisions for the school district.	2023-2024 Parent Participation in LCAP Input Meetings: Average number of attendees- 305 Parent Participation in Special Education Advisory Meetings: Average number of attendees- 10			Increase parent participation in decision-making opportunities Parent Participation in LCAP Input Meetings: Maintain or exceed 300 participants Parent Participation in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent Participation in the District English Language Advisory Committee: Average number of attendees- 35			Special Education Advisory Meetings: 15 Parent Participation in the District English Language Advisory Committee: 60	
3.2	Parent Participation: as measured by parent response on the School Effectiveness Survey indicating that the school encourages them to participate in activities.	2023-2024 School Survey 94% reported that their school encourages them to participate in school activities.			2026-2027 Academic Year Maintain a rate of 95% or higher of parents reporting that their school encourages them to participate in school activities.	
3.3	Unduplicated Parent Engagement: Average number of attendees for each event	This data was not tracked in the 2023-2024 Academic Year. Baseline data is not available			2026-2027 Academic Year English learner family nights: An average of at least 10% of English learner families will attend each event. Family Title I nights: An average of at least 10% of Title I school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					families will attend each event. Family Resource Event: At least 10% of the district families will attend the event.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Engagment and Education	Our LCAP action for Parent Engagement and Education aims to create a supportive and inclusive environment where families actively participate in	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their children's educational journey. We will foster collaboration and dialogue among parents, educators, and the community by providing opportunities, specifically for our unduplicated student groups, which will include Family Engagement Night events, Outreach to New Families, and Parent Workshops. Though these will be built around the needs of our English learner, low-income, and foster youth, they will be available to all. These initiatives provide practical strategies, resources, and support to empower parents in supporting their children's academic and socio-emotional growth at home. By continuously evaluating and refining our approach based on feedback, we strive to cultivate a culture of trust and partnership, ensuring that every child has the opportunity to thrive academically and beyond.		
3.2	English Learner Parent Education	This action aims to enhance academic outcomes for English learner students by providing tailored support to their parents. This initiative responds directly to requests from English learner parents who seek guidance and resources to better understand the educational system and effectively support their children's learning journey. Through targeted workshops, informational sessions, and accessible materials, this action seeks to empower English learner parents with the knowledge and skills necessary to actively engage in their children's education, fostering a collaborative partnership between home and school environments that ultimately cultivates academic success for English learner students.	$50,000.00	Yes
3.3	Parent Communication Systems and Services	This action is intended to enhance communication with our families, particularly those of unduplicated students, through a range of tools and services. This includes the use of a two-way social media platform capable of translating messages into students' home languages, facilitating seamless communication between schools and families. Positive feedback from parents underscores the effectiveness of this tool in fostering meaningful engagement. Furthermore, this action supports the upkeep of our district's website, serving as a vital platform for communication with families and the broader community. Additionally, this action supports translation services are provided at key events like parent-teacher conferences and other school or district gatherings, ensuring inclusivity and accessibility for all families.	$85,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	McKenney-Vento Support	The district is committed to offering targeted support to students in transitional housing or foster care. At the district level, collaboration with the LACOE and local government agencies persists, aimed at enhancing existing support systems and staying informed about new avenues for aiding students and families. Ongoing training and support ensures that all district staff are equipped to address the unique needs of students experiencing homelessness and in foster care. The district's McKinney Vento and Foster Youth liaison provides continuous guidance to school counselors at all schools to support their direct case management and communication with families regarding available resources. Through partnerships with various community organizations, district staff have established a network of support, offering essentials like food, clothing, medical care, and access to housing and employment resources. Food distribution at all schools further supports our students. All assistance, whether from the community or the school, is delivered directly to families via coordinated case management facilitated by administrators, counselors, community liaisons, and the district liaison. Additionally, ongoing parent education and family events, aiming to promote health, wellness and connectedness are inclusive of these student groups.	$750.00	Yes
3.5	School Community Outreach	The bilingual School Community Outreach staff prioritizes parent involvement, particularly among parents who have previously been less engaged with the school due to various factors. Feedback from educational partners highlight that this staff member serves as a vital link between the school and non-English-speaking parents, foster youth, and those from low-income backgrounds. Responsibilities include acting as a liaison to enhance student learning experiences, fostering better communication between home and school, arranging parent committee gatherings, and offering training sessions and classes for parents.	$403,000.00	Yes
3.6	Parent Advisory Councils	Various parent advisory groups will meet throughout the year to provide a forum for informing parents and receiving input. These will include the	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		District English Learner Advisory Council (DELAC), the Special Education Advisory Council (SEAC), and the Local Control Accountability Advisory Council (LCAP), among others. These will operate as district-level councils to foster partnerships and enhance communication between educational stakeholders.		
3.7	Connecting Families with Community Resources	This initiative is dedicated to connecting unduplicated students and their families with community mental health resources, providing tailored social-emotional and counseling support services to students and their families. Families are matched with local providers who offer assistance in their preferred language, ensuring accessibility and inclusivity. Anonymity is also respected for those seeking discreet support. Moreover, counselors and psychologists facilitate a seamless process, initiating referrals on behalf of families and students. Educational partners, including counselors, administrators, and families have reported that there continues to be a need for this service in addition to what is available within the school day for students.	$21,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal to provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district was chosen to ensure that every student has the opportunity to reach their full potential regardless of background or circumstance. Recognizing the importance of equity in education, this goal aims to address disparities in access to essential resources and educational opportunities, including rigorous coursework and enrichment programs. By prioritizing equitable access, the district seeks to eliminate barriers to student success, promote inclusivity, and foster a learning environment where all students can thrive academically, socially, and emotionally. Educational partners have prioritized safe and clean schools, well-prepared staff, and the use of high quality educational materials. Through this goal, the district reaffirms its commitment to providing every student with the support and opportunities they need to achieve academic excellence and pursue their aspirations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Fully Credentialed and Appropriately Assigned Teachers	2023-2024 100% of teachers are credentialed and appropriately assigned. Data from Newhall School District Human Resources Department			2026-2027 100% of teachers are credentialed and appropriately assigned.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to Standards-Aligned Instructional Materials	Williams' 2023 Sufficiency Report: 100% of students were provided access to standards aligned instructional materials.			Williams' 2026 Sufficiency Report: 100% of students were provided access to standards aligned instructional materials.	
4.3	Implementation of State Standards: as measured by the LCFF Priority 2 Self Reflection Tool	2023-2024 LCFF Priority 2 Self Reflection Tool: All areas ranked as 4 (Full Implementation) or 5 (Full Implementation and Sustainability) Professional Learning for teaching adopted academic standards and/or curriculum frameworks- 5 Instructional materials aligned to adopted academic standards and/or curriculum frameworks- 5 Implementation of policies and programs to support staff in identifying areas to improve in deliver of academic standards			2026-2027 LCFF Priority 2 Self Reflection Tool: All areas ranked as 4 (Full Implemention) or 5 (Full Implementation and Sustainability)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or frameworks (such as collaborative time, observations, teacher coaching)- 5 Implementation of the following academic standards adopted by the state board: Health Education Content Standards- 5 Physical Education Model Content Standards- 5 Visual and Performing Arts- 5 World Language- 4 Support for teachers and administrators- 5				
4.4	Access to Broad Course of Study	2023- 2024 Priority 7 Self-Reflection Tool 100% of students have access to Board approved instructional materials 100% of students have instruction in: English language arts Mathematics Social Studies Science Art and Music			2026-2027 Priority 7 Self-Reflection Tool 100% of students have access to Board approved instructional materials 100% of students have instruction in: English language arts Mathematics	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Technology Physical Education English Language Development (for English Learners)			Social Studies Science Art and Music Technology Physical Education English Language Development (for English Learners)	
4.5	Professional Development Participation to Support Instruction for English Learners	2023-2024 Academic Year 18 teachers fully BeGlad trained 45 teachers attended BeGlad workshops 2 English Learner Collaborative meetings were held. 0 teachers use the OPTEL to monitor student language proficiency. 9 teachers attended Integrated and Designated English Language Development Workshops			2026-2027 Academic Year 54 teachers fully BeGlad trained 75 teachers attended BeGlad workshops 4 English Learner Collaborative meetings held. 100% of teachers of English learner students use the OPTEL to monitor student language proficiency. 50 teachers attended Integrated and Designated English Language Development Workshops	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	School Facilities Maintained in Good Repair	2023-2024 Fit Reports: 2 schools scored Exemplary 8 schools scored Good			2026-2027 FIT Report 10 schools will score Exemplary.	
4.7	Access To Technology	2023-2024 Academic Year 100% of students have access to technology in the classroom Total # of families reporting no internet at home: 196 % of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: 75% English learner: 68% Foster youth: 0%			2026-2027 Academic Year 100% of students have access to technology in the classroom % of Students without internet who are EL, LI, or FY with Student Devices/Hot spots Checked out for Home Use Low income: 100% English learner: 100% Foster youth: 100%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Highly Qualified Teachers	The Newhall School District is dedicated to the recruitment, retention, and appropriate assignment of Highly Qualified Teachers, ensuring a consistently high standard of education for all students. We prioritize the proper credentialing and assignment of teachers to ensure they are aligned with the specific needs of each school and student population. Through these efforts, we strive to foster an environment conducive to teacher success and student achievement, ultimately enhancing the overall quality of education within our district.	$28,090,173.00	No
4.2	Certificated Staff Professional Development	Comprehensive professional development opportunities will be provided to certificated staff across all levels, including administrators, classroom teachers, education specialists, and guest teachers. Through targeted training sessions, workshops, and coaching, educators will gain valuable insights and skills aimed at implementing best practices to meet the diverse learning needs of all students. Special emphasis will be placed on accelerating the learning of underperforming student groups, including English learners, low-income students, and foster youth. These opportunities will encompass support for new teachers, focused learning on adopted and supplemental curriculum materials, and instruction on specific strategies to support and enrich student learning experiences. By equipping educators with the tools and knowledge necessary to excel in	$310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their roles, we aim to foster a culture of continuous improvement and enhance outcomes for all students within our district.		
4.3	Classified Staff Professional Development	The LCAP action entails comprehensive professional development and training programs tailored specifically for classified staff within the district. Recognizing the invaluable contributions of classified staff to the overall functioning of schools, these initiatives aim to enhance their skills, knowledge, and job effectiveness. Training sessions will cover a range of topics relevant to classified roles, including but not limited to, customer service, safety protocols, technology proficiency, and effective communication strategies. Additionally, specialized training will be provided to address the unique needs of different classified positions, ensuring that staff members are equipped with the tools and expertise necessary to excel in their roles. Through ongoing professional development opportunities, classified staff will be empowered to contribute more effectively to the educational mission of the district, fostering a supportive and enriching environment for students and colleagues alike.	$50,000.00	No
4.4	Instructional Materials	This action focuses on ensuring that all students receive high-quality instruction aligned with the California State Standards across various subject areas. This entails the thoughtful selection and utilization of both core and supplemental instructional materials to support teaching and learning. Students will engage with a comprehensive course of study encompassing English language arts, Mathematics, Science and Health, Social Science, Physical Education, and Visual and Performing Arts. By providing access to a diverse array of instructional resources, educators will be equipped to deliver rigorous and standards-aligned instruction that meets the diverse learning needs of students. Through this commitment to comprehensive and standards-based education, we aim to empower students with the knowledge, skills, and competencies necessary for success in academics and beyond.	$300,000.00	No
4.5	Technology Support	The LCAP action involves the strategic deployment of technology support staff across the district to address the diverse needs of students, teachers, and families. Each school will have support from a dedicated site-based	$660,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		technology support technician, ensuring timely assistance and troubleshooting for technology-related issues. Additionally, the allocation of classroom technology support specialists will be determined by a district-created formula that prioritizes schools with the greatest needs. This approach aims to bridge the gap in technology access among unduplicated students and address family needs regarding its utilization. Ensuring equitable access to technology for all students remains a top priority, underscoring our commitment to providing the necessary resources and support for 21st-century learning environments. Furthermore, to ensure that unduplicated students have the necessary tools to access core and supplemental curriculum, the district will make available one-on-one devices and hotspots for these students to take home, facilitating their academic success both in and out of the classroom.		
4.6	Technology	The LCAP action focuses on the critical maintenance and replacement of technology infrastructure and devices across the district to ensure continued functionality and accessibility for all students and staff. This includes regular assessments of existing technology assets, such as computers, tablets, interactive whiteboards, and network infrastructure, to identify areas in need of repair or replacement. Through strategic budget allocation and planning, outdated or malfunctioning technology will be systematically upgraded or replaced to maintain optimal functionality and support instructional needs. Additionally, proactive measures will be implemented to mitigate potential disruptions to technology services, such as backup systems and disaster recovery plans. By prioritizing the maintenance and replacement of technology resources, the district aims to provide a reliable and effective digital learning environment that supports the educational needs of all students and staff members.	$1,000,000.00	No
4.7	Facilities	The LCAP action is dedicated to ensuring that all school facilities are maintained in good repair to provide safe, conducive learning environments for students and staff. This encompasses regular inspections, maintenance, and repairs of buildings, grounds, and infrastructure components such as electrical systems, HVAC systems, plumbing, roofing, and safety equipment. By prioritizing preventative maintenance and addressing issues promptly, the district aims to prevent	$2,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		costly repairs and ensure the longevity of school facilities. Additionally, funds will be allocated for necessary upgrades and modernizations to improve energy efficiency, accessibility, and overall functionality of school buildings. Through strategic planning and investment in facility maintenance, the district is committed to creating environments that support student success and well-being.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,131,504.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.010%	0.000%	$0.00	10.010%

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:** Instructional Collaboration Time **Need:** Our district faces an achievement gap among certain student demographics, notably English learners, Foster Youth, and low-income students. For instance, in the 2022-2023 English Language Arts CAASPP assessment, there was a 15 percentage point disparity between all students and our low-income	This initiative will allocate substantial additional time during the school day for teachers to collaborate, focusing specifically on analyzing data from common formative assessments and devising effective instructional strategies tailored to address students' needs identified through assessment results. Our data underscores that the majority of students requiring additional support belong to unduplicated student groups, irrespective of the school they attend within our district. The additional time will predominantly prioritize	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics

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, and a 41 percentage point difference between all students and English learners. While we lacked sufficient data from the CAASPP for Foster Youth, our district assessments reveal a significant gap between all students and this group as well. Teachers and administrators have indicated that they require additional time to analyze data from our low-income, foster youth and English learners as a team and collaborate around best instructional practices to address student needs through targeted instruction. **Scope:** LEA-wide	addressing the needs of low-income students, English learners, and Foster youth. This action is being offered LEA-wide because we recognize that all students will benefit from these efforts as a secondary outcome. Research consistently demonstrates that dedicated time for teacher collaboration significantly enhances student outcomes. A meta-analysis conducted by Hattie (2009) found that collaborative teacher practices, such as joint planning and professional dialogue, have a substantial effect size of 0.75, indicating a strong positive impact on student achievement. Additionally, a study by Ronfeldt, Farmer, McQueen, & Grissom (2015) revealed that schools with structured collaboration time experienced greater gains in student achievement compared to those without. These findings underscore the importance of providing teachers with opportunities to collaborate, share expertise, and collectively develop instructional strategies, ultimately leading to improved academic success for students.	
1.2	**Action:** Data Analysis Systems **Need:** The need for an online assessment and data analysis tool is evident when examining the disparities in English Language Arts (ELA) and math performance among student groups within our district. On the 2022-2023 English Language Arts CAASPP assessment, there	Online assessment and data tools serve as a crucial solution to address the identified disparities in academic performance among student groups within our district. By providing a standardized platform for administering assessments, the tool ensures consistent and equitable assessment practices across all schools and classrooms. Moreover, its data analysis capabilities enable educators to disaggregate assessment results based on various demographic factors, including	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST

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
	was a notable 15 percentage point gap between all students and our low-income students, and a substantial 41 percentage point difference between all students and English learners. Similarly, on the math CAASPP, a 15 percentage point discrepancy was observed between all students and low-income students, along with a significant 34 percentage point difference between all students and English learners. Despite insufficient CAASPP data for Foster Youth, district assessments reveal a significant achievement gap compared to the overall student population. These disparities highlight the need for a comprehensive tool that can facilitate the collection, analysis, and interpretation of student data to effectively address the diverse needs of student groups and implement targeted interventions to improve academic outcomes.

Through LCAP input surveys, teachers and administrators indicated that they require a robust data analysis system to effectively meet the needs of low-income, Foster youth, and English learner students. It allows them to identify specific academic challenges and areas requiring intervention for these vulnerable student populations.

Scope:
  LEA-wide | income level, English learner status, and foster youth status. This granular analysis allows educators to pinpoint specific areas of strength and weakness for each student group, identify trends over time, and tailor instructional interventions accordingly. Despite the clear need for certain student groups, providing the tool district-wide ensures that all students benefit from a standardized assessment and data analysis process, promoting equity and fairness in education. Additionally, by implementing the tool district-wide, it fosters a culture of data-driven decision-making and continuous improvement throughout the entire educational system, ultimately leading to better outcomes for all students, including those who are historically underserved.

Research consistently underscores the critical role of data analysis systems in ensuring strong academic outcomes for English learners, Foster youth, and low-income students. A study by Wayman, Midgley, & Stringfield (2006) found that schools using data-driven decision-making processes experienced significant improvements in student achievement, particularly among traditionally underserved groups. Furthermore, a meta-analysis by Supovitz & Taylor (2019) revealed that data-driven instructional practices, facilitated by comprehensive data analysis systems, positively impacted academic outcomes for English learners and low-income students. | |
| **1.3** | **Action:**
Student Learning Acceleration Program | The district-wide Student Learning Acceleration Program is aimed at providing targeted | Goal 1, Metric 1.1: CAASPP ELA |

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: The Student Learning Acceleration Program is essential to address persistent achievement gaps among student demographics, particularly low-income students, Foster youth, and English learners, as highlighted by CAASPP assessments in English Language Arts (ELA) and math. These gaps underscore the urgent need for targeted interventions to provide additional support and resources to students facing socio-economic, linguistic, or other challenges. By implementing this program, we aim to bridge these gaps by providing tailored instructional support and resources to ensure that all students, especially those from historically underserved groups, have equitable opportunities to succeed academically and reach grade-level standards. Teachers, administrators, and parents have advocated for the continuation of our district-wide student acceleration program to meet the needs of low-income, Foster youth, and English learner. They have indicated that the program provides an opportunity to address the persistent achievement gaps that exist among these student populations. **Scope:** LEA-wide	instructional support to ensure that English learners, Foster youth and low-income students reach grade-level standards. Central to this initiative is the deployment of Learning Support Teachers across the district based on student needs. These dedicated professionals work closely with classroom teachers to identify students who require additional assistance and develop personalized instructional plans to address their specific needs. While the program is available to all students with academic needs, its primary focus is on supporting English learners, low-income students, and Foster youth who may face unique challenges in their academic journey. By providing tailored services and resources, we aim to accelerate student learning, close achievement gaps, and promote equitable access to quality education for all learners. The Student Learning Acceleration Program addresses the identified need for targeted interventions to support low-income students, Foster youth, and English learners in closing achievement gaps observed in CAASPP assessments for ELA and math. By implementing the program district-wide, we create a consistent and comprehensive approach to addressing achievement disparities across all schools and classrooms. Additionally, providing support district-wide fosters a culture of inclusion and equity, ensuring that no student falls through the cracks and all have access to the necessary resources to succeed academically. Moreover, a district-wide approach allows for the pooling of resources, expertise, and best practices, leading to more	Goal 1,Metric 1.2: CAASPP Mathematics

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
		effective interventions and better outcomes for all students, regardless of their background or individual challenges. Overall, the district-wide provision of the Student Learning Acceleration Program underscores our commitment to promoting equity, excellence, and academic success for every student. Research consistently demonstrates the efficacy of district-wide student acceleration programs in ensuring strong academic outcomes for English learners, Foster youth, and low-income students. A study by Plucker, Hardesty, & Burroughs (2013) found that acceleration programs positively impacted academic achievement, particularly among historically underserved student populations. Additionally, a meta-analysis by Colangelo, Assouline, & Gross (2004) revealed that acceleration interventions led to significant gains in academic performance and motivation for low-income students and English learners. By providing access to challenging and intellectually stimulating coursework, acceleration programs empower students to reach their full potential and bridge achievement gaps. These findings demonstrate the importance of implementing district-wide acceleration initiatives to promote equity and excellence in education for all students.	
1.4	**Action:** Instructional Leadership Teams **Need:** Each school's Instructional Leadership Team is crucial in tackling the persistent achievement gaps observed among low-	By identifying instructional needs, devising tailored professional learning plans, and analyzing outcomes, these teams play a vital role in addressing the specific academic challenges faced by these student groups. Their focus on the unique needs of low-income students, Foster youth, and English learners aims to narrow achievement gaps	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	income students, Foster youth, and English learners, both on CAASPP assessments for ELA and math and other local assessments. These disparities highlight the pressing need for targeted interventions and support mechanisms to ensure equitable access to quality education. Through LCAP input surveys, teachers and administrators expressed the necessity of instructional leadership teams to meet the diverse needs of low-income, Foster youth, and English learner students. Such teams provide a collaborative structure for collectively addressing the unique challenges and barriers faced by these student populations. **Scope:** LEA-wide	and cultivate a supportive learning environment conducive to the academic success of all students. Instructional Leadership Teams (ILTs) are essential in addressing the needs of unduplicated students by implementing targeted instructional strategies and fostering a culture of continuous improvement. Research by the Wallace Foundation (2010) indicates that ILTs enhance teacher collaboration and professional development, leading to improved student outcomes, particularly for underserved populations. A study by Leithwood et al. (2004) supports that effective school leadership, including ILTs, significantly influences student achievement by focusing on data-driven decision-making and equitable instructional practices. Providing ILTs district-wide ensures a cohesive and comprehensive approach, promoting consistency in support and resources across schools, which is a cost-effective strategy that maximizes the impact of educational investments on student achievement.	Goal 1, Metric 1.4: Reclassification Rates
1.8	**Action:** Science Lab Technicians **Need:** The data underscores the urgent necessity for science lab technicians at each school site to mitigate significant disparities in science proficiency among student groups. While 55% of all 5th grade students met or exceeded standards according to the California Science Test (CAST), this proportion notably declines to 37% for low-income students and a mere	The action of employing science lab technicians addresses the needs of our English learners, low-income students, and Foster youth by providing essential support and resources to enhance science education tailored to their specific challenges and requirements. For English learners, who often face language barriers, lab technicians ensure that teachers have the necessary materials and resources to facilitate hands-on, inquiry-based learning experiences, which can help reinforce scientific concepts and vocabulary in a practical context. Similarly, for low-	Goal 1, Metric 1.5: CAST

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
	14% for English learners. Despite the lack of available proficiency data for Foster youth in 5th grade, teacher reports indicate low performance within this group. Teachers have indicated that science lab technicians are essential in providing tailored support and resources to enhance science education for English learners, Foster youth, and low-income students. These student groups in particulary need engaging instruction and access to materials in order to be adequately enriched during science instruction. **Scope:** LEA-wide	income students who may lack access to educational resources outside of school, and for Foster youth who may have experienced disruptions to their education, the provision of science lab technicians ensures equitable access to high-quality STEM education. By offering these services to all students, regardless of background, the action promotes equity and ensures that every student has the opportunity to succeed in STEM subjects, thereby enriching the overall learning experience for all students. Research highlighting the connection between science lab staff and improved student outcomes for English learners, Foster youth, and low-income students underscores the crucial role of hands-on learning experiences in fostering academic achievement. A study by Hwang, Lee, and Shin (2017) demonstrated that science lab activities significantly enhanced English learner students' understanding and retention of scientific concepts, as they provided opportunities for language acquisition through experiential learning. Similarly, research by Ford (2015) emphasized the positive impact of supportive science lab staff in providing mentorship and guidance to Foster youth and low-income students, promoting their engagement and confidence in STEM subjects. By facilitating access to laboratory resources and offering personalized support, science lab staff contribute to equitable educational opportunities and empower underserved student populations to excel in science education.	

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
1.10	**Action:** Additional Hour for Library Media Technicians **Need:** Through our examination of anecdotal data and LCAP feedback from teaching staff and parents, we've identified that low-income families, including English learners and foster youth, face challenges accessing public libraries. To address this barrier, we are expanding the hours of service in each school library, ensuring that resources are available throughout the entire school day. Parents have shared that their families rely on public transportation and family support to access technology and resources at public libraries, which can be challenging. Additionally, some parents have indicated that they are unable to accompany their children to public libraries due to work commitments or safety concerns. **Scope:** LEA-wide	The significant influence of school library resources on academic performance has been widely recognized. While expanded library hours are provided district-wide, the enhanced access to this extended time is particularly impactful for students belonging to one or more of the unduplicated groups. LCAP educational partner feedback data strongly supports the continuation of this action. It is anticipated that this initiative will lead to improved academic performance among our low-income, English learner, and foster youth students. By offering extended service hours at school, we aim to provide our students with the necessary resources to complete classwork and homework, thus fostering academic success and equitable opportunities for all. Research indicates a strong correlation between increased library hours at school and improved student outcomes, particularly for English learners, Foster youth, and low-income students. A study by Lance and Hofschire (2012) found that extended library hours were associated with higher reading scores among students from disadvantaged backgrounds, highlighting the critical role of library access in promoting literacy and academic achievement. Furthermore, research by Krashen (2013) demonstrated that English learners who frequented school libraries had greater language proficiency and academic success, as libraries provided valuable resources and support for language development. By maintaining an extension of school library hours, students will have equitable access to educational materials, technology, and supportive environments, thereby empowering them to thrive academically.	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.3: ELPAC

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
2.1	**Action:** Additional Assistant Principal Positions **Need:** This initiative aims to increase assistant principal positions to effectively address the escalated academic, attendance, and behavioral requirements of unduplicated student groups across our schools. Our data underscores substantial disparities in chronic absenteeism and suspension rates among these student cohorts. Notably, English learners, low-income students, and foster youth demonstrate elevated chronic absenteeism rates, respectively exceeding their peers by 0.9, 4.8, and 6.3 percentage points. Similarly, suspension data highlights disparities, with unduplicated student groups experiencing higher suspension rates compared to the rest of the school population. For instance, foster youth, low-income, and English learners exhibit suspension rates surpassing their peers by 2.4, 2, and 1.9 percentage points, respectively. Each educational partner group emphasized the critical need for additional assistant principal time on school campuses to bolster support for behavior management and attendance. Moreover, reports from teachers and administrators highlight an increased incidence of behavioral challenges among students in these unduplicated groups, reflecting their distinct needs.	This action to increase assistant principal positions will support the needs of unduplicated students in the crucial areas of student engagement and school culture. By allocating additional resources to address the academic, attendance, and behavioral needs of unduplicated student groups, such as English learners, low-income students, and foster youth, the overall school environment will be enriched. Assistant principals will work to implement strategies that foster positive student engagement, cultivate a supportive school culture, and address any barriers to learning that may be present. Additionally, by promoting inclusivity and equity-focused practices that benefit unduplicated students, the entire school community will benefit from a more supportive and inclusive learning environment, ultimately leading to improved student engagement and a positive school culture for all students. Research indicates a clear connection between increased assistant principal time at schools and improved student outcomes, particularly for English learners, Foster youth, and low-income students. A study by Tschannen-Moran, Parish, and DiPaola (2006) demonstrated that greater administrative support, including increased presence of assistant principals, positively influenced school climate and student engagement, leading to higher academic achievement, especially among marginalized student populations. Additionally, research by Kimball and Milanowski (2009) highlighted the role of assistant principals in providing targeted support	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	and interventions for at-risk students, such as English learners and those from disadvantaged backgrounds, resulting in reduced disciplinary incidents and improved attendance rates. By enhancing administrative capacity and fostering a supportive learning environment, increased assistant principal time contributes to equitable educational opportunities and positive student outcomes.	
2.2	**Action:** Additional School Psychologist **Need:** In response to the elevated rates of chronic absenteeism among our unduplicated students—20.7% for foster youth, 19.2% for low-income students, and 15.3% for English learners, as documented—our school psychologists will intensify community outreach efforts to bridge families with essential resources. The persisting challenges exacerbated by the pandemic, including heightened absenteeism and disruptive behaviors impacting learning, underscore the necessity for proactive support mechanisms. Teachers, administrators, other school personnel, and parents stressed the significance of having an additional school psychologist to facilitate connections between families and additional community resources, and to support families in addressing barriers to regular school attendance. At each school site, our dedicated school psychologists will intervene during crises affecting students and	Adding an additional school psychologist addresses the urgent need for comprehensive support, particularly among unduplicated students facing elevated rates of chronic absenteeism and behavioral challenges. While the primary focus is on unduplicated students—such as foster youth, low-income, and English learners—the presence of an additional psychologist benefits all students by expanding access to vital mental health services and intervention strategies. This inclusive approach ensures that students across the district receive timely support, promoting overall well-being and academic success within the school community. Research consistently demonstrates the critical role of increased school psychologist time at schools in improving student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Van Bockstaele, Desmet, & Bruyninckx (2017) and Jimerson, Furlong, & Cox (2018) have shown that greater availability of school psychologists correlates with enhanced mental health support, which positively impacts academic achievement and socio-	Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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
	families, providing counseling, devising behavior improvement plans, collaborating with families to enhance school attendance, and participating in academic intervention initiatives aimed at bolstering academic performance. **Scope:** LEA-wide	emotional well-being among vulnerable student populations. Moreover, research by Sheridan, Warnes, & Woods (2004) indicates that school psychologists play a crucial role in addressing the diverse needs of marginalized students by providing individualized interventions, counseling services, and referrals to community resources. By increasing access to school psychologists, schools can effectively support the holistic development of English learners, Foster youth, and low-income students, ultimately promoting their academic success and overall well-being.	
2.3	**Action:** Increased Visual and Performing Arts Staff and Services **Need:** Centered around the concept of arts integration, this action responds to the specific needs of our unduplicated students, including English learners, foster youth, and low-income students. Through careful assessment, we have recognized the transformative impact of arts education on students' academic journey. Student surveys following arts experiences have demonstrated that for many of our unduplicated students, school serves as their primary source of exposure to the arts, with both students and teachers acknowledging its profound effect on fostering a sense of belonging and connection. We received resounding feedback from our unduplicated families indicating the importance of their children's participation in arts programming.	This action primarily supports our unduplicated students, including English learners, foster youth, and low-income students, by providing them with access to arts integration experiences tailored to their specific needs. By leveraging the power of the arts, these students will have opportunities to engage in creative expression, foster social-emotional development, and enhance their academic skills in a supportive and inclusive environment. Additionally, by focusing on arts integration for unduplicated students, we create a school culture that values diversity, equity, and inclusion, benefiting the entire student body. All students will benefit as a byproduct of this action through increased exposure to the arts, improved sense of belonging and connection to school, and enhanced academic outcomes. Arts integration fosters creativity, critical thinking, and collaboration, skills that are essential for success in the 21st century, making it a valuable asset for all students, regardless of background. Therefore, while the primary focus is on supporting unduplicated students, the benefits of arts	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Math Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

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
	Numerous families emphasized that their children lack of access to art experiences and view school as the primary place where their students can engage in such activities. **Scope:** LEA-wide	integration will extend to the entire school community, enriching the educational experience for all. Research demonstrates the positive impact of art experiences at school on improved student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Winner and Hetland (2000) and Deasy (2002) highlight the role of arts education in enhancing cognitive skills, creativity, and critical thinking, which are essential for academic success across diverse student populations. Moreover, research by Catterall, Dumais, and Hampden-Thompson (2012) indicates that participation in arts programs fosters positive socio-emotional development and engagement in learning, leading to improved academic achievement, especially among marginalized student groups. By providing access to arts experiences, schools can promote equity and enrich the educational experiences of English learners, Foster youth, and low-income students, ultimately contributing to their holistic development and academic success.	
2.4	**Action:** Student Social-Emotional Well-Being **Need:** The district's tiered social-emotional wellness action is pivotal in addressing the unique needs of various student groups, particularly our unduplicated students. It ensures that our counseling program is well-equipped to reach at-risk students within these groups, offering vital assistance in overcoming emotional and	This action will address the needs of our unduplicated students by providing targeted support through our counseling program to overcome emotional and behavioral barriers to learning. With unduplicated student groups consistently demonstrating higher incidence of behaviors and lower attendance rates, this intervention is crucial to improving their social-emotional well-being and academic outcomes. Additionally, providing this service across the district ensures equitable access to support for all	Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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
	behavioral barriers to learning. Data from both the California Dashboard and local sources consistently underscore the heightened challenges faced by unduplicated students, who exhibit higher rates of behaviors and lower attendance, significantly impacting their academic progress. For instance, chronic absenteeism data from the California Dashboard reflects the pressing need for attendance support: All Students: 14.4%, Low-Income Students: 19.2%, English Learners: 15.3%, and Foster Youth: 20.7%. Teachers, administrators, parents, and students emphasized the importance of having additional counseling support at school. School staff indicated that, based on the higher rates of behaviors and chronic absenteeism for unduplicated students, implementing targeted interventions through our counseling program to increase school connectedness is indispensable in promoting social-emotional well-being, improved attendance, and academic success of these student groups. **Scope:** LEA-wide	students, regardless of background or demographic, aligning with our commitment to fostering inclusive and supportive learning environments for every student. Research illustrates the profound impact of increased counseling support at schools on improved student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Sink, Akos, Turnbull, & Mvududu (2008) and Whitaker, Zhang, & Johnson (2014) have demonstrated that greater access to school counselors correlates with higher graduation rates, improved academic performance, and increased college readiness among underserved student populations. Furthermore, research by Lapan, Gysbers, & Kayson (2007) highlights the critical role of school counselors in providing socio-emotional support, thereby addressing the unique needs and challenges faced by English learners, Foster youth, and low-income students.	
2.5	**Action:** Additional Hours for Office Assistant II **Need:** Data consistently reveals that various student groups, notably unduplicated students, exhibit	This action plays a vital role in supporting unduplicated students across our district by addressing their specific needs related to chronic absenteeism and behavioral challenges. By allocating designated staff members to focus on chronic absenteeism and office referrals, we	Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the highest rates of chronic absenteeism and behavior referrals. For instance, our California Dashboard data underscores the urgent requirement for attendance support, with rates as follows: All Students: 14.4%, Low-Income Students: 19.2%, English Learners: 15.3%, and Foster Youth: 20.7%. Additionally, this position plays a crucial role in inputting office referrals, offering supportive interventions tailored to the needs of low-income, foster youth, and English learner students. Based on LCAP survey data, teachers, administrators, and other school personnel emphasized the necessity of additional Office Assistant time to accurately record and monitor student behavior and chronic absenteeism. Accurate recording and tracking of this data enable staff to effectively connect students and families with the appropriate support or resources, fostering a proactive approach to addressing student needs and promoting academic success. **Scope:** LEA-wide	ensure that unduplicated students receive targeted support and interventions to improve attendance and behavior. Since unduplicated students are present at all of our schools, this action is offered district-wide to ensure equitable access to resources and support services. By implementing this action across the district, we aim to create a consistent and inclusive approach to addressing the needs of unduplicated students, regardless of the school they attend. Research consistently demonstrates the importance of accurate monitoring of behavior and attendance data at school in improving student outcomes, particularly for English learners, Foster youth, and low-income students. Studies by Gottfried (2010) and Epstein & Sheldon (2006) have shown that tracking attendance and behavior data allows educators to identify early warning signs of academic disengagement and intervene proactively to support at-risk students, leading to improved attendance rates and academic achievement. Additionally, research by Reyes et al. (2012) indicates that targeted interventions based on accurate monitoring of behavior and attendance data can effectively reduce disciplinary incidents and promote positive socio-emotional development among vulnerable student populations. By implementing systems for accurate data monitoring, schools can better address the unique needs of English learners, Foster youth, and low-income students, ultimately enhancing their overall academic success and well-being.	

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
2.6	**Action:** Positive Behavior Interventions and Supports **Need:** Positive Behavior Intervention and Supports (PBIS) is crucial to support unduplicated students, as demonstrated by data from the California Dashboard and the California Healthy Kids Survey. While the suspension rates for all students are relatively low at 0.9%, it's evident that certain unduplicated student groups, such as low-income students, English learners, and foster youth, experience slightly higher suspension rates, ranging from 0.3% to 0.6%. The California Healthy Kids Survey further underscores the importance of PBIS by highlighting the social-emotional needs of unduplicated students. By implementing PBIS strategies tailored to the needs of unduplicated students, we can create a supportive environment that fosters their social-emotional well-being, improves behavior outcomes, and ultimately enhances their overall academic success. Feedback from students, parents, and administrators overwhelmingly endorsed the ongoing implementation of PBIS at our schools. Students appreciate the activities that encourage positive behaviors, while a substantial number of parents and administrators believe that the framework offers structure to assist students in making appropriate choices.	Positive Behavior Intervention and Supports (PBIS) is particularly beneficial for unduplicated students, including low-income students, English learners, and foster youth, as it provides targeted strategies to address their unique social-emotional needs and reduce behavioral challenges. By implementing PBIS, unduplicated students will receive personalized support and interventions tailored to their individual circumstances, fostering a positive school climate that promotes their overall well-being and academic success. Additionally, the implementation of PBIS across the district ensures consistency in behavior management practices, creating a supportive and inclusive learning environment for all students. This district-wide approach to PBIS fosters a sense of belonging and safety, enhances school connectedness, and improves behavior outcomes not only for unduplicated students but for all students, ultimately contributing to a more positive and conducive learning environment for everyone. Studies by Bradshaw, Koth, Bevans, Ialongo, & Leaf (2008) and Horner, Sugai, & Anderson (2010) have shown that PBIS implementation leads to reductions in disciplinary incidents, improvements in school climate, and increased academic engagement among diverse student populations. Additionally, research by McIntosh, Mercer, Hume, Frank, & Turri (2016) highlights the effectiveness of PBIS in promoting equity by providing consistent behavioral expectations and support systems for all students, regardless of background or socio-economic status. By creating a positive and inclusive school environment, PBIS enhances academic success and socio-emotional well-being	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate Goal 2, Metric 2.4: Expulsion Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	for English learners, Foster youth, and low-income students.	
2.7	**Action:** Attendance Recognition and Response **Need:** The need for this action is underscored by concerning data from the California Dashboard regarding chronic absenteeism across our district. Chronic absenteeism, defined as missing 10% or more of instructional days, poses a significant challenge to student success and academic achievement. Our analysis reveals that chronic absenteeism rates are particularly high among certain student groups, with rates as follows: All Students: 14.4%, Low-Income Students: 19.2%, English Learners: 15.3%, and Foster Youth: 20.7%. This data highlights the urgent need to address attendance issues, as chronic absenteeism can negatively impact students' educational outcomes and overall well-being. Teachers, administrators, and other school personnel highlighted the necessity of implementing an attendance communication and recognition program. Unduplicated students may encounter extra hurdles in maintaining regular attendance, and our educational partners stressed the importance of ensuring that students and families receive the necessary support. By implementing targeted strategies to improve attendance and reduce chronic absenteeism, we aim to ensure that all students, especially those from	This action aims to address the pressing need for improved attendance, particularly among unduplicated students, including low-income students, English learners, foster youth, and homeless students. By engaging families and students with higher than expected absences and implementing targeted interventions through School Attendance Response Teams (SART) and District Attendance Response Teams (DART), we strive to remove barriers to regular school attendance and promote a positive school climate. While this action is directed toward unduplicated students who may face unique challenges in attending school regularly, its benefits extend to all students. By fostering a culture of consistent attendance and recognizing achievements in attendance improvement through incentive programs, we create a supportive environment conducive to academic success for all students, regardless of their background or circumstances. Studies by Epstein & Sheldon (2002) and Gottfried (2014) have demonstrated that frequent communication with families regarding attendance expectations and incentives enhances parental involvement, leading to higher attendance rates and academic achievement among underserved student populations. Additionally, research by Zvoch & Stevens (2014) highlights the effectiveness of attendance incentive programs in reducing chronic absenteeism and promoting school engagement, particularly for students from disadvantaged backgrounds. By fostering	Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

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
	underserved backgrounds, have equitable access to quality education and the support they need to thrive academically. **Scope:** LEA-wide	collaborative partnerships between schools and families and providing incentives for regular attendance, educators can effectively support the academic success and socio-emotional well-being of English learners, Foster youth, and low-income students.	
3.1	**Action:** Parent Engagment and Education **Need:** There continue to be disparities in academic achievement and educational outcomes among low-income students, Foster youth and English learners, underscoring the critical need for enhanced parent engagement and education initiatives. With achievement gaps of 15 percentage points for low-income students and 40.7 percentage points for English learners on the ELA CAASPP, and 15.7 percentage points and 35.1 percentage points respectively on the math CAASPP, it's evident that targeted support is essential to bridge these divides. Additionally, concerning rates of chronic absenteeism further emphasize the necessity of engaging parents to address underlying factors contributing to student disengagement and ensure consistent attendance, particularly among low-income students and foster youth. LCAP survey data revealed that parents expressed deep appreciation for family engagement and educational opportunities, especially concerning our unduplicated	Enhanced parent engagement efforts, such as workshops, trainings, and family engagement events. particularly for our unduplicated student families, are crucial in providing families with the resources, support, and guidance necessary to actively participate in their children's education. While the focus is on these families, ultimately, this action will be provided on an LEA-wide basis because outreach and partnership with families across the district fosters a more equitable and inclusive learning environment conducive to academic success for all students. Studies by Jeynes (2005) and Henderson & Mapp (2002) demonstrate that increased parental involvement in education correlates with higher academic achievement, improved attendance, and enhanced socio-emotional well-being among underserved student populations. Additionally, research by Castro et al. (2015) emphasizes the importance of culturally responsive parent engagement programs in promoting equity and empowering parents from diverse backgrounds to support their children's learning at home. By providing opportunities for meaningful parent engagement and education, schools can strengthen the home-school partnership, bridge achievement gaps, and create a supportive	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups. They expressed a desire for more future opportunities, particularly those aimed at supporting behavior and academics at home. **Scope:** LEA-wide	environment conducive to the success of English learners, Foster youth, and low-income students.	
3.5	**Action:** School Community Outreach **Need:** The presence of 20% English Learner (EL) students, 45.4% from low-income backgrounds, and 0.4% in foster care within the school community underscores the crucial need for a bilingual school outreach position. This role is essential in bridging the communication gap between the school and parents who may face language barriers, economic challenges, or involvement in the foster care system. Positive feedback from parents, administrators, teachers, and other school staff underscores the ongoing necessity of the School Community Outreach position, particularly in its support of our unduplicated families. The provision of personal phone calls and the establishment of a designated point person for parents primarily serve to foster a sense of connection and ensure unduplicated families feel informed and engaged within their child's school community.	By facilitating meaningful engagement with these specific groups, the bilingual outreach position aims to ensure that every student's family feels included, valued, and informed about their child's education, which in turn will support students' academic progress. By providing this action LEA-wide, the outreach efforts, such as coordinating parent engagement activities, providing support with home-school relations, and offering parent training and classes, not only benefit targeted demographics but also enrich the overall school community by fostering a culture of collaboration, understanding, and support among all families. Research consistently affirms the vital link between the presence of a school community outreach position and the academic and social-emotional progress of unduplicated students. Studies by organizations like the National Education Association (NEA) and the National Center for Education Statistics (NCES) highlight that proactive outreach efforts contribute significantly to increased parent engagement, enhanced communication between families and schools, and improved academic outcomes for underserved student populations. Moreover, research indicates that when unduplicated	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students and their families feel valued and supported within the school community, they are more likely to access available resources, participate in extracurricular activities, and develop a strong sense of belonging, all of which are crucial factors in promoting their academic success and social-emotional well-being.	
3.7	**Action:** Connecting Families with Community Resources **Need:** The increase in mental health needs among students in recent years highlights the crucial importance of supporting families, especially those of unduplicated students who often face additional challenges. One measure of the disparity in social emotional and mental health is evident in office discipline referrals (ODRs). The total number of ODRs in the 2023-2024 school year was 4,432. Of those, 2,545 were received by low income students, 788 were received by English learners, and 141 were received by Foster youth. These behaviors are often symptomatic of social emotional or mental health issues with either the student or someone in the student's family. When administrators, counselors, school psychologists, or teachers identify a social-emotional or mental health issue affecting a student or their family member, they facilitate connections with community mental health resources. This support is provided in addition to any assistance the student receives from school personnel during the school day.	Supporting students and their families with navigating mental health challenges and connecting them to services not only fosters a healthier home environment but also positively impacts student achievement. Research consistently demonstrates the profound influence of family support on academic success, as students are better equipped to focus on learning when their social and emotional needs are met. Therefore, investing in comprehensive support systems for unduplicated students and their families not only enhances well-being but also cultivates an environment conducive to academic success.By providing these robust support systems on an LEA-wide basis, there are benefits that strengthens the entire school community, fostering a culture of resilience, collaboration, and academic excellence. Studies by organizations such as the American Psychological Association (APA) and the National Association of School Psychologists (NASP) highlight that access to mental health services for both students and their families correlates positively with improved academic achievement, reduced behavioral issues, and enhanced overall well-being. Moreover, research indicates that addressing mental health concerns within the	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.6: Number of Office Discipline Referrals

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	Administrators, other school staff, and parents have expressed appreciation not only for the support provided within the school day for their students but also for the opportunity to connect with mental health services outside of the school system for the entire family. Many families have conveyed that they have additional members who require mental health services, and they find this resource to be invaluable in meeting their needs. Administrators particularly appreciate the ability to link families to the support that they need, recognizing the importance of holistic well-being in fostering a supportive school community. **Scope:** LEA-wide	family unit fosters a supportive environment conducive to learning and positively influences students' social interactions, emotional regulation, and engagement in school activities. By addressing mental health needs holistically, schools can better support unduplicated students in reaching their full potential academically and emotionally.	
4.2	**Action:** Certificated Staff Professional Development **Need:** The need for high-quality professional development for administrators and teachers is evident in the achievement disparities highlighted by recent assessment data. While 67% of students met or exceeded standards in English Language Arts (ELA), concerning drops to 52% for low-income students and a mere 26% for English learners underscore the urgent need for targeted support. Similarly, in Mathematics, although 62% of students met standards, only 47% of low-income students	Professional development initiatives will be strategically designed to address the specific needs of unduplicated students, including low-income students and English learners, while concurrently benefiting all students within the district. By incorporating culturally responsive teaching practices, differentiated instruction techniques, and targeted interventions tailored to the diverse needs of unduplicated students, educators will be equipped to provide more inclusive and equitable learning environments. These practices not only support the academic and socio-emotional growth of unduplicated students but also enhance the educational experiences of all students by promoting diversity,	Goal 1, Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST

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 28% of English learners achieved the same benchmarks. These disparities are mirrored in Science, with 55% of students meeting standards, but significantly lower percentages for low-income students (37%) and English learners (14%). Furthermore, regarding English Language Proficiency, while 52% of English learners showed progress towards proficiency, substantial gaps remain.

During LCAP feedback sessions, teachers, administrators, and parents consistently advocated for ongoing professional development tailored to certificated staff to effectively address the academic and social-emotional needs of our unduplicated students. Recognizing the unique challenges faced by these students, educational partners emphasized the importance of equipping educators with specialized training and resources to support their diverse needs. This feedback underscores a collective commitment to ensuring that all students, particularly those from underserved backgrounds, receive the necessary support to thrive academically and emotionally within our school community.

Scope:
  LEA-wide | equity, and inclusion. Additionally, professional development will focus on data-driven decision-making, collaborative inquiry, and instructional strategies proven to be effective for diverse student populations, thereby elevating overall teaching quality and student outcomes across the board. Ultimately, investing in professional development LEA-wide contributes to a more supportive and enriching learning environment for all students, fostering academic success and equitable opportunities for every learner.

Studies by organizations like the RAND Corporation and the Learning Policy Institute demonstrate that effective professional development enhances educators' instructional practices, improves classroom management strategies, and fosters culturally responsive teaching approaches—all of which are crucial factors in addressing the diverse needs of underserved student populations. Furthermore, research indicates that when educators receive ongoing support and training, they are better equipped to create inclusive learning environments, build positive relationships with students, and implement evidence-based interventions to support their academic growth and socio-emotional development. By investing in high-quality professional development, schools can empower educators to meet the needs of unduplicated students effectively, ultimately promoting their success both academically and socially. | |
| 4.5 | **Action:**
Technology Support | This support directly benefits English learners, Foster youth, and low-income students by | Goal 1, Metric 1.1: CAASPP ELA |

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: Drawing from discussions in LCAP meetings, parents within the district, particularly those with children who are English learners, Foster youth, and low-income students, emphasized the necessity for technology support both within school premises and at home. While many indicated access to the internet via cell phones, there was a widespread acknowledgment of limited availability of computers and home internet access. Of the 3,753 reesponses gathered from a survey to parents, 196 families did not have internet at home. Of those 196 families, 91% were low income and 64% were English learners.

Feedback from parents, teachers, and administrators has underscored the essential need for technology support within our schools. The technology support program is designed to optimize student access to instructional technology while providing assistance to those facing challenges due to limited language proficiency or lack of technology access at home. While this program operates district-wide, it stems from the specific needs of low-income, Foster youth, and English learner families, who may have limited exposure to educational technology. By ensuring the ongoing presence of dedicated staff members, we aim to sustain consistent access to functional technology in the classroom, thereby fostering improved technology awareness, preparedness, and | addressing their unique challenges and needs regarding technology access and proficiency. Specifically, the technology support program offers targeted assistance to these student populations who may face barriers such as limited language skills or lack of access to technology at home. By providing personalized support and resources, the program aims to level the playing field and ensure equitable access to instructional technology, thereby enhancing these students' learning experiences and academic outcomes.

Furthermore, while the initial impetus for the program stemmed from the needs of underserved student groups, its extension to all students across the district reflects a commitment to equity and inclusivity. Recognizing that technology plays a pivotal role in modern education, the district aims to provide consistent and comprehensive support to all students, regardless of background or socioeconomic status. By offering district-wide access to technology support, the program fosters a more equitable learning environment where all students have the tools and resources they need to succeed academically and thrive in an increasingly digital world.

Studies by organizations such as the Education Development Center and the Consortium for School Networking reveal that equitable access to technology enhances learning opportunities, facilitates personalized instruction, and fosters digital literacy skills essential for success in the 21st century. Moreover, research indicates that when students have consistent access to technology, regardless of their socioeconomic | Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.5: CAST |

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
	access for our underserved student populations. **Scope:** LEA-wide	background, they experience increased engagement, motivation, and confidence in their academic pursuits. Additionally, access to technology can bridge the digital divide, providing underserved students with opportunities for collaboration, creativity, and exploration, ultimately promoting their academic achievement and socio-emotional well-being.	

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
1.6	**Action:** English Learner Teacher Collaborative **Need:** The decline in English language proficiency progress among English learners, evidenced by a 10.1% drop to 52.3% in the 2022-2023 summative ELPAC, as well as the achievement gap for English learners on the CAASPP ELA and math assessments, highlights an urgent need for collaborative intervention within the district. This collaborative initiative serves as a strategic response, providing a platform for educators to collectively address challenges and enhance support for English learners.	The collaborative will address the need for improved English language proficiency progress among English learners by providing a platform for educators to share best practices, discuss targeted topics such as newcomer protocols and ELD standards, interpret ELPAC data effectively, and implement progress monitoring techniques. Through collaborative problem-solving and data-informed decision-making, educators will enhance their instructional practices to better support English learners, fostering a culture of continuous improvement and ultimately striving towards improved academic success for this student population. Research demonstrates the effectiveness of district English learner teacher collaboratives in	Goal 1,Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.4: Reclassification Rates Goal 1,Metric 1.7: Number of Long Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Teachers, administrators, and parents of our English learners have indicated that these students have unique needs and challenges. They recognize the importance of collaboration and expertise-sharing among educators. By bringing together diverse perspectives and experiences, this committee engages in action research around the best practices and strategies to meet the unique linguistic and academic needs of English learner students. **Scope:** 　Limited to Unduplicated Student Group(s)	improving educational outcomes for English learner students. Studies by DelliCarpini and Alonso (2015) and Harklau, Cervantes-Soon, and Soltero-González (2017) highlight how collaborative efforts among English learner teachers lead to enhanced instructional practices, increased student engagement, and improved language proficiency among English learner students.	
1.7	**Action:** English Learner Goal Setting **Need:** The urgency for this action is underscored by concerning data highlighting persistent challenges faced by English learners within our district. With 19% of English learners identified as long-term English learners as of March 2024, it's evident that a substantial portion of this student demographic requires targeted support to accelerate their language acquisition journey. Furthermore, the fact that only 52.3% of English learners made progress toward English language proficiency, as indicated by the 2022-23 summative ELPAC assessment, emphasizes the pressing need for intervention strategies aimed at bolstering linguistic development. This data highlights the imperative for collaborative efforts, such as the	In response to the identified needs, the action of involving both students and teachers in creating English learner goals directly addresses the challenges faced by this student demographic. By engaging students in the goal-setting process, it empowers them to take ownership of their language learning journey, fostering motivation and accountability. Simultaneously, involving teachers ensures alignment with academic standards and the incorporation of targeted strategies to address specific areas of need highlighted by data, such as the high percentage of long-term English learners and low progress toward proficiency rates. This collaborative approach promotes personalized support, maximizes intervention effectiveness, and ultimately aims to improve outcomes for English learners across the district.	Goal 1,Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.4: Reclassification Rates Goal 1,Metric 1.7: Number of Long Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proposed action, to analyze ELPAC scores, identify areas of improvement, and devise tailored interventions to ensure the academic success of English learners across our district. In LCAP feedback sessions, administrators expressed the necessity of engaging directly with English learner students to incorporate them into the goal-setting process. They observed that many students lack understanding regarding the purpose of annually taking the ELPAC and its implications for their reclassification prospects. **Scope:** Limited to Unduplicated Student Group(s)	Research consistently demonstrates a strong connection between student goal setting and improved academic outcomes. A meta-analysis conducted by Hattie and Timperley (2007) revealed that goal setting had one of the highest effect sizes on student achievement. Additionally, Zimmerman and Kitsantas (2007) emphasized the importance of self-regulation and motivation, indicating that when students actively participate in setting their own goals, they are more likely to be engaged and invested in their learning, leading to enhanced academic success.	
1.11	**Action:** Enhanced Language Development for English Learners and Long Term English Learners **Need:** The Enhanced Language Development Program action is crucial to address the district's current needs and improve the educational outcomes of our English learners (ELs) and long-term English learners (LTELs). In 2023, only 52.3% of ELs made progress towards English proficiency on the ELPAC, highlighting the need for more effective instructional strategies and support systems. Additionally, the district currently has 114 LTELs, indicating a significant number of students who have not achieved English proficiency despite years of instruction.	By integrating Guided Language Acquisition Design (GLAD) strategies and leveraging technology-based language programs, this action aims to provide comprehensive and targeted support to enhance language acquisition and academic success for these students.	Goal 1,Metric 1.1: CAASPP ELA Goal 1,Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 1,Metric 1.4: Reclassification Rates Goal 1,Metric 1.7: Number of Long Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	A study by Fisher and Frey (2008) found that GLAD strategies, which include the use of visuals, interactive activities, and collaborative learning, significantly improve the academic performance of English learners. These strategies help ELs access complex content while simultaneously developing their language skills. A meta-analysis by Means et al. (2010) found that technology-enhanced learning environments, including language learning software, provide personalized and adaptive learning experiences. These environments are effective in supporting the diverse learning paces and styles of ELs. Combining these approaches offers a comprehensive solution that addresses both instructional quality and student motivation, making it a highly effective strategy for improving outcomes for English learners and long-term English learners in the district. **Scope:** Limited to Unduplicated Student Group(s)		
3.2	**Action:** English Learner Parent Education **Need:** The 2022-2023 California Dashboard continues to indicate significant achievement gaps among English learner students. Data reveals a glaring disparity, with English learners trailing behind their peers by 40.7	Through tailored parent education initiatives designed specifically for English learner families, parents will gain access to an array of tools and resources aimed at bolstering their children's learning experiences at home. These programs will not only raise awareness about the significance of consistent school attendance but also foster collaborative efforts to eliminate barriers hindering attendance. Additionally,	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 1,Metric 1.3: ELPAC Goal 2, Metric 2.1: Attendance Rate Goal 2, Metric 2.2: Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	percentage points on the ELA CAASPP and 35.1 percentage points on the math CAASPP assessments. Only 52.3% of English learners are making progress towards English language proficiency on the ELPAC. Additionally, 15.3% of English learners are chronically absent, further exacerbating academic challenges. By providing parents with the necessary resources and knowledge through targeted education initiatives, this action aims to partner with families to improve academic outcomes for English learner students. Through the LCAP feedback process, teachers, administrators, and English learner parents expressed the necessity for parent workshops tailored to address the distinct needs of our English learner students and their families. They value the existing workshops and expressed a desire for an expansion to better meet the needs of this group. **Scope:** Limited to Unduplicated Student Group(s)	valuable insights into the high school system will be provided. These English learner parent nights will serve as forums for parents to voice their concerns and needs, ensuring that future parent education sessions are responsive and relevant to their specific requirements. Studies by Jaramillo, López-Reyna, & Morga (2019) and Valdés et al. (2014) have demonstrated that parent involvement in workshops tailored to the needs of English learner students leads to increased parental efficacy, enhanced communication between home and school, and improved academic performance among English learner students. Additionally, research by Yáñez, López, & Bang (2019) highlights the role of parent workshops in fostering a supportive home environment conducive to language development and academic success for English learner students. By providing targeted resources and support to English learner parents through workshops, schools can strengthen the home-school partnership, promote cultural responsiveness, and ultimately enhance student outcomes.	
3.4	**Action:** McKenney-Vento Support **Need:** There is a need for McKinney-Vento support through a designated lead liaison due to the unique challenges faced by our 28 foster youth and 148 homeless students. On the 2023 California Dashboard, students who are	A lead liaison will navigate the intricate systems involved, build vital relationships with community partners, and ensure compliance with McKinney-Vento Act mandates while accurately reporting data for assessing needs and allocating resources, ultimately demonstrating a commitment to the academic success and well-being of these students.	Goal 1, Metric 1.1: CAASPP ELA Goal 1, Metric 1.2: CAASPP Mathematics Goal 2, Metric 2.2: Chronic Absenteeism Rate Goal 2, Metric 2.3: Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Homeless were rated Orange on both the ELA and Math CAASPP and had a Red rating for Chronic Absenteeism. We did not have enough Foster youth students in the state testing grades, but that student group had an Orange rating for Chronic Absenteeism and Suspension. During the LCAP feedback process, other support staff, administrators, and parents/guardians of these student groups have emphasized the critical importance of this support in connecting families with essential resources and services. These vulnerable populations require specialized attention and access to community resources beyond academics, including transportation, mental health support, and basic necessities. **Scope:** Limited to Unduplicated Student Group(s)	Studies by organizations like the National Association for the Education of Homeless Children and Youth (NAEHCY) and the National Center for Homeless Education (NCHE) reveal that access to stable housing and educational support services significantly improves school attendance, academic achievement, and overall well-being for these vulnerable populations. Furthermore, research highlights the role of dedicated liaisons in facilitating access to essential resources, fostering positive relationships with school personnel, and providing crucial emotional support, all of which are critical factors in promoting academic success and social-emotional development for foster youth and homeless students.	

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.

Not 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.

Not applicable

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	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$61,252,485	$6,131,504.00	10.010%	0.000%	10.010%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,688,908.25	$3,235,000.00	$0.00	$201,000.00	$41,124,908.25	$35,500,908.25	$5,624,000.00

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	1.1	Instructional Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$765,000.00	$765,000.00	$0.00	$0.00	$0.00	$765,000.00	0%
1	1.2	Data Analysis Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%
1	1.3	Student Learning Acceleration Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,116,389.00	$0.00	$2,116,389.00	$0.00	$0.00	$0.00	$2,116,389.00	0%
1	1.4	Instructional Leadership Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$73,476.00	$0.00	$73,476.00	$0.00	$0.00	$0.00	$73,476.00	0%
1	1.5	Teacher Leader Collaboratives	All	No				ongoing	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00	0%
1	1.6	English Learner Teacher Collaborative	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0%
1	1.7	English Learner Goal Setting	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0%

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	1.8	Science Lab Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$435,000.00	$0.00	$0.00	$435,000.00	$0.00	$0.00	$435,000.00	0%
1	1.9	Dual Language Immersion Program Support	All	No				ongoing	$100,000.00	$100,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0%
1	1.10	Additional Hour for Library Media Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$67,411.00	$0.00	$67,411.00	$0.00	$0.00	$0.00	$67,411.00	0%
1	1.11	Enhanced Language Development for English Learners and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$151,000.00	$0.00	$0.00	$0.00	$0.00	$151,000.00	$151,000.00	0%
2	2.1	Additional Assistant Principal Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Peachland, Wiley Canyon, McGrath, Old Orchard, Newhall	Ongoing	$1,208,856.00	$0.00	$1,208,856.00	$0.00	$0.00	$0.00	$1,208,856.00	0%
2	2.2	Additional School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$141,468.00	$0.00	$141,468.00	$0.00	$0.00	$0.00	$141,468.00	0%
2	2.3	Increased Visual and Performing Arts Staff and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$146,605.75	$108,000.00	$254,605.75	$0.00	$0.00	$0.00	$254,605.75	0%
2	2.4	Student Social-Emotional Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,466,057.50	$34,000.00	$1,500,057.50	$0.00	$0.00	$0.00	$1,500,057.50	0%
2	2.5	Additional Hours for Office Assistant II	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$144,222.00	$0.00	$144,222.00	$0.00	$0.00	$0.00	$144,222.00	0%
2	2.6	Positive Behavior Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$416,000.00	$416,000.00	$0.00	$0.00	$0.00	$416,000.00	0%

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	2.7	Attendance Recognition and Response	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00	0%
3	3.1	Parent Engagment and Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$10,000.00	$25,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	0%
3	3.2	English Learner Parent Education	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$20,000.00	$30,000.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00	0%
3	3.3	Parent Communication Systems and Services	All	No				ongoing	$0.00	$85,000.00	$85,000.00	$0.00	$0.00	$0.00	$85,000.00	0%
3	3.4	McKenney-Vento Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	$750.00	$0.00	$750.00	$0.00	$0.00	$0.00	$750.00	0%
3	3.5	School Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$403,000.00	$0.00	$403,000.00	$0.00	$0.00	$0.00	$403,000.00	0%
3	3.6	Parent Advisory Councils	All	No				ongoing	$1,500.00	$0.00	$1,500.00	$0.00	$0.00	$0.00	$1,500.00	0%
3	3.7	Connecting Families with Community Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$21,000.00	$21,000.00	$0.00	$0.00	$0.00	$21,000.00	0%
4	4.1	Highly Qualified Teachers	All	No				ongoing	$28,090,173.00	$0.00	$28,090,173.00	$0.00	$0.00	$0.00	$28,090,173.00	0%
4	4.2	Certificated Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$200,000.00	$110,000.00	$310,000.00	$0.00	$0.00	$0.00	$310,000.00	0%
4	4.3	Classified Staff Professional Development	All	No				ongoing	$40,000.00	$10,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0%
4	4.4	Instructional Materials	All	No				ongoing	$0.00	$300,000.00	$0.00	$300,000.00	$0.00	$0.00	$300,000.00	0%

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
4	4.5	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$610,000.00	$50,000.00	$660,000.00	$0.00	$0.00	$0.00	$660,000.00	0%
4	4.6	Technology	All	No				ongoing	$0.00	$1,000,000.00	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00	0%
4	4.7	Facilities	All	No				ongoing	$0.00	$2,500,000.00	$0.00	$2,500,000.00	$0.00	$0.00	$2,500,000.00	0%

2024-25 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
$61,252,485	$6,131,504.00	10.010%	0.000%	10.010%	$8,202,235.25	0.000%	13.391 %	**Total:**	$8,202,235.25
								LEA-wide Total:	$8,186,485.25
								Limited Total:	$15,750.00
								Schoolwide Total:	$0.00

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	Instructional Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$765,000.00	0%
1	1.2	Data Analysis Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0%
1	1.3	Student Learning Acceleration Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,116,389.00	0%
1	1.4	Instructional Leadership Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,476.00	0%
1	1.6	English Learner Teacher Collaborative	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	0%
1	1.7	English Learner Goal Setting	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0%
1	1.8	Science Lab Technicians	Yes	LEA-wide	English Learners Foster Youth	All Schools	$0.00	0%

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 (%)
					Low Income			
1	1.10	Additional Hour for Library Media Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,411.00	0%
1	1.11	Enhanced Language Development for English Learners and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	0%
2	2.1	Additional Assistant Principal Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Peachland, Wiley Canyon, McGrath, Old Orchard, Newhall	$1,208,856.00	0%
2	2.2	Additional School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,468.00	0%
2	2.3	Increased Visual and Performing Arts Staff and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,605.75	0%
2	2.4	Student Social-Emotional Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,057.50	0%
2	2.5	Additional Hours for Office Assistant II	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,222.00	0%
2	2.6	Positive Behavior Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$416,000.00	0%
2	2.7	Attendance Recognition and Response	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	0%
3	3.1	Parent Engagment and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	0%
3	3.2	English Learner Parent Education	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	0%
3	3.4	McKenney-Vento Support	Yes	Limited to Unduplicated	Foster Youth Low Income	All Schools	$750.00	0%

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 (%)
				Student Group(s)				
3	3.5	School Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$403,000.00	0%
3	3.7	Connecting Families with Community Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	0%
4	4.2	Certificated Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,000.00	0%
4	4.5	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$660,000.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$39,861,257.00	$39,631,703.00

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**	Art Residency	Yes	$80,000.00	$75,000.00
1	**1.2**	Art Teacher	Yes	$107,609.00	$116,000.00
1	**1.3**	Additional Library Media Technician Hours	Yes	$67,411.00	$76,000.00
1	**1.4**	English Learner Site Lead	Yes	$10,000.00	$900.00
1	**1.5**	Summer Initial ELPAC Assessment Team	No	$5,000.00	$5,000.00
1	**1.6**	Positive Behavioral Intervention Supports (PBIS)	Yes	$171,042.00	$217,366.00
1	**1.7**	Lead Counselor-McKinney Vento/Foster Youth	Yes	$750.00	$750.00
1	**1.8**	Lead School Psychologist- Mental Health and Inclusion-discontinued in 2022-23	No	$0.00	$0.00
1	**1.9**	Counselors	Yes	$1,400,000.00	$1,400,000
1	**1.10**	Social Worker-action repurposed in 2022-23 (Action 17)	No	$0.00	$0.00
1	**1.11**	NSD Home Connect	Yes	$32,000.00	$31,180.00

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	1.12	Attendance Recognition and Response	Yes	$20,000.00	$20,000
1	1.13	Social Emotional Screener	Yes	$0.00	$0.00
1	1.14	Teacher Leadership - Inclusive Collaborative	No	$5,320.00	$2,200.00
1	1.15	Care Solace	Yes	$20,377.00	$25,000.00
1	1.16	Office Assistant Extra Time	Yes	$156,297.00	$156,297
1	1.17	Psychologist Time	Yes	$116,441.00	$123,000.00
2	2.1	Data Analysis	Yes	$54,000.00	$61,000.00
2	2.2	Universal Screening and Progress Monitoring	Yes	$46,000.00	$56,000.00
2	2.3	Site Intervention (RTI) Plans	Yes	$2,116,389.00	$2,116,389
2	2.4	District Support Team	Yes	$0.00	$0.00
2	2.5	Instructional Leadership Team	Yes	$25,800.00	$11,000.00
2	2.6	Instructional Framework- MILE- Discontinued in 23-24	No	$0.00	$0.00
2	2.7	ELA/ELD Instructional Coach	Yes	$141,157.00	$148,000.00

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	2.8	Bilingual Support Program	Yes	$111,383.00	$111,383
2	2.9	EL Goal Setting	Yes	$10,000.00	$0.00
2	2.10	Additional Assistant Principal Time	Yes	$1,359,963.00	$1,359,963
2	2.11	Science Instructional Coach-Discontinued	No	$0.00	$0.00
2	2.12	NGSS Assessment Analysis Team	Yes	$3,000.00	$500.00
2	2.13	Professional Development- New Teachers and New to Grade Level	No	$6,450.00	$11,200.00
2	2.14	Professional Development- Guest Teachers and Intervention	No	$3,510.00	$2,000.00
2	2.15	Teacher Collaboratives	No	$6,000.00	$7,900.00
2	2.16	Science Lab Technicians	No	$337,099.00	$337,099.00
2	2.17	Teacher Collaboration Time-YMCA Play	Yes	$456,854.00	$456,854.00
2	2.18	Dual Language Program Support	Yes	$118,000.00	$275,000.00
2	2.19	Guided Language Acquisition Design Professional Development	Yes	$150,000.00	$31,000.00
3	3.1	Family Engagement Nights	No	$10,000.00	$600.00
3	3.2	Welcome to NSD	Yes	$5,000.00	$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)
3	3.3	Parent Workshops TK-2	Yes	$100,507.00	$7,500.00
3	3.4	English Learner Focus Parent Workshops	Yes	$100,000.00	$8,500.00
3	3.5	District Community Outreach- not in 2022-23 (removed 2022-23, addressed need through current staffing)	No	$0.00	$0.00
3	3.6	School Community Outreach	Yes	$402,990.00	$402,990
3	3.7	Parent Communication	No	$29,170.00	$21,833.00
3	3.8	Attendance	No	$54,400.00	$55,000.00
3	3.9	Special Education Advisory Council	No	$1,500.00	$600.00
3	3.10	LCAP Advisory Council	No	$0.00	$0.00
4	4.1	Highly Qualified Teachers	No	$28,379,032.00	$27,196,334.00
4	4.2	Core Instruction	No	$100,000.00	$60,000.00
4	4.3	Core Materials	No	$200,000.00	$470,000.00
4	4.4	Technology Support	Yes	$609,237.00	$609,237
4	4.5	District Website	No	$21,113.00	$22,233.00

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)
4	4.6	Supplemental Materials	No	$286,994.00	$290,000.00
4	4.7	Facilities	No	$2,423,462.00	$3,252,895.00

2023-24 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)
$6,107,785.00	$7,441,100.00	$7,901,809.00	($460,709.00)	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	Art Residency	Yes	$80,000.00	$75,000.00	0%	0%
1	1.2	Art Teacher	Yes	$107,609.00	$116,000.00	0%	0%
1	1.3	Additional Library Media Technician Hours	Yes	$67,411.00	$76,000.00	0%	0%
1	1.4	English Learner Site Lead	Yes	$10,000.00	$900.00	0%	0%
1	1.6	Positive Behavioral Intervention Supports (PBIS)	Yes	$171,042.00	$217,366.00	0%	0%
1	1.7	Lead Counselor-McKinney Vento/Foster Youth	Yes	$750.00	$750.00	0%	0%
1	1.9	Counselors	Yes	$1,000,000.00	$1,400,000.00	0%	0%
1	1.11	NSD Home Connect	Yes	$32,000.00	$31,180.00	0%	0%
1	1.12	Attendance Recognition and Response	Yes	$20,000.00	$20,000.00	0%	0%
1	1.13	Social Emotional Screener	Yes	$0.00	$0.00	0%	0%
1	1.15	Care Solace	Yes	$20,377.00	$25,000.00	0%	0%
1	1.16	Office Assistant Extra Time	Yes	$156,297.00	$156,297.00	0%	0%
1	1.17	Psychologist Time	Yes	$116,441.00	$123,000.00	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Data Analysis	Yes	$54,000.00	$61,000.00	0%	0%
2	2.2	Universal Screening and Progress Monitoring	Yes	$46,000.00	$61,000.00	0%	0%
2	2.3	Site Intervention (RTI) Plans	Yes	$2,116,389.00	$2,116,389.00	0%	0%
2	2.4	District Support Team	Yes	$0.00	$0.00	0%	0%
2	2.5	Instructional Leadership Team	Yes	$25,800.00	$11,000.00	0%	0%
2	2.7	ELA/ELD Instructional Coach	Yes	$141,157.00	$148,000.00	0%	0%
2	2.8	Bilingual Support Program	Yes	$111,383.00	$111,383.00	0%	0%
2	2.9	EL Goal Setting	Yes	$10,000.00	$0.00	0%	0%
2	2.10	Additional Assistant Principal Time	Yes	$1,208,856.00	$1,359,963.00	0%	0%
2	2.12	NGSS Assessment Analysis Team	Yes	$3,000.00	$500.00	0%	0%
2	2.17	Teacher Collaboration Time-YMCA Play	Yes	$456,854.00	$456,854.00	0%	0%
2	2.18	Dual Language Program Support	Yes	$118,000.00	$275,000.00	0%	0%
2	2.19	Guided Language Acquisition Design Professional Development	Yes	$150,000.00	$31,000.00	0%	0%
3	3.2	Welcome to NSD	Yes	$5,000.00	$0.00	0%	0%
3	3.3	Parent Workshops TK-2	Yes	$100,507.00	$7,500.00	0%	0%
3	3.4	English Learner Focus Parent Workshops	Yes	$100,000.00	$8,500.00	0%	0%
3	3.6	School Community Outreach	Yes	$402,990.00	$402,990.00	0%	0%
4	4.4	Technology Support	Yes	$609,237.00	$609,237.00	0%	0%

2023-24 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)
61514202	$6,107,785.00	2.23%	12.159%	$7,901,809.00	0.000%	12.846%	$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.

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.

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.

- 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.

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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) (California Legislative Information)](#) 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.

    o 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:

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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
- 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

- o 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.

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

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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