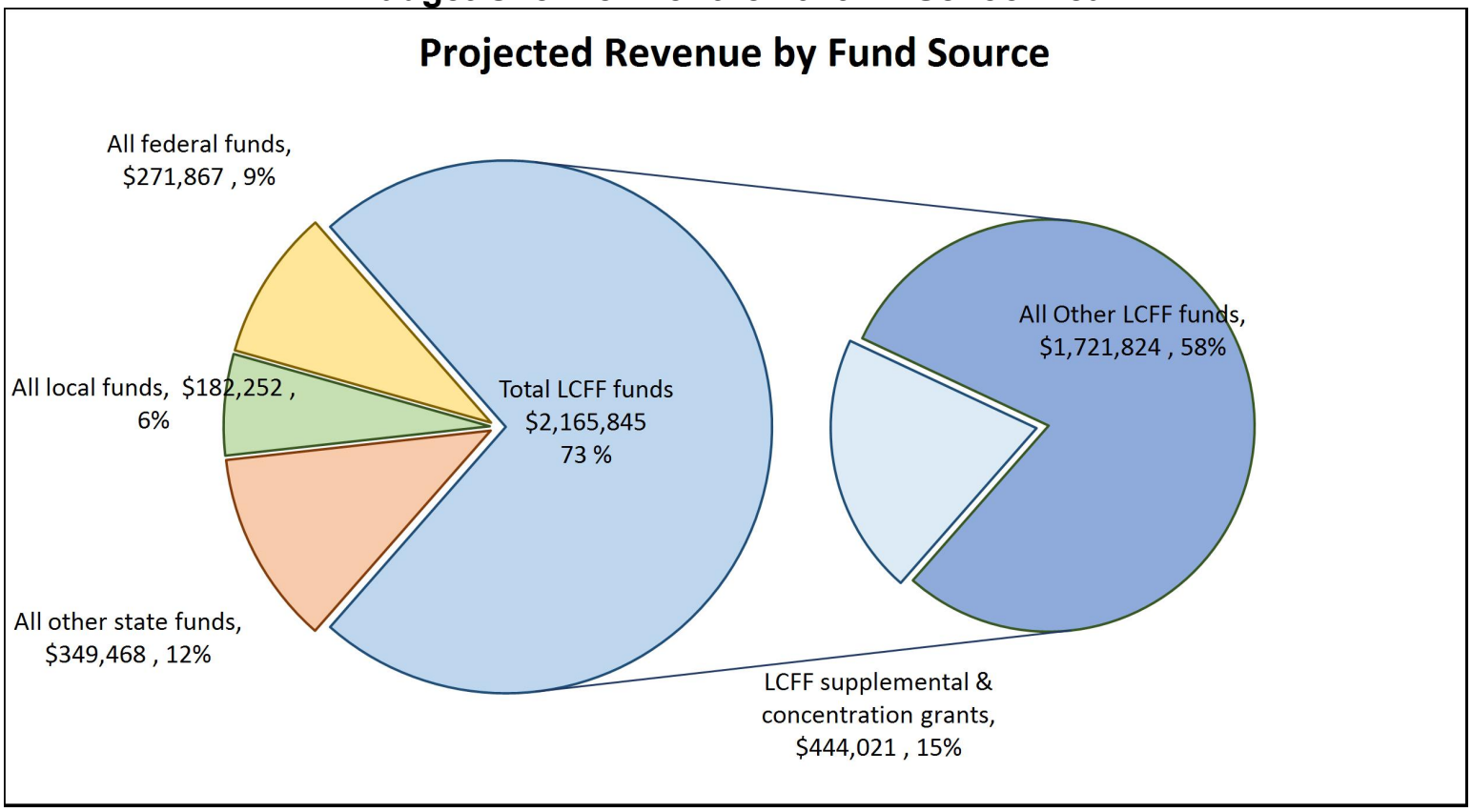
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elk Hills School District
CDS Code: 15634466009450
School Year: 2026-27
LEA contact information:
Tiffany Touchstone
Superintendent/Principal
titouchstone@elkhills.org
(661) 765-7431

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

Budget Overview for the 2026-27 School Year

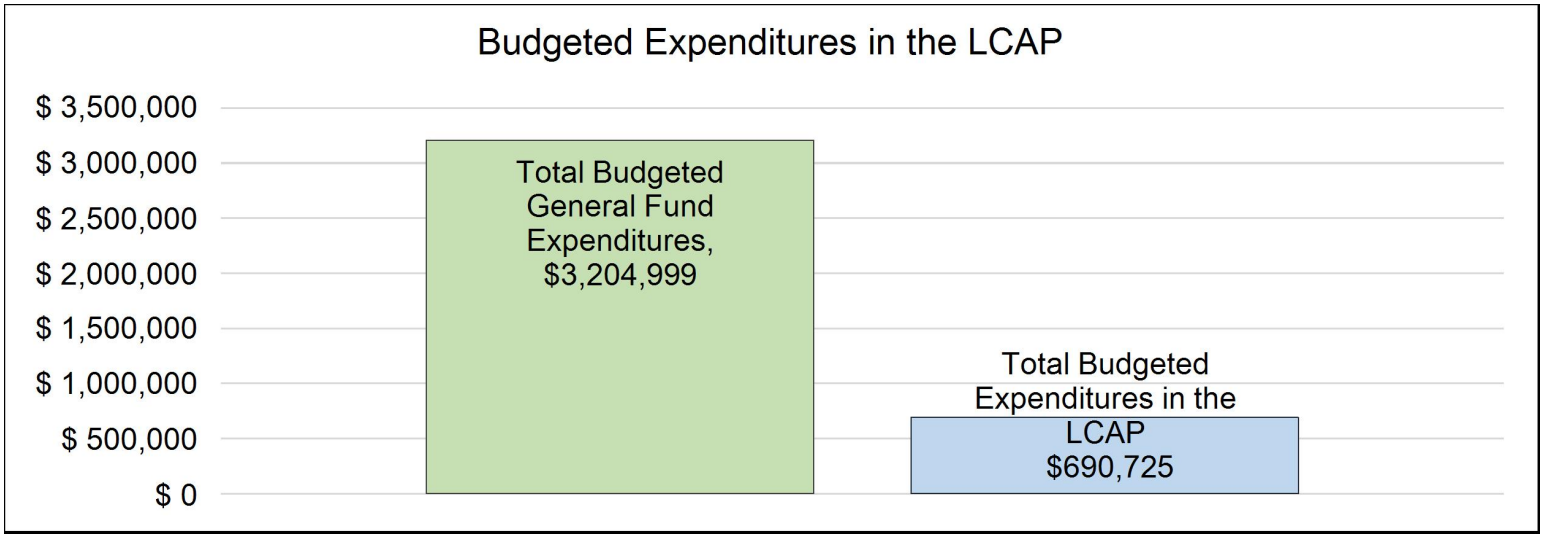


This chart shows the total general purpose revenue Elk Hills School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elk Hills School District is $2,969,432, of which $2,165,845.00 is Local Control Funding Formula (LCFF), $349,468.00 is other state funds, $182,252.00 is local funds, and $271,867.00 is federal funds. Of the $2,165,845.00 in LCFF Funds, $444,021.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Elk Hills School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Elk Hills School District plans to spend $3,204,999.00 for the 2026-27 school year. Of that amount, $690,725.00 is tied to actions/services in the LCAP and $2,514,274 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

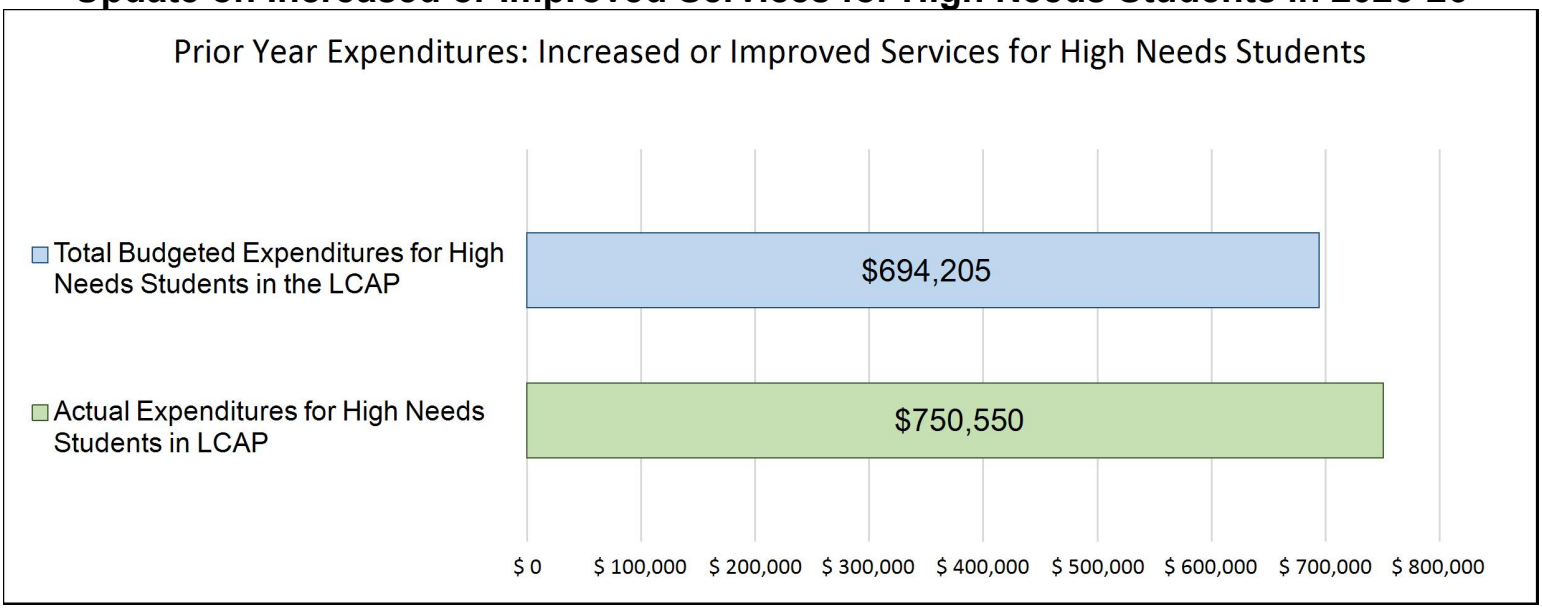
General Fund Budget Expenditures not included in the LCAP are for the daily operations of the entire school district that will equally beneficial to the students, the management and the staffs.

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

In 2026-27, Elk Hills School District is projecting it will receive $444,021.00 based on the enrollment of Foster Youth, English learner, and low-income students. Elk Hills School District must describe how it intends to increase or improve services for high needs students in the LCAP. Elk Hills School District plans to spend $567,205.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Elk Hills 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 Elk Hills School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Elk Hills School District's LCAP budgeted $694,205.00 for planned actions to increase or improve services for high needs students. Elk Hills School District actually spent $750,550.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elk Hills School District	Tiffany Touchstone Superintendent/Principal	titouchstone@elkhills.org (661) 765-7431

Plan Summary [2026-27]

General Information

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

Elk Hills Elementary School District, established in 1921, encompasses the area of Tupman, California, a small, rural area located in west Kern County. The district has one school site, serving approximately 140 students in TK-8th grades. Elk Hills takes pride in providing a nurturing, caring environment with reduced class sizes and personalized attention for each and every individual student. The district's focus on college and career exposes students to hands-on, real world learning experiences. In addition to core academic offerings, students at Elk Hills participate in academic, athletic, and social events in partnership with other schools and districts across the county. Our students also have access to participate in a variety of age-appropriate learning trips helping make their learning relevant. To ensure exposure and preparation for students, college and career initiatives will continue to be a strong focus with campus tours of colleges and visits from local career professionals. In the 2026-2027 school year, Elk Hills School will have nine full-time teachers who lead TK-8th grade level classes, one special education teacher, one intervention coordinator, and one superintendent/principal. The district also has a classified staff including an assistant to the principal/superintendent, a food services manager, and a supervisor of maintenance, operations, and transportation; the district also retains six part-time instructional aides, one school custodian, a food service aide, and several certificated and classified substitutes. Since 2020, the district has adopted the community school approach to provide whole child support around expanded learning, math and literacy instruction, family and community engagement, and social and health services. Through supplemental grant funding for the community school model, Elk Hills has been afforded the positions of a full time community engagement coordinator and school social worker.

As reported in the California Dashboard in 2024-2025, 73% of the students at Elk Hills are identified as Socially Economically Disadvantaged, 6.9% of the district's students are identified as English Language Learners, 1.3% of the district's students are identified as

foster youth, and 13.8% of the students are identified as Students with Disabilities. Additionally, 1.2% of the students identify as African American, 16.8% identify as Hispanic, 1.8% identify as Two or More Races, and 80.2% identify as White. 100% of the district's students receive free breakfast and lunch through the Community Eligibility Program (CEP).

Mission Statement:
“In partnership with families and the community, Elk Hills School District provides a 21st century rigorous academic environment with a personalized, nurturing, and highly relational approach that is second to none; thereby, transforming the lives of learners so that each student is well prepared to pursue college and career.”

Reflections: Annual Performance

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

As a single school district this represents both the district and school site indicator. Elk Hills School District has made great strides in student and family engagement as well as reducing chronic absenteeism; however, the 2024-2025 CA School Dashboard reflected that the district had a slight increase of 2.6% in chronic absenteeism (12.3% total) compared to last school year. The CA Dashboard also reported that students in the Socioeconomically Disadvantaged subgroup, Hispanic subgroup, and White subgroup all reported an orange indicator performance level. In mathematics, all students performed in the Orange Performance Level and in English Language Arts, all students performed in the Yellow Performance Level.

While academic performance progress has been slow, it has been steady. Based on the 2024-2025 California Assessment of School Performance and Progress (CAASPP), the latest assessment results available, All Students increased 10.2 points in English Language Arts with the following subgroup increasing as follows: Socially Economically Disadvantaged Students 7.2 points, White Students 5.3 points. In mathematics, All Students maintained at 2.2 points with the following subgroup increasing as follows: Socially Economically Disadvantaged 6.9 points, White 3.5 points. Other student subgroups had less than 11 students in each and thus, were not displayed due to privacy.

In addition to the Smarter Balanced Assessment, the district assesses students using the NWEA Map Growth for benchmark assessments. The K-8 NWEA spring benchmark in the 2024-2025 school year reflected that 28.08% of students in K-8th grades scored in the High/High Average range in reading and 26.35% of students in K-8th scored in the High/High Average range in mathematics.

As part of the adopted LCAP Template instructions the LEA must identify the following indicators from the 2023 CA School Dashboard, 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; Elk Hills Elementary- Chronic Absenteeism
- Any student group within the LEA that received the lowest performance level on one or more state indicators; Chronic Absenteeism- All Students
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators; Elk Hills- Chronic Absenteeism: SED, SWD and WH. This need will continue to be addressed through Goal 3, Action 1.

LREBG
Elk Hills School district has $272,755. unexpended LREBG funds for the 2026-2027 school year but does not intend to spend the funds until the 2027- 2028 school year. Based on the conducted needs assessment LREBG funds will be used to supplement actions currently being funded with the California Community Schools Partnership Program (CCSPP) that are set to expire in June of 2027. These actions do not currently exist within the LCAP. The Goal, Action number(s) Metric(s) and funding amounts will be written and called out in the 2027-28 LCAP.

The conducted needs assessment showed a need for continued improvements for students in both ELA and Math. Funds will be spent on a Literacy Intervention Program Coordinator which aligns to the allowable uses of the funds. This action will support accelerating progress towards closing the achievement gap in reading by supporting teachers in both of the Tier 1 and Tier 2 reading programs by using evidence-based strategies. Some strategies include providing tutoring or one-on-one/small-group instruction by certificated or classified staff, providing early intervention and literacy programs. Increase or stabilize instructional time or decrease staff-to-pupil ratios based on student learning needs. Provide additional academic services such as diagnostic assessment and progress monitoring. Research from the Institute of Education Sciences (IES), 2017, “What is the Evidence Base to Support Reading Interventions for Improving Student Outcomes in Grades 1–3?” This comprehensive review examined 27 studies that met rigorous evidence standards.

Key findings:

19 of 20 reading interventions demonstrated positive or potentially positive effects.

Both one-on-one and small-group interventions produced significant improvements.

Strongest gains occurred in: Word reading, Decoding, Reading fluency and Comprehension.

Successful interventions were delivered by trained adults (teachers, interventionists, or paraeducators) using evidence-based instructional practices with ongoing support.

A dedicated intervention teacher providing Tier 2 reading instruction is consistent with one of the strongest research bases available for improving literacy.

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
LCAP Staff Meeting Feedback (Triannually) Partners included: Certificated staff Classified staff Administrative staff	Dedicated staff meetings to discuss the LCAP goals, action, and metrics. Meetings occurred from January to April (total of 3 meetings). Previous LCAP was discussed and process of educational partner input was explained. After each goal and action, feedback/input from the the educational partners involved was gathered through written response. Feedback was reviewed and considered for each goal in the 2026-2027 LCAP.
School Climate Survey (Annually) Partners included: Certificated staff Classified staff Administrative staff Parents/Guardians Students	A School Climate survey was administered by WestEd in spring of 2026. Survey results guided the drafting of the 2025-2026 LCAP and addressed any identified needs from the educational partners. Students gave feedback through a student group made up of 7th and 8th graders. A student climate survey was also administered for grades 5th-8th grades.
Family Community Nights (Monthly) Partners included: Parents/Guardians Student Council Community members Board members	Community School Engagement Coordinator held once a month "Community Nights." While the evening had activities planned, LCAP goals, actions, and metrics as well as the PBIS implementation was shared. Educational partners provided qualitative feedback at these events.
Monthly Parent Teacher Organization Meetings (Monthly) Partners included: Parents	Superintendent/Principal attended monthly PTO meetings to share school vision and goals. Educational partners provided input to needs and/or concerns as well as commendations.

Educational Partner(s)	Process for Engagement
Certificated staff Classified staff Administrative staff	
Certificated and Classified Bargaining Units (Quarterly) Partners included: Certificated staff Classified staff	Administration met quarterly with certificated and classified bargaining units to solicit feedback about goals, actions, and metrics.
Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) (Annually) Partners included: Kern County Consortium	In May of 2026, EHSD consulted with the KCSOS SELPA team to seek input regarding the development of the 2026-2027 LCAP. The purpose of the meeting was to ensure the needs of students with disabilities are being addressed appropriately by the district.

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

Through the LCAP development process, the district received input on various services provided to our students. Educational partners have indicated that they are pleased with the current educational design and did not offer new input that would influence any changes; hence, this process continued to focus on two objectives:

1. To educate educational partners about the LCAP, thus explaining the goals, actions, and metrics.

2. To evaluate educational partners feedback and apply it to next year's LCAP. This process included a broad range of educational partners such as students, parents, staff, community members, educational/community partners, local bargaining units, the Board of Education, the County Office of Education, and the SELPA.

The input and feedback received from the educational partners informed and guided the district in the following goals and actions for the 2026-2027 LCAP:

Goal 1: Based on feedback from the certificated staff, professional development cycle through the Datawise process, additional professional development and training days, quarterly learning walks, scheduling planning time to review student achievement data regularly by means of the district's benchmark assessments (NWEA), and providing coaching from the county office of education has helped build capacity among the teachers. Furthermore, parents and teachers communicated that having small classroom sizes is essential to student learning, especially in the primary grades. Certificated staff also expressed the need for additional classified staff to be available for small group instruction, most specifically in relation to literacy and math intervention. Finally, classified staff expressed the need for professional development in evidence-based interventions that assist in serving students who have not achieved grade level standards.

Goal 2: Based on feedback from students, parents and staff, many of the software based programs have been received well by both staff and students. Certificated staff expressed the user-friendly programs used with the district's subscriptions to NextGen Premium Math, the

instructional technology used for reading, and the math skill-based software (iReady) have successfully supplemented student engagement and tier one instruction. Parents and students both have communicated at the district's Family Community Nights and PTO meetings that the accessibility for 1:1 student technology is essential for education in the 21st century. Finally, as the English Learner population has increased at the district, certificated staff and parents have communicated the need for supplemental ELD materials for teachers to integrate into their ELA lessons.

Goal 3: Based on feedback from students, parents, and staff, there has been significant improvement in the school climate of Elk Hills School District. A school climate survey administered by WestEd in spring of 2026 indicated that on average, over 90% of students, parents, and staff feel connection to the district and its outreach efforts. 100% of families also reported feeling comfortable attending and participating in school activities. Additionally , community engagement attendance logs reflect record high attendance rates by family and community members at events such as the parent teacher conferences, fall festivities, winter program, athletic events, and spring festival. Families and staff communicated the need to continue these engagement efforts as well as the college campus visits for connection among all students, staff, and families. Parents and teachers provided input to provide career professional visits to younger students in order to enhance community connection to school and career.

In addition to the educational partners input, the district used the following quantitative data for the goal setting process:

CA School Dashboard
CAASPP ELA Proficiency Rate
CAASPP Math Proficiency Rate
Local Benchmark Assessment Data
EL Proficiency Rate
English Learner Reclassification Rate
Course Enrollment Data
Attendance Rate
Chronic Absenteeism Rate
Suspension Rate
Teacher Assignment/Highly Qualified Status
Fidelity Integrity Assessment
Tiered Fidelity Inventory
CASEL
Facility Inspection Data

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students in grades TK-8 will be provided with access to rigorous, grade level common core curriculum and learning materials.	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.

As reported by the latest state assessment results, the 2024-2025 California Assessment of Student Performance and Progress (CAASPP), 35.18% of students in grades 3rd-8th met or exceeded the standard in English Language Arts and 28.70% met or exceeded the standard in mathematics; thus, there was a 2.73% growth in ELA and a 1.35% growth in mathematics. Though this growth is small, it is steady and is now surpassing pre-pandemic and the previous LCAP cycle scores. As the district reflects upon the latest standardized data, the need for improvement in student achievement is still at the forefront of the district's goals and actions.

To address the need for academic achievement, the district will provide professional development and academic coaching for staff through learning walks, planning time, and consulting with the county office of education. This professional development will include UDL, equity based training, and intervention guidance. The district will also maintain small class sizes in grades TK-3rd grades. Additionally, the district will provide onsite support and coaching for preliminary credentialed teachers in an effort to support the completion of the KCSOS induction program and therefore increase the district's amount of fully credentialed teachers. Additionally, the district will continue to use the NWEA MAP growth benchmark assessment program in order to monitor student achievement and use the student data to guide continued instruction. Expansion of the Response To Intervention (RTI) program with classified staff will also occur within this goal and therefore, supporting literacy and mathematics achievement of all students including unduplicated pupils. Along with the expansion of the RTI program, paraprofessional training will be provided. These actions along with the monitoring of the metrics listed below will help the district achieve the goal that students are on track for college/career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers appropriately assigned,	2023-24	2024-25	2025-26	2026-27	+28% of teachers are appropriately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	fully credentialed in subject areas taught, and for the pupils they are teaching as Source: Local Indicator Staffing Reports Priority 1A	A) 63% of teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 55% of teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 91% of teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	A) 100% of teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.
1.2	Percentage of pupils have sufficient access to standards-aligned instructional materials Source: Local Indicator Priority 1B	2023-24 B) 100% of pupils have have sufficient access to standards-aligned instructional materials across all core subject areas.	2024-25 B) 100% of pupils have have sufficient access to standards-aligned instructional materials across all core subject areas.	2025-26 B) 100% of pupils have have sufficient access to standards-aligned instructional materials across all core subject areas.	2026-27B) 100% of pupils have have sufficient access to standards-aligned instructional materials across all core subject areas.	Maintained outcome.
1.3	School facilities are maintained in good repair Source: FIT Report Priority 1C	2023-24 C) School facilities: Exemplary	2024-25 C) School facilities: Exemplary	2025-26 C) School facilities: Exemplary	2026-27 C) School facilities: Exemplary	Maintained outcome.
1.4	Implementation of CA academic and performance standards per the CA State Standards Implementation Matrix Source: Administrative Walkthrough Data Priority 2A	2023-24 A) As per administrative walk through observations the district is implementing CA Academic and Performance Standards at the "Implementation" stage as per the CA State Standards Implementation Matrix.	2024-25 A) As per administrative walk through observations the district is implementing CA Academic and Performance Standards at the "Transition" stage as per the CA State Standards	2025-26 A) As per administrative walk through observations the district is implementing CA Academic and Performance Standards at the "Transition" stage as per the CA State Standards	2026-27 As per administrative walk through observations the district will be implementing CA Academic and Performance Standards at the "Full Awareness" stage as per the CA State	As per administrative walk through observations the district moved one stage toward the "Full Awareness" as per the CA State Standards Implementation Matrix.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Implementation Matrix.	Implementation Matrix.	Standards Implementation Matrix.	
1.5	Implementation of State Standards and ELD standards for percentage of English Learners Source: Administrative Walkthrough Data Priority 2B	2023-24 Maintain 100% of EL students have access to CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.	2024-25 Maintain 100% of EL students have access to CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.	2025-26 Maintain 100% of EL students have access to CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.	2026-27 Maintain 100% of EL students have access to CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD.	Maintained outcome.
1.6	Percentage of pupils have access to, and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) as per master schedule review. Source: Local Indicator Priority 7A	2023-24 A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)	2024-25 A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)	2025-26 A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)	2026-27 A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)	Maintained outcome.
1.7	Percentage of pupils have access to, and are enrolled in programs and services for unduplicated pupils as per review of master schedules. Source: Local Indicator	2023-24 B) 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies, and Science required by the	2024-25 B) 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies, and	2025-26 B) 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies, and	2026-27 B) 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies, and	Maintained outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7B	State of CA and the District.	Science required by the State of CA and the District	Science required by the State of CA and the District	Science required by the State of CA and the District.	
1.8	Percentage of pupils with exceptional needs have access to, and are enrolled in programs and services for pupils with exceptional needs as per review of master schedules and lesson plan review. Source: Local Indicator Priority 7C	2023-24 C) 100% of students with exceptional needs will participate in regular programs to the extent possible with support from special education teachers and aides.	2024-25 C) 100% of students with exceptional needs will participate in regular programs to the extent possible with support from special education teachers and aides.	2025-26 C) 100% of students with exceptional needs will participate in regular programs to the extent possible with support from special education teachers and aides.	2026-27 C) 100% of students with exceptional needs will participate in regular programs to the extent possible with support from special education teachers and aides.	Maintained outcome.

Goal Analysis [2025-26]

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

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

All actions in goal one were successfully implemented with no substantive differences.

Action 1.1: Elk Hills strengthened instructional practices through regular learning walks, both in the fall and spring, providing teachers and school leadership opportunities to observe, reflect, and collaborate. Aligning these efforts with school wide literacy and math initiatives supported a cohesive approach to student achievement. This year, EHSD conducted four learning walks focused on reciprocal teaching in literacy and CRA (Concrete-Representational-Abstract) math instruction. To support teacher participation, the district provided release time by securing substitutes, allowing educators to fully engage in the process. Funds will continue to support teacher release time for learning walks and planning, emphasizing equitable teaching practices. By fostering a culture of collaboration and continuous improvement, we aim to enhance instruction and student outcomes.

Action 1.2: The district partnered with the Kern County Superintendent of Schools to provide targeted teacher coaching and professional development. This included Universal Design for Learning (UDL), equity-based training, and coaching in math intervention to support instructional growth.To strengthen math instruction, KCSOS provided 41 days of onsite coaching and lesson planning support, with a focus

on CRA (Concrete-Representational-Abstract) strategies and performance tasks. Training sessions have emphasized improving instructional practices to enhance student learning and ensure equitable access to high-quality math instruction.

Action 1.3: This action was implemented by securing three additional fully credentialed teachers, keeping class sizes at 20-25 students. Without supplemental and concentration funding, class sizes would rise to 32 students, reducing individualized support. This staffing model ensures high-quality instruction and student success.

Action 1.4: The district maintained its partnership with the Kern County Superintendent of Schools to support teachers in clearing their credentials and enhancing their skills. This collaboration also provided support for clearing an administrative credential and strengthening our leadership.

Action 1.5: The district used NWEA MAP Growth to administer three benchmarks in order to track student progress. Teachers received ongoing training to use these tools effectively, ensuring data-driven support for unduplicated student groups and improved outcomes.

Action 1.6: Four classified staff members were designated to provide targeted intervention in literacy and mathematics. This added support enhanced student achievement, with a focus on unduplicated pupils, ensuring they receive the strategic assistance needed for success.

Action 1.7: This action was implemented by the three professional development days that were added to the teacher work calendar to strengthen academic and social-emotional support for unduplicated students. This time allowed teachers to develop CCSS-aligned learning activities, receive targeted training, and refine instructional strategies across subject areas. Additionally, release time was provided after assessment windows for data-driven action planning with the support of a data cycle coach, ensuring effective student interventions and instructional improvements.

Action 1.8: This action was implemented by providing in depth LTRS training to the classified staff who work in the literacy intervention program. KCSOS county professional development was provided to the classified staff who work in the math intervention program. This combination of coaching and training met the criteria for evidence based interventions in order to serve students who have not achieved mastery (met or exceeded) on CAASPP.

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

Action 1.1: The district budgeted $4,000 for Learning Walk activities during the 2025–2026 school year; however, actual expenditures totaled $4,569, resulting in a material difference of $569. This increase was primarily due to higher-than-anticipated employment-related costs associated with staff participation in Learning Walks, including salary and benefit expenses.

Action 1.2: The actual expenditures for Action 1.2 were approximately $32,000 below the budgeted amount. This variance resulted from the district's use of California Community Schools Partnership Program (CCSPP) Grant funds to support math coaching services that were

originally budgeted within this action. The availability of grant funding allowed the district to fully implement the planned services while reducing LCAP expenditures associated with this action.

Action 1.3: The actual expenditure for Action 1.3 exceeded the budgeted amount by $5,843. This material difference was primarily due to higher-than-anticipated health and welfare benefit costs associated with staffing needed to maintain small classroom sizes. Despite the increase in expenditures, the district successfully implemented the action as planned and continued to provide students with the benefits of smaller class sizes, including increased individualized support and enhanced instructional opportunities.

Action 1.4: The actual expenditure for Action 1.4, Teacher Induction, exceeded the budgeted amount by $50. This minor material difference was due to a slight increase in the number of teachers participating in the induction program during the school year. The district was able to fully implement the planned induction services, ensuring that participating teachers received the support and mentoring necessary to promote professional growth and effectiveness in the classroom.

Action 1.5: The material difference in Action 1.5 budgeted expenditure and estimated expenditure was $1,282 more than planned; the difference was due to an increase in the licensing fee for the NWEA software program.

Action 1.6: The actual expenditure for Action 1.6 exceeded the budgeted amount by $12,142. This material difference was primarily due to an increase in negotiated salary and benefit costs, as well as additional instructional aide hours required to meet student needs. The district adjusted staffing support as needed to ensure appropriate instructional coverage, resulting in higher-than-anticipated personnel expenditures while still fully implementing the intended action.

Action 1.7: The actual expenditure for this action exceeded the budgeted amount by $12,142. This material difference occurred due to increased costs associated with teacher contracts and related employment expenses.Despite the increased costs, the district fully implemented all planned professional development activities and continued to support instructional improvement aligned to district goals.

Action 1.8: The actual expenditure for Action 1.8 was $10,000 less than the amount budgeted. This material difference resulted from the district combining classified and certificated teacher training activities in order to improve cost efficiency. By consolidating professional development efforts, the district was able to fully implement the intended training while reducing overall expenditures for this action.

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

Overall Goal 1 Impact and Effectiveness:

Actions 1.1 through 1.8 collectively demonstrate a coherent, aligned system of instructional improvement designed to increase student achievement in ELA and Math, with a targeted focus on unduplicated student groups. These actions worked in concert to strengthen instructional practice, improve access to high-quality teaching, and expand data-driven decision-making. The overall effectiveness of Goal 1 implementation is reflected in student performance growth across multiple measures, including CAASPP and NWEA benchmark assessments.

Students demonstrated gains in CAASPP ELA (+10.2 points overall; +7.2 points for SED students) and CAASPP Math (+2.2 points overall; +6.9 points for SED students). NWEA data also showed growth across grade spans, including reading gains of 5.73% (K–8) and 9% (K–2), and math gains of 1.65% (K–8) and 6.7% (K–2). These outcomes indicate that the district's instructional investments are contributing to improved academic performance, particularly for unduplicated student groups.

Action 1.1:
Learning walks were implemented as a system-wide instructional improvement strategy to strengthen teaching practices and promote alignment with district literacy and mathematics initiatives. Four learning walks focused on reciprocal teaching in literacy and CRA (Concrete–Representational–Abstract) math instruction were conducted, supporting consistent, research-based instructional practices across classrooms. Teacher release time supported participation and collaboration.
This action was effective in strengthening instructional coherence and reflective practice, contributing to overall student achievement gains in ELA and Math as reflected in CAASPP and NWEA growth data.

Action 1.2:
Through partnership with the Kern County Superintendent of Schools, the district provided targeted coaching and professional learning focused on Universal Design for Learning (UDL), equity-based instruction, and math intervention strategies. Onsite coaching supported implementation of CRA strategies and performance-based instruction.
This action strengthened teacher capacity and improved instructional delivery, contributing to measurable gains in Math achievement for all students and unduplicated student groups.

Action 1.3:
The district maintained small class sizes (20–25 students) through the hiring of additional credentialed teachers. This ensured increased individualized instruction and academic support, particularly for unduplicated students. Without supplemental funding, class sizes would have increased significantly, reducing instructional effectiveness.
This staffing model contributed to improved academic outcomes in both ELA and Math, supporting the effectiveness of Goal 1 implementation.

Action 1.4:
The district continued collaboration with KCSOS to support teacher induction and credential clearance. This ensured a well-prepared and fully credentialed teaching workforce capable of delivering high-quality instruction aligned with district goals.
This action supported overall instructional quality, contributing indirectly to improved student outcomes across CAASPP and NWEA measures. Additionally, the percentage of fully credentialed teachers increased from 55% to 91% for the 2025-2026 school year as indicated in Metric 1.1.

Action 1.5:
NWEA MAP Growth assessments were administered three times annually to monitor student progress and inform instruction. Teachers received ongoing training to analyze data and implement targeted supports for unduplicated students.
This data-driven system supported timely instructional adjustments and contributed to observed student growth across both reading and mathematics benchmarks.

Action 1.6:
Classified staff provided targeted intervention in literacy and mathematics to support struggling students and unduplicated student groups. These services ensured additional instructional time and support aligned to student need.
This intervention model contributed to improved academic outcomes by increasing access to focused instructional support.

Action 1.7 – Professional Development and Collaboration Time
Additional professional development days and structured collaboration time were provided to strengthen instruction and improve outcomes for unduplicated students. Teachers engaged in CCSS-aligned planning, targeted training, and post-assessment data analysis cycles supported by coaching.
This action strengthened instructional planning and responsiveness, contributing to improved student achievement across multiple metrics.

Action 1.8:
Classified staff received structured literacy training (LTRS) and math-focused professional development through KCSOS. These evidence-based practices strengthened the quality of intervention services provided to students not yet meeting proficiency standards.
This action increased the instructional effectiveness of intervention supports and contributed to overall gains in student achievement.

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.

No changes will be made to the overall goal, metrics, or target outcomes, as current data indicate that the existing structure of Goal 1 actions is supporting continued growth in ELA and Math achievement for all students, including unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Learning Walks and Planning Time	Capacity building among teachers and school leadership engaging in regular classroom learning walks supporting the implementation of state academic standards in alignment with with school wide literacy and math initiatives; funds will be used to provide teachers with release time in order to engage in learning walks. Learning walks and planning time will focus on equitable teaching practices.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Consultants and Training	Teacher training and professional development with the Kern Superintendent of Schools which will include UDL, equity based training, as well as coaching and development in math intervention. The intervention team will continue ongoing math onsite coaching and lesson plan support. Training will focus on improving teachers' instructional practices to improve student outcomes in math. Additional Funding Source: Title IV Part A	$51,365.00	Yes
1.3	Small Classroom Sizes	Maintain three additional fully credentialed teachers. The district maintains small class sizes of 20-25 students with the current staffing model. If the district did not receive supplemental and concentration funding, the district class size would rise to 32 students per class. Additional Funding Source: Title II Part A	$266,472.00	Yes
1.4	Teacher Induction Program	Maintain the partnership with Kern County Superintendent of Schools to provide the Teacher Induction Program for teachers who need to clear their preliminary credentials to ensure that our teachers are adequately prepared to support our unduplicated students.	$10,000.00	Yes
1.5	NWEA MAP Growth Assessment System	Monitor student progress through the implementation of a supplemental comprehensive assessment system using state and local multiple measures to provide formative instructional feedback. Teachers receive training on the use of state interim assessments as part of the Smarter Balanced system as well as continue developing mastery with the NWEA MAP Growth assessment tool will provide growth and achievement trends principally directed to support unduplicated student groups.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	RTI Classified Staff	Expand the Tier Academic Program by hiring four (4) classified staff members to assist students needing strategic intervention with an emphasis on supporting literacy and mathematics achievement of all students including unduplicated pupils. For the 2025-26 LCAP additional funds were added to the action to cover additional hours for classified staff members to provide adequate intervention to students who are below grade level in ELA and math. Additional Funding Source: Title 1 Part A	$122,048.00	Yes
1.7	Professional Development and Training Days	Add days to the beginning of the teacher annual work calendar to further support teacher development during the summer to enhance academic and social emotional supports provided to unduplicated students. This support will provide: 1.) time and materials to continue the development for CCSS aligned learning activities, and 2.) training to continue to implement CCSS across subject areas. Professional development will be provided for new and returning teachers for a total of three professional days above contractual work days. Lastly, release time will be provided at the conclusion of assessment windows in order to action plan with the assistance of the data cycle coach.	$10,000.00	Yes
1.8	Professional Development for Classified Staff in Evidence Based Interventions	Provide professional development for classified staff in evidence based interventions in order to serve students who have not achieved mastery (met or exceeded) on CAASPP. Professional development for classified staff will also elevate the quality of instruction for students.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate academic growth in English Language Arts and Mathematics as measured by state and national norm referenced metrics.	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.

While there has been slow but steady growth since the last three year LCAP cycle, Elk Hills still has significant growth to achieve in regards to student learning outcomes. Based on feedback from students, parents and staff, many of the software based programs have been utilized to fidelity by both staff and students. Certificated staff expressed the user-friendly programs with the district's subscriptions to NextGen Premium Math, the instructional technology used for reading, and the math skill-based software (iReady) have successfully supplemented student engagement and tier one instruction. Parents and students both have communicated at the district's Family Community Nights and PTO meetings that the accessibility for 1:1 student technology is essential for education in the 21st century. Finally, as the English Learner population has increased at the district, certificated staff and parents have communicated the need for supplemental ELD materials for teachers to integrate into their ELA lessons. Reflecting on this feedback and collaboration with districts who have been having achievement growth, the district believes the actions in this goal will assist students in demonstrating academic growth in ELA and mathematics as measured by state and national norm referenced metrics. Facilitating the mastery of mathematics common core standards will be assessed weekly through the NextGen Premium Math software program. Teachers and students will have access and availability to real time data for concept mastery. Ensuring that all students have chrome books and accessibility to educational software applications will be used in the appropriate manner. Instructional literacy intervention and extension software programs will also be utilized to help close the literacy fluency gap amongst students. These literacy software programs will also provide data feedback in a quick and efficient manner so that the instructional staff can make data driven decisions in their instructional practices. Additionally, the iReady math software program will provide intervention practice for students who need extra support in addition to classroom instruction. iReady will also provide diagnostic results for students in order for staff to provide the appropriate response to math concept intervention. As the English learner population has slightly increased over the years at the district, the supplemental ELD materials will be available to provide equitable access to the curriculum. Through these actions, the district believes that having student achievement data on a frequent and timely basis will guide teacher instruction in the manner most needed for the students; hence, making informed decisions that will ultimately improve student achievement in ELA and mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide assessments ELA, Math, and Science as measured by CAASPP and CAA Source: CA School Dashboard Priority 4A	2023 CA School Dashboard ELA: 65.3 points below-Distance from Standard EL Subgroup: NA SED Subgroup: 78.2 points below Distance from Standard FY Subgroup: NA Math: 78.1 points below -Distance from Standard EL Subgroup: NA SED Subgroup: 92.5 points below Distance from Standard FY Subgroup: NA Science: 19.36% of All Students Met/Exceeded Standard as per CAST. EL Subgroup: NA SED Subgroup: 0% FY Subgroup: NA CAA ELA %: NA CAA Math %: NA	2024 CA School Dashboard: ELA: 55.2 points below-Distance from Standard EL Subgroup: NA SED Subgroup: 63 points below Distance from Standard FY Subgroup: NA Math: 54.6 points below -Distance from Standard EL Subgroup: NA SED Subgroup: 70 points below Distance from Standard FY Subgroup: NA Science: 18% of All Students Met/Exceeded Standard as per CAST. EL Subgroup: NA SED Subgroup: 13.64% FY Subgroup: NA CAA ELA %: NA CAA Math %: NA	2025 CA School Dashboard: ELA: 44.9 points below-Distance from Standard EL Subgroup: NA SED Subgroup: 55.8 points below Distance from Standard FY Subgroup: NA Math: 52.4 points below -Distance from Standard EL Subgroup: NA SED Subgroup: 63.1 points below Distance from Standard FY Subgroup: NA Science: 33.33% of All Students Met/Exceeded Standard as per CAST. EL Subgroup: NA SED Subgroup: 20.69% FY Subgroup: NA CAA ELA %: NA CAA Math %: NA	2026 CA School Dashboard ELA: 50 points points below - Distance from Standard EL Subgroup: NA SED Subgroup: 50 points below Distance from Standard FY Subgroup: NA Math: 50 points points below - Distance from Standard EL Subgroup: NA SED Subgroup: 50 points below Distance from Standard FY Subgroup: NA Science: At least 45% of All Students will Meet/Exceed Standard as per CAST. EL Subgroup: NA SED Subgroup: 45% FY Subgroup: NA	ELA: +20.4 points from baseline. EL Subgroup: NA SED Subgroup: +22.4 points from baseline. FY Subgroup: NA Math: +25.7 points from baseline. EL Subgroup: NA SED Subgroup: +29.4 points from baseline. FY Subgroup: NA Science: +13.97 % from baseline. EL Subgroup: NA SED Subgroup: +20.69% FY Subgroup: NA CAA ELA %: NA CAA Math %: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Percentage of English learners who make progress toward proficiency as per ELPAC (ELPI Rate). Source: CA School Dashboard Priority 4E	2023 CA School Dashboard No Performance Color or data reported based on limited number of enrolled EL students	2024 CA School Dashboard No Performance Color or data reported based on limited number of enrolled EL students	2025 CA School Dashboard ELPI Rate: 14.28% of English learners made progress toward proficiency.	2026 CA School Dashboard 50% of English learners will make annual progress as measured by ELPI	+14.28%
2.3	English learner reclassification rate. Source: Local Indicator Priority 4F	2023-24 0% of English learners have been reclassified.	2024 0% of English learners have been reclassified.	2025 23% of English learners were reclassified.	2026-27 50% of English learners have been reclassified.	+23% from baseline.
2.4	NWEA/MAP Growth Source: Local Indicator Priority 8	K-8 NWEA Spring 23-24: % of Hi/Hi Avg in Reading: 24% % of Hi/HiAvg Math: 28% K-2 NWEA Spring 23-24: % of Hi/Avg in Reading: 23% % of Hi/Avg Math: 33% K-8 NWEA Projection Growth Spring 23-24: % Met/Exceeded Growth in Reading: 46% % Met/Exceeded Growth in Math: 54%	K-8 NWEA Spring 24-25: % of Hi/Hi Avg in Reading: 28% % of Hi/HiAvg Math: 26% K-2 NWEA Spring 24-25: % of Hi/Avg in Reading: 25% % of Hi/Avg Math: 35% K-8 NWEA Projection Growth Spring 2024-2025 % Met/Exceeded Growth in Reading: 54%	K-8 NWEA Spring 25-26: % of Hi/Hi Avg in Reading: 33.81% % of Hi/HiAvg Math: 28% K-2 NWEA Spring 25-26: % of Hi/Avg in Reading: 33% % of Hi/Avg Math: 31% K-8 NWEA Projection Growth Spring 2025-2026 % Met/Exceeded Growth in Reading: 42%	K-8 NWEA Spring 26-27 % Hi/HiAvg in Reading: 65% % Hi/HiAvg in Math: 50% K-2 NWEA Spring 26-27 % Hi/HiAvg in Reading: 75% % Hi/HiAvg in Math: 65% K-8 NWEA Projection Growth Spring 26-27 % Met/Exceeded Growth in Reading: 100%	K-8 NWEA Spring % of Hi/Hi Avg in Reading: +9.81% from baseline. % of Hi/HiAvg Math: 0% from baseline. K-2 NWEA Spring: % of Hi/Avg in Reading: +10% from baseline. % of Hi/Avg Math: -2% from baseline. K-8 NWEA Projection Growth Spring 2025-2026: % Met/Exceeded Growth in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			%Met/Exceeded Growth in Math: 51%	%Met/Exceeded Growth in Math: 38%	% Met/Exceeded Growth in Math: 100%	Reading: -4% from baseline. % Met/Exceeded Growth in Math: -16% from baseline.

Goal Analysis [2025-26]

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

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

All actions within Goal 2 were implemented as planned and with fidelity, with no substantive differences between budgeted and actual implementation. The district successfully maintained instructional programs, technology access, literacy interventions, and English Learner supports, ensuring continued services to unduplicated student groups and alignment with district goals for improved student achievement.

Action 2.1:
The district maintained supplemental mathematics instructional supports through NextGen Math and iReady to enhance skill-based small group instruction in core mathematics classrooms. These resources provided targeted, standards-aligned intervention for students performing below grade level, with a focus on English Learners, Foster Youth, and Low Income students.

Action 2.2:
The district ensured equitable 1:1 technology access for unduplicated students, maintaining fully functional Chromebook devices and stable internet connectivity to support instructional delivery. Teachers utilized monitoring software to support safe and appropriate technology use. The district also maintained licensing for a Learning Management System (LMS) to ensure ongoing access to instructional materials and assignments.

Action 2.3:
The district implemented a range of evidence-based literacy programs, including Learning A–Z, Acadience, 95% Phonics Core Growth, Read Naturally, NewsELA, and Membean Vocabulary. These programs were implemented with fidelity across appropriate grade levels to strengthen foundational literacy skills and support student reading development.

Action 2.4:
The district provided targeted supports for English Learners to develop both conversational and academic English proficiency. Supplemental home-based resources, including books and instructional activities, were provided to extend learning beyond the classroom and reinforce language development.

Overall, Goal 2 actions were implemented as intended and contributed to the district's continued efforts to improve academic outcomes and support the needs of all students, particularly unduplicated student groups.

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

Action 2.1: The actual expenditure in Action 2.1, which includes math software such as Next Gen Math and iReady, was $596, resulting in a $11,244 difference from the $11,840 budgeted amount. This material difference occurred because a portion of the associated costs was supported through the California Community Schools Partnership Program (CCSPP) grant, reducing the need to utilize LCAP funds.
As a result, the district was able to fully implement the intended instructional software supports while leveraging grant funding to offset costs. This change in funding source did not impact service delivery or the overall effectiveness of the action under Goal 2.

Action 2.2: The actual expenditure for Action 2.2 was $2,848 less than the budgeted amount. This action supports 1:1 technology access for unduplicated students, including Chromebook availability, stable internet connectivity, and the use of monitoring software to ensure internet safety and appropriate device usage.
The material difference occurred due to a prior prepayment made in the 2023–2024 school year for a three-year GoGuardian subscription, as well as an overestimation of ongoing licensing costs in the current budget. As a result, fewer expenditures were required in the current year to maintain full implementation of the action. All technology supports remained fully operational and effectively supported student learning and safety.

Action 2.3: The actual expenditure for Action 2.3 was $2,968 less than the budgeted amount. This material difference resulted from a prepayment made for a three-year Learning A–Z licensing subscription and discounted pricing received for early payment of licensing costs prior to the start of the school year.
As a result, fewer expenditures were required in the current year while still maintaining full implementation of the instructional program supported by Learning A–Z. There was no impact on services, and the action continued to support student learning as intended.

Action 2.4: The actual expenditure for Action 2.4, English Learner supports, was $82 less than the budgeted amount. This material difference was due to previously purchased resources from the prior year that were available for use and did not require additional expenditure in the current year.
As a result, the district was able to fully implement English Learner support services while utilizing existing materials efficiently. There was no impact on the delivery or effectiveness of services provided to English Learners.

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

All actions in goal 2 were successful.

Overall, all actions within Goal 2 were successfully implemented and collectively contributed to improved student access, engagement, and academic achievement in ELA and Math, with a strong focus on supporting unduplicated student groups.

Student outcome data indicates positive progress across multiple indicators. CAASPP results show growth in ELA (+10.2 points overall; +7.2 points for SED students) and Math (+2.2 points overall; +6.9 points for SED students). NWEA MAP Growth results also demonstrate gains in Reading (5.73% K–8; 9% K–2) and Math (1.65% K–8; 6.7% K–2). Additionally, 100% of students were enrolled in a broad course of study, supporting equitable access to core instruction and enrichment opportunities.

Action 2.1:
The district maintained supplemental math intervention software, including NextGen Math and iReady, to support skill-based small group instruction in core mathematics classrooms. This action primarily supported English Learners, Foster Youth, and Low Income students by providing targeted, standards-aligned practice for students performing below grade level.
This action contributed to improved mathematics outcomes, as reflected in CAASPP and NWEA Math growth data, demonstrating its effectiveness in supporting student learning and intervention needs.

Action 2.2:
The district ensured equitable access to 1:1 technology for unduplicated students, maintaining fully functional Chromebooks, stable internet connectivity, and device repair and maintenance as needed. Monitoring software was used to support internet safety and responsible device use.
This action ensured consistent access to digital learning tools and supported full participation in instruction, contributing to overall student achievement growth in both ELA and Math.The effectiveness of this action was also reflected in Metric 1.6 in which 100% of students had access to a broad course of study.

Action 2.3:
The district implemented a range of evidence-based literacy tools, including Learning A–Z, Acadience, 95% Phonics Core Growth, Read Naturally, NewsELA, and Membean Vocabulary. These resources were used with fidelity across appropriate grade levels to strengthen foundational literacy skills.
This action supported measurable gains in literacy outcomes, as demonstrated by CAASPP ELA growth and NWEA Reading improvements, indicating effectiveness in strengthening student reading proficiency.

Action 2.4:
The district provided targeted supports to English Learners to improve both conversational and academic English proficiency. Supplemental home-based resources, including books and instructional activities, were provided to extend learning beyond the classroom.
Effectiveness is evidenced through ELPI and reclassification data, with 14.28% of English Learners showing progress toward proficiency and a 23% reclassification rate, indicating continued advancement in English language acquisition.

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

There will not be any changes made to Goal 2 for the 2026-2027.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	NextGen Premium Math Program and Math Skill-Based Software/Tutoring (iReady)	Maintain supplemental NextGen Math subscription to accompany skill-based small group support in core mathematics classrooms for all students with a keen focus on the following and meeting the unique needs of student groups: EL, Foster Youth and Low Income. This action will provide supplemental material and software to support students below grade level whom have shown minimal to below average growth during the school year with access to additional skill-based support in mathematics through a research-based learning software (iReady).	$11,840.00	Yes
2.2	Technology, LMS, Collaboration Software	In order to ensure that our unduplicated students have access to 1:1 technology, we will continue to purchase and repair chrome books devices for all students. Funds will ensure internet connectivity and access for all unduplicated students. Technology monitoring software (Go Guardian) will also be secured with the funds and provide a Learning Management System (LMS) for students.	$20,000.00	Yes
2.3	Instructional Technology for Reading	In order to continue accelerated student growth, EHSD is committed to researching instructional reading learning tools such as Learning A-Z, Acadience, 95% Phonics Core Growth, Read Naturally, News ELA, and Membean Vocabulary.	$12,000.00	Yes
2.4	English Learner Supports	Provide English learners with resources and supports to improve conversational and academic English language proficiency. Supplemental resources such as books and activities will be purchased for English Learners to use at home for extended learning.	$500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The Elk Hills School District will foster a college and career school environment that ensures equity, engagement, and connection among all students, staff, and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on feedback from students, parents, and staff, there has been significant improvement in the school climate at Elk Hills School District. A school climate survey administered by WestEd in spring of 2026 indicated that on average, over 90% of students, parents, and staff feel connection to the district and its outreach efforts. 100% of families also reported feeling comfortable attending and participating in school activities. Additionally, community engagement attendance logs reflect record high attendance rates by families and community members at events such as the fall festivities, winter program, athletic events, parent teacher conferences, and spring festival/classroom showcase. Chronic absenteeism increased slightly from last school year but is still 18% lower than the baseline at the beginning of this LCAP 3 year cycle. To continue this positive trend of engagement and good attendance, the district will continue to provide supplemental student engagement and attendance incentives. The district's PBIS Tier 1 implementation will also continue while refining current practices and providing more Tier 2 and 3 services. Committee meetings for multi-tiered services and support will also be maintained, focusing on unduplicated students and those who have the highest needs. Additionally, promoting early literacy including providing resources for parents, will continue to be at the forefront of the district's initiatives. Students will be provided opportunities to visit local junior colleges and universities as well as higher educational institutions in the state, UC, and private system. Career professionals will be integrated into the TK-1st grades to promote student awareness of working community members. The administration will resume the duties of spearheading the PBIS initiatives, restorative practices, and peer relationships. Daily SEL lessons will be taught in each grade level and classroom through the Character Strong program. Finally, IEP evaluations will be scheduled through the special education teacher and school psychologist to ensure that all students have access to curriculum and instruction as well as learning the social emotional skills necessary for success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts to seek parent input in decision making for district and school	2023-24 100% of parents of students will receive	2024-25 100% of parents of students will	2025-26 100% of parents of students will	2026-27 100% of parents of students will	Maintained outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	sites as measured by number of parents attending by percentage Source: Local Indicator Priority 3A	invitations to give input for school wide decision making through automated phone calls, flyers, and links to the school's website for up to date calendaring information for all events etc.	receive invitations to give input for school wide decision making through automated phone calls, flyers, and links to the school's website for up to date calendaring information for all events etc	receive invitations to give input for school wide decision making through automated phone calls, flyers, and links to the school's website for up to date calendaring information for all events etc	receive invitations to give input for school wide decision making through automated phone calls, flyers, and links to the school's website for up to date calendaring information for all events etc.	
3.2	How the district promotes participation of parents for unduplicated pupils as per local records.by percentage Source: Local Indicator Priority 3B	2023-24 100% of parents of unduplicated students will be invited to all campus student and parents events via additional notification and phone call reminders, emails, and or electronic text messaging.	2024-25 100% of parents of unduplicated students will be invited to all campus student and parents events via additional notification and phone call reminders, emails, and or electronic text messaging.	2025-26 100% of parents of unduplicated students will be invited to all campus student and parents events via additional notification and phone call reminders, emails, and or electronic text messaging.	2026-27 100% of parents of unduplicated students will be invited to all campus student and parents events via additional notification and phone call reminders, emails, and or electronic text messaging.	Maintained outcome.
3.3	How the district promotes participation of parents of students with disabilities as per IEP and 504 reviews by percentage Source: Local Indicator Priority 3C	2023-24 100% of parents of students with disabilities receive additional reminders and notifications of their students PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making date and	2024-25 100% of parents of students with disabilities receive additional reminders and notifications of their students PT conferences, and IEPs (this includes by making confirmation phone	2025-26 100% of parents of students with disabilities receive additional reminders and notifications of their students PT conferences, and IEPs (this includes by making confirmation phone	2026-27 100% of parents of students with disabilities receive additional reminders and notifications of their students PT conferences, and IEPs (this includes by making confirmation phone	Maintained outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		time changes for necessary meetings.	calls and being flexible by making date and time changes for necessary meetings.	calls and being flexible by making date and time changes for necessary meetings.	calls and being flexible by making date and time changes for necessary meetings.	
3.4	School Average Attendance Rate as measured by local data and records. Source: KiDS Attendance Reports Priority 5A	2023-24 94.74% for the 23-24 school year. EL Subgroup: 94.9% SED Subgroup: 94.49% FY Subgroup: NA	2024-25 94.37% for the 24-25 school year. EL Subgroup: 96.5% SED Subgroup: 94.4% FY Subgroup: NA	2025-26 94.81% for the 2025-26 school year. EL Subgroup: 96.06% SED Subgroup: 94.27% FY Subgroup: NA	96% for the 26-27 school year. EL Subgroup: 96% SED Subgroup: 96% FY Subgroup: NA	All Students: +.07% from baseline EL Subgroup: +1.16% from baseline SED Subgroup: -.22% from baseline FY Subgroup: NA
3.5	Chronic Absenteeism Rate as per local data. Source: CA School Dashboard Priority 5B	2023 CA Dashboard All Students 30.5% EL Subgroup: NA SED Subgroup: 33.3% FY Subgroup: NA	2024 CA Dashboard All Students: 9.7% EL Subgroup: NA SED Subgroup: 12.3% FY Subgroup: NA	2025 CA Dashboard All Students: 12.3% EL Subgroup: NA SED Subgroup: 15.8% FY Subgroup: NA	2026 CA Dashboard All Students 5% EL Subgroup: NA SED Subgroup: 5% FY Subgroup: NA	All Students: -18.2% from baseline EL Subgroup: NA SED Subgroup: -17.5% from baseline FY Subgroup: NA
3.6	Middle school dropout rates as per local data. Source: Local Indicator Priority 5C	2023-24 0% as per local data.	2024-25 0% as per local data.	2025-26 0% as per local data	2026-27 0% as per local data	Maintained outcome.
3.7	Pupil suspension rate Source: CA School Dashboard	2023 CA Dashboard All Students 1.1% EL Subgroup: NA SED Subgroup: 1.4%	2024 CA Dashboard All Students 0% EL Subgroup: NA	2025 CA Dashboard All Students 0% EL Subgroup: NA	2026 CA Dashboard All Students 0% EL Subgroup: NA	All Students -1.1% from baseline EL Subgroup: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6A	FY Subgroup: NA	SED Subgroup: 0% FY Subgroup: NA	SED Subgroup: 0% FY Subgroup: NA	SED Subgroup: 0% FY Subgroup: NA	SED Subgroup: -1.4% from baseline FY Subgroup: NA
3.10	Pupil Expulsion rate Source: Data Quest Priority 6B	2023-24 0% as per local data.	2024-25 0% as per local data.	2025-26 0% as per local data.	2026-27 Maintain a 0% expulsion rate.	No change from baseline.
3.11	Results of other local measures, surveys of pupils, parents, and staff feel a sense of safety and school connectedness. Source: Local Indicator Priority 6C	2023-24 At least 90% of pupils, parents, and staff felt a sense of school safety and connectedness as per survey results.	2024-25 At least 90% of pupils, parents, and staff felt a sense of school safety and connectedness as per survey results.	2025-26 At least 90% of pupils, parents, and staff felt a sense of school safety and connectedness as per survey results.	2026-27 At least 90% of pupils, parents, and staff felt a sense of school safety and connectedness as per survey results.	No change from baseline.

Goal Analysis [2025-26]

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

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

All actions within Goal 3, except Action 3.3 which was partially implemented, were implemented as planned and with fidelity, with no substantive differences between budgeted and actual implementation. These actions collectively supported improved student attendance, school climate, family engagement, social-emotional supports, and postsecondary awareness, with a focus on reducing barriers to learning and improving outcomes for all students, including unduplicated student groups.

Action 3.1:
The district continued providing attendance incentives to promote improved student attendance, including recognition for perfect attendance and attendance rates above 96%. This action supported efforts to address chronic absenteeism across all student groups, including All Students, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White students identified as performing at the lowest level on attendance indicators.

Action 3.2 :
The district sustained implementation of PBIS and MTSS frameworks through ongoing training and support for staff to strengthen positive behavior systems and tiered interventions. A School Social Worker and Community Engagement Coordinator provided daily on-site support to address student needs, improve engagement, and reduce barriers to attendance and learning.
This action was fully funded through the California Community Schools Partnership Program (CCSPP) in partnership with Lost Hills School District and the West Kern Consortium (WKC), ensuring continued implementation without reliance on LCAP funding.

Action 3.3:
The district partially implemented family engagement activities designed to strengthen literacy development and support student learning at home. These included literacy-focused events such as book fairs, reading incentive programs, and participation in countywide academic competitions. These activities promoted family involvement and reinforced student engagement in literacy development. While the family engagement activities were successful, the district met challenges in implementing a parent based early literacy program due to lack of interest and commitment from the parent community and staffing from the district; hence, the materials difference indicated $0 funding used for this action.

Action 3.4:
Students participated in college and career exposure experiences, including visits to the University of Southern California (USC), California State University Bakersfield (CSUB), and Bakersfield College. Transitional Kindergarten through 1st grade students also participated in classroom visits from community professionals.
These experiences increased student awareness of postsecondary pathways and supported early college and career readiness.

Action 3.5:
A school psychologist provided on-site support twice weekly to assist the special education department and collaborate with the school social worker. The psychologist also supported the implementation of social-emotional learning lessons and student mental health services.
This action strengthened the district’s capacity to address student social-emotional needs and support learning readiness.

Action 3.6:
The Dean of Students remained in place to support PBIS, MTSS implementation, restorative practices, student engagement, and behavior interventions. This role also supported initiatives focused on bullying prevention, substance use awareness, growth mindset, and chronic absenteeism.
These efforts contributed to a more positive school climate and supported improved student engagement and behavior outcomes.

Overall, Goal 3 actions were effectively implemented and supported improvements in attendance, engagement, school climate, and student readiness for academic and postsecondary success

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

Action 3.1:
The actual expenditure for Action 3.1 was $3,756 less than the budgeted amount. This material difference occurred due to the supplementation of costs with California Community Schools Partnership Program (CCSPP) grant funds, which reduced the need to expend LCAP funds while still fully implementing student engagement incentives.

Action 3.2:
There was no material difference in Action 3.2. Services for the School Social Worker and Community Engagement Coordinator were fully supported through CCSPP grant funding and do not utilize LCAP funds, ensuring continued implementation without impact to the district's LCAP budget.

Action 3.3:
The actual expenditure for Action 3.3 was $5,000 less than the budgeted amount. This material difference resulted from limited staffing capacity an early literacy class for parents, as well as low parent participation and engagement (lack of parent buy-in), which impacted the feasibility of fully implementing the planned activities. As a result, fewer resources were expended than originally anticipated.

Action 3.4:
The actual expenditure for Action 3.4 was $900 less than budgeted. This variance occurred because college campus visits and career speaker engagements were provided at no cost to the district, requiring only transportation and limited supply expenditures.

Action 3.5:
The actual expenditure for Action 3.5 exceeded the budgeted amount by $12,398. This material difference resulted from an increase in the negotiated contract cost with the district with whom we share school psychologist services. The adjustment reflects updated service costs while maintaining full implementation of school psychologist support for students and staff.

Action 3.6
The actual expenditure for Action 3.6 was $1,716 less than budgeted. This difference was due to a slight overestimation of salary and benefit costs for the Dean of Students position during budget development.

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

All actions in goal 3 were deemed effective.

All actions within Goal 3 were implemented as planned and with fidelity, with the exception of ongoing monitoring of performance outcomes related to chronic absenteeism and engagement. These actions collectively support improved attendance, positive school climate, student engagement, social-emotional well-being, and college and career readiness, with a focus on reducing barriers for all students, including unduplicated student groups.

Action 3.1:
The district continued implementation of attendance incentive programs to promote improved student attendance, including recognition for perfect attendance and attendance above 96%. This action targeted students identified as being at highest risk for chronic absenteeism, including All Students, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White student groups.
Effectiveness is measured by CA Dashboard Chronic Absenteeism data (Metric 3.5). In 2025, the district moved to the Orange performance level for all students, reflecting improvement from baseline; however, chronic absenteeism remains above desired levels. The SED subgroup continues to experience higher rates of chronic absenteeism compared to the overall student population, indicating a continued need for targeted intervention.

Action 3.2:
The district sustained PBIS and MTSS implementation through ongoing professional learning and system-wide behavior supports. Staffing included a School Social Worker and Community Engagement Coordinator to provide daily support on campus. These services contributed to improving student engagement, attendance, and behavior outcomes.
This action is fully funded through the California Community Schools Partnership Program (CCSPP) in partnership with Lost Hills School District and the West Kern Consortium (WKC), ensuring continued implementation without reliance on LCAP funds.

Action 3.3:
The district implemented family literacy engagement activities designed to support student learning at home, including book fairs, reading incentives, and participation in countywide academic competitions. These activities provided enrichment opportunities intended to strengthen literacy development and family engagement.
Effectiveness is measured by CA Dashboard Chronic Absenteeism data (Metric 3.5), which shows improvement to the Orange performance level for all students, though rates remain above baseline expectations. The SED subgroup continues to demonstrate slightly higher rates of chronic absenteeism compared to all students. Implementation was impacted by ongoing challenges with parent participation in structured literacy offerings and limited staffing capacity to fully expand parent education components.

Action 3.4:
Students participated in college and career exposure experiences, including visits to the University of Southern California (USC), California State University Bakersfield (CSUB), and Bakersfield College, while younger students engaged with community professionals in classroom settings. These experiences were designed to increase awareness of postsecondary pathways and career opportunities.
Student engagement data indicate strong participation in school activities, with 90% of students reporting regular attendance at school-sponsored events, reflecting a strong sense of school connectedness (Metric 3.11).

Action 3.5:
The district provided school psychologist services on campus twice weekly to support special education services, social-emotional learning, and collaboration with the school social worker. These supports contributed to student mental health services, behavior intervention, and academic readiness.
Effectiveness is reflected in CA Dashboard data, with the district achieving Blue performance in suspension rates (Metric 3.7) and continued monitoring of chronic absenteeism (Metric 3.5), indicating strong outcomes in behavior-related indicators.

Action 3.6:
The Dean of Students supported implementation of PBIS, MTSS, restorative practices, student engagement initiatives, and behavior intervention systems. This role also led school-wide efforts addressing bullying prevention, substance use awareness, growth mindset, and chronic absenteeism.
School climate survey data (Metric 3.11) indicate strong outcomes, including over 90% of students reporting clear behavioral expectations, over 76% reporting that staff reinforce positive behavior, and approximately 76% reporting that staff support students in developing self-regulation skills. Additionally, 90% of students reported regular participation in school-sponsored activities, reflecting strong student engagement and school connectedness.

Overall, Goal 3 actions demonstrate continued effectiveness in improving school climate, engagement, and behavior outcomes, while chronic absenteeism remains an area for continued targeted improvement, particularly for the SED student group.

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

The following planned actions will be adjusted for the 2026-2027 school year:

Following review of implementation and outcome data, Goal 3 actions will remain largely consistent for the upcoming year, with the exception of Action 3.6, which will be discontinued due to the dissolution of the Dean of Students position. This position will no longer be maintained, and related duties will be reassigned as part of the administrative restructuring.
All other Goal 3 actions will continue as planned, as current strategies have contributed to positive trends in attendance, school climate, student engagement, and suspension rates. No additional changes will be made to the overall goal or metrics, as the district continues to demonstrate progress from baseline performance indicators. Reduced available funding and limited the district's ability to sustain the position. This change will ensure that essential duties continue to be carried out while aligning staffing levels with current enrollment and fiscal capacity.

Overall, Goal 3 actions will continue with targeted refinements focused on improving equity in attendance outcomes and further strengthening family engagement and student support systems, while maintaining the positive gains already achieved in school climate and suspension reduction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Attendance	Continue with supplemental attendance incentives for students with perfect attendance and above 96% attendance rates principally directed to support unduplicated students and students who have been chronically absent. As per the 2024 CA School Dashboard, all students, including the previous Red indicator for SED students, decreased chronic absenteeism and are now in the Green indicator. This action addresses the lowest performance level for All Students, SED, SWD, and White Students in Chronic Absenteeism.	$10,000.00	Yes
3.2	Social and Health Services	Engage in PBIS/MTSS training and supports in order to engage all faculty and staff with positive behavior support plans and multi-tiered systems of support across the district. These funds will also maintain an Americorps member, School Social Worker, and Community Engagement Coordinator on the EHSD campus aimed at targeting the diverse needs of student groups. This action will also be aimed at ensuring attendance rate continues to increase, chronic absenteeism continues to decrease and mitigating suspension rates. Allocation of funds for this action will be 100% through the California Community Schools Partnership Program (CCSPP) in partnership with Lost Hills School District and the West Kern Consortium (WKC) Model of Community Schools.	$110,000.00	No
3.3	Parent Outreach for Student Literacy	This action will build and empower parents as they support their student's literacy needs and study habits at home. Additionally, these activities engage students with highly desirable literacy opportunities including book fair, reading incentives and engagement, county wide academic competitions and incentives.	$5,000.00	Yes
3.4	College and Career Initiatives	Students will visit a university and/or college yearly with 6th-8th grade students and parents visiting campuses outside of Kern County. This action is intended to provide awareness, especially for unduplicated students, that there are many opportunities if they choose to attend college or commit to a career path. Funds will support scheduling and transportation. Students in grades TK-1st grades will have various community career professionals visit their classrooms throughout the year to support awareness and interest of such professions.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TK-1st: Career Professionals Classroom Visits 2nd-3rd: Local Community Junior Colleges: Taft College/Bakersfield College 4th-5th: Local Community State University - CSU Bakersfield 6th-8th: College System: CSU, UC, Private		
3.5	Multi-Tiered System of Supports (SEL)	Maintaining a school psychologist to provide social emotional learning lessons and support to students. The school psychologist will work closely with the school social worker and special education department. The school psychologist will be on campus 2 days a week (40%) in partnership with Buttonwillow School District. The District will also purchase the SEL curriculum, Character Strong. Additional Funding Source: Title IV	$50,000.00	Yes
3.6	Dean of Students	The Dean of Students position will be dissolved for the 2026-2027 school year due administrative leadership changes.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$444,021	$45,962

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
26.248%	0.000%	$0.00	26.248%

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:** Learning Walks and Planning Time **Need:** CA Dashboard reflects a need for improved outcomes for student groups. There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math). 2025 CA School Dashboard:	Teacher efficacy and collaboration supports improving teacher practices which in turn improves student outcomes. This action aides in providing high quality tier 1 instruction for SED students. This action will be provided on an LEA-Wide basis to improve teacher instruction and content delivery improving academic outcomes for all students.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	ELA: 44.9 points below-Distance from Standard EL Subgroup: NA SED Subgroup: 55.8 points below Distance from Standard FY Subgroup: NA Math: 52.4 points below -Distance from Standard EL Subgroup: NA SED Subgroup: 63.1 points below Distance from Standard FY Subgroup: NA Educational partners have communicated a need to continue learning walks and collaboration among teachers, certificated staff and site administration. **Scope:** LEA-wide		
1.2	**Action:** Instructional Consultants and Training **Need:** SED students experience barriers that can put them at a learning deficit to their non SED peers. CAASPP Math Proficiency. There is a discrepancy between all students and students in the SED subgroup (10.7 points in math). CA Dashboard reflects a need for improved outcomes for student groups.	Providing SED students with teachers who are trained in high quality instructional practices can help close the achievement gap. This action will be provided on an LEA-Wide basis to improve math instruction and intervention; thus, improving mathematics achievement for all students.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA Educational partners have shared a need to continue teacher training and professional development provided by the County Office of Education in area of mathematics. This action will coach teachers in the areas of equity based training, universal designed lessons, and math intervention; hence, providing strong math instruction for students. **Scope:** LEA-wide		
1.3	**Action:** Small Classroom Sizes **Need:** Unduplicated student populations have limited academic instructional content outside of the school day. To improve academic outcomes students need increased interactions with their teachers during school hours. There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math).CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency	This action supports higher teacher to student interaction ratios for SED student throughout all grade levels; This action is being provided on an LEA wide basis to increase teacher to student interactions for all students.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA Input from educational partners have reflected the importance of small class sizes, especially in grades TK-3rd grades in order to keep a higher teacher to student ratio and adequate attention to students' needs. This action ensures that the district will keep class sizes small (under 25) in all grades, including TK-3rd. **Scope:** LEA-wide		
1.4	**Action:** Teacher Induction Program **Need:** CAASPP ELA and Math Proficiency There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math).CA Dashboard reflects a need for improved outcomes for student groups.	This action aides in providing support for preliminary credentialed teachers to earn their clear credential. Having highly qualified teachers helps ensure strong tier one instruction delivery for unduplicated student groups. Due to various grade level teachers participating in the induction process, this action is being provided on an LEA Wide basis, benefiting all students.	Metric 1.1: Percentage of district teachers who are fully credentialed. Metric 2.4: NWEA Benchmark Assessment

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
	ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA **Scope:** LEA-wide		
1.5	**Action:** NWEA MAP Growth Assessment System **Need:** Data driven instruction provides targeted interventions to SED students in order to close the achievement gap. There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math).CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA	The NWEA Map Growth program in this action provides benchmark assessment data three times a year. This data will help guide teachers in making data-driven, informed decisions about student achievement and content mastery for our SED population. This action is being provided on an LEA Wide basis. These assessments are being given LEA-Wide so that all students can improve academic achievement through formative assessment cycles.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA Feedback from educational partners informed the district that this action is essential for making data driven decisions regarding instruction. Having frequent benchmark assessments provides teachers with valuable data to guide student achievement. **Scope:** LEA-wide		
1.6	**Action:** RTI Classified Staff **Need:** There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math).CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA	This action funds the classified staff necessary to operate both a literacy and math RTI program. While certificated staff are essential to this program, classified staff members will be employed to facilitate small group learning in literacy and math concepts for students who are below grade level. The Response to Intervention (RTI) will frequently and quickly monitor students' need for intervention in literacy and math. Students will receive small group instruction in real time through skill-based, small group reading and math cycles using the Walk to Learn model and SOAR math curriculum. While the primary focus for this action will provide equitable intervention for the district's SED sub group, It will be provided on an LEA Wide basis so that all students who require interventions will benefit from the RTI model as well.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	FY Subgroup: NA Based on feedback from educational partners and progress monitoring of students in mathematics, the RTI model for mathematics is continued need for EHSD students. **Scope:** LEA-wide		
1.7	**Action:** Professional Development and Training Days **Need:** Students who demonstrate a significant achievement gap require highly qualified instruction to improve their academic achievement outcomes. There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math).CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA	This action ensures that certificated staff have adequate time to prepare for students' needs both academically and social emotionally, receive necessary professional development, strengthen their instructional strategies, and conduct data analysis of student outcomes. This action, essentially, will assist certificated staff in providing high quality instruction. This action will be enacted on a school wide basis due to the nature of the action. Strong tier one instruction will help to address the needs of district's SED subgroup, but will also improve instructional delivery provided for all students.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	Based on educational partner feedback, the regular school calendar does not allow for additional time for teachers to receive professional development in both student academic and social emotional learning. Calendaring supplemental days above teachers' contracts provides the necessary time to prepare CCSS aligned student activities, social emotional learning lessons, and training to strengthen the CCSS across subject areas. Additional time will also be added to the calendar for teachers to evaluate data after each benchmark assessment in order to align instruction to students' needs. **Scope:** LEA-wide		
1.8	**Action:** Professional Development for Classified Staff in Evidence Based Interventions **Need:** There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA, 10.7 points in math).CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA	Providing high quality training in literacy and mathematics for classified staff will assist in promoting high quality instruction in the small group learning process. This will in turn affect student academic outcomes. This action is being offered on an LEA Wide basis so that all students who participate in small groups can benefit.	Metric 2.1: CAASPP ELA and Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA After soliciting feedback from educational partners, the need for professional development amongst classified staff members was expressed. This training will focus on evidence based intervention strategies (RTI) in literacy and math. **Scope:** LEA-wide		
2.1	**Action:** NextGen Premium Math Program and Math Skill-Based Software/Tutoring (iReady) **Need:** CAASPP Math Proficiency There is a discrepancy between all students and students in the SED subgroup of 10.7 points. The CA Dashboard reflects a need for improved outcomes for student groups. Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA Educational partners have communicated a need to continue using the NextGen Math Premium software application for students to	Providing differentiated instructional materials to unduplicated student groups helps to address their individualized needs therefore closing their achievement gaps. This action will be provided on an LEA-wide basis in order to improve academic outcomes for all students.	Metric 2.1: CAASPP Math Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	practice math concepts and show standards mastery on a weekly basis. Additionally, the need to keep a diagnostic program that provides standards practice to assist students who are below grade level was also expressed. iReady provides diagnostic testing and concept practice. **Scope:** LEA-wide		
2.2	**Action:** Technology, LMS, Collaboration Software **Need:** CAASPP ELA and Math Proficiency There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA and 10.7 in Math). The CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA Math proficiency All Students: 52.4 DFS SED Subgroup: 63.1 DFS EL Subgroup: NA FY Subgroup: NA Because many of our unduplicated students are less likely to have access to technology and instructionally based software programs, the district will ensure that each student has a	Providing access to technology and internet, specifically educational based programs, to our SED population is essential for 21st century learning. This action will be provided on a LEA-wide basis because all students can benefit from 1:1 technology access.	Metric 1.6: The extent to which pupils have access to, and are enrolled in a broad course of study that includes all of the subject areas. Metric 2.1: CAASPP ELA and Math Proficiency

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chrome Book and accessibility to instructional software programs. This action will also prepare students for 21st century learning. Educational partners expressed through LCAP input meetings that continued provision for 1:1 technological devices, internet accessibility, and purchase of educational based software programs were essential to improving student achievement. **Scope:** LEA-wide		
2.3	**Action:** Instructional Technology for Reading **Need:** CAASPP ELA Proficiency There is a discrepancy between all students and students in the SED subgroup (10.9 points in ELA). CA Dashboard reflects a need for improved outcomes for student groups. ELA proficiency All Students: 44.9 DFS SED Subgroup: 55.8 DFS EL Subgroup: NA FY Subgroup: NA Educational partners have expressed a need to continue using instructional technology that is focused on literacy. The software applications in the action provide students with vocabulary building, reading fluency practice,	The instructional applications in this action provide a wide scope of reading skills necessary for vocabulary, comprehension, decoding, and fluency acquisition for our SED students. These applications can be differentiated providing target instruction for our neediest student group. Because these programs are used be daily in the classroom, all students will have access to them and hence, making it a LEA-wide action.	Metric 2.1: CAASPP ELA Proficiency Metric 2.4: NWEA Benchmark Assessment

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
	phonetic decoding mastery skills, and reading comprehension skills on a daily basis. These literacy software programs also assist in facilitating the Response to Intervention Program (RTI) in literacy intervention. **Scope:** LEA-wide		
3.1	**Action:** Student Engagement and Attendance **Need:** Student attendance slightly decreased this past year and chronic absenteeism increased by 2.6% which placed Elk Hills in the Orange Performance Level. Additionally, students in the SED Subgroup had an increase of 3.5% in chronic absenteeism. CA Dashboard: 12.3% per CA Dashboard. EL Subgroup: NA SED Subgroup: 15.8% FY Subgroup: NA While educational partner feedback through the school climate surveys, students and parents expressed feeling of trust and safety when incentives and student engagement opportunities are offered by the district; however, the district will drill down further to identify the root cause of absences. **Scope:**	Continuing to provide supplemental attendance incentives for students with perfect attendance and above 96% attendance rates help engage students and build student/school connectedness. Because good attendance is beneficial for student learning for all students, this is a LEA-wide action.	Metric 3.5: CA Dashboard for chronic absenteeism.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Parent Outreach for Student Literacy **Need:** Student attendance slightly decreased this past year and chronic absenteeism increased by 2.6% which placed Elk Hills in the Orange Performance Level. Additionally, students in the SED Subgroup had an increase of 3.5% in chronic absenteeism. CA Dashboard: 12.3% per CA Dashboard. EL Subgroup: NA SED Subgroup: 15.8% FY Subgroup: NA Engagement from educational partners indicated that when students are excited about reading incentives, literacy activities, and other county wide competitions, they have a more positive attitude about school; hence, promoting good attendance rates. Additionally, providing literacy opportunities at home assists students who live in rural communities who may not have access to reading materials. **Scope:** LEA-wide	By providing a positive culture around literature, offering county wide competitions, and literacy opportunities at home, students are more likely to feel connected with the district; hence, promoting good attendance. This action is offered on a LEA-wide basis because all students will benefit from having good attendance.	Metric 3.5: CA Dashboard for chronic absenteeism.
3.4	**Action:** College and Career Initiatives **Need:**	Exposure to college and career paths at an elementary and middle school level for unduplicated pupils will promote a more positive school climate and a stronger connection to	Metric 3.11: Results of other local measures, surveys of pupils, parents, and staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED students have less exposure to college and career pathways then their non SED counterparts. Unduplicated student groups benefit greatly from seeing a school to career pathway that encourages them to value and engage in school. Based on input from educational partners, exposure to college and career paths at an elementary and middle school level for unduplicated pupils will promote a more positive school climate and a stronger connection to school. Furthermore, exposing younger students to community career professionals, promotes a stronger connection to their local community. **Scope:** LEA-wide	school. Furthermore, exposing younger students to community career professionals, promotes a stronger connection to their local community. This action is being provided on an LEA wide basis so that all students can benefit from access to college and career pathway experiences.	feel a sense of safety and school connectedness.
3.5	**Action:** Multi-Tiered System of Supports (SEL) **Need:** Student attendance slightly decreased this past year and chronic absenteeism increased by 2.6% which placed Elk Hills in the Orange Performance Level. Additionally, students in the SED Subgroup had an increase of 3.5% in chronic absenteeism. CA Dashboard: 12.3% per CA Dashboard. EL Subgroup: NA SED Subgroup: 15.8%	This action will be met through the assistance of a part-time School Psychologist on campus to provide social emotional learning lessons and other support to students. The school psychologist will work closely with the school social worker and special education department. This action will be provided on a LEA-wide basis because all students can benefit from these wrap around services.	Metric 3.5: CA Dashboard for chronic absenteeism. Metric 3.7: CA Dashboard for pupil suspension 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
	FY Subgroup: NA 0% Suspension Rate per CA Dashboard: EL Subgroup: NA SED Subgroup: 0% FY Subgroup: NA Educational partners expressed that absenteeism and behavior incidents are often times linked to the need for wrap around services. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** English Learner Supports **Need:** The district does not have a significant EL subgroup according to CAASPP ELA and Math disaggregated data. However, our small group of EL students did make progress in the reclassification rate and growth (ELPI Rate). Continued support in increased differentiated	By providing supplemental ELD supports for the district's EL students will receive differentiated access and instructions that will help to address their unique needs and improve student outcomes on the ELPAC.	Metric 2.2: Percentage of English learners who make progress toward proficiency as per ELPAC (ELPI Rate). Source: CA School Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instructional practices is needed to uphold this growth. Educational partners communicated the need to have supplemental materials at school and home to assist the district's EL student subgroup in ELD practices in school and at home. **Scope:** Limited to Unduplicated Student Group(s)		

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

NA

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.

Goal 1, Action 1.6: The implementation of a full scale RTI model in literacy and mathematics by the employment of four classified employees.

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,691,632	444,021	26.248%	0.000%	26.248%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$567,205.00	$110,000.00	$0.00	$13,520.00	$690,725.00	$565,520.00	$125,205.00

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	Learning Walks and Planning Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$4,000.00	$0.00	$4,000.00				$4,000.00	
1	1.2	Instructional Consultants and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$51,365.00	$46,365.00			$5,000.00	$51,365.00	
1	1.3	Small Classroom Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$266,472.00	$0.00	$265,000.00			$1,472.00	$266,472.00	
1	1.4	Teacher Induction Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	NWEA MAP Growth Assessment System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.6	RTI Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$122,048.00	$0.00	$120,000.00			$2,048.00	$122,048.00	
1	1.7	Professional Development and Training Days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.8	Professional Development for Classified Staff in Evidence Based Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$0.00	$0.00				$0.00	
2	2.1	NextGen Premium Math Program and Math Skill-Based Software/Tutoring (iReady)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$11,840.00	$11,840.00				$11,840.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Technology, LMS, Collaboration Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.3	Instructional Technology for Reading	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.4	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027 SY	$0.00	$500.00	$500.00				$500.00	
3	3.1	Student Engagement and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.2	Social and Health Services	All	No			All Schools	2026-2027 SY	$110,000.00	$0.00	$0.00	$110,000.00			$110,000.00	
3	3.3	Parent Outreach for Student Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$3,000.00	$2,000.00	$5,000.00				$5,000.00	
3	3.4	College and Career Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.5	Multi-Tiered System of Supports (SEL)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 SY	$50,000.00	$0.00	$45,000.00			$5,000.00	$50,000.00	
3	3.6	Dean of Students	All	No			All Schools	2026-2027 SY	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,691,632	444,021	26.248%	0.000%	26.248%	$567,205.00	0.000%	33.530 %	**Total:**	$567,205.00
								LEA-wide Total:	$566,705.00
								Limited Total:	$500.00
								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**	Learning Walks and Planning Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
1	**1.2**	Instructional Consultants and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,365.00	
1	**1.3**	Small Classroom Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
1	**1.4**	Teacher Induction Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.5**	NWEA MAP Growth Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	**1.6**	RTI Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
1	**1.7**	Professional Development and Training Days	Yes	LEA-wide	English Learners Foster Youth	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Professional Development for Classified Staff in Evidence Based Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.1	NextGen Premium Math Program and Math Skill-Based Software/Tutoring (iReady)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,840.00	
2	2.2	Technology, LMS, Collaboration Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.3	Instructional Technology for Reading	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.4	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500.00	
3	3.1	Student Engagement and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.3	Parent Outreach for Student Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	College and Career Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.5	Multi-Tiered System of Supports (SEL)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
3	3.6	Dean of Students				All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$817,725.00	$752,603.00

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**	Learning Walks and Planning Time	Yes	$4,000.00	4,569.00
1	**1.2**	Instructional Consultants and Training	Yes	$51,365.00	53,464.00
1	**1.3**	Small Classroom Sizes	Yes	$266,472.00	272,315.00
1	**1.4**	Teacher Induction Program	Yes	$10,000.00	10,050.00
1	**1.5**	NWEA MAP Growth Assessment System	Yes	$2,500.00	3,783.00
1	**1.6**	RTI Classified Staff	Yes	$122,048.00	142,057.00
1	**1.7**	Professional Development and Training Days	Yes	$10,000.00	12,142.00
1	**1.8**	Professional Development for Classified Staff in Evidence Based Interventions	Yes	$10,000.00	0
2	**2.1**	NextGen Premium Math Program and Math Skill-Based Software/Tutoring (iReady)	Yes	$11,840.00	596.00
2	**2.2**	Technology, LMS, Collaboration Software	Yes	$20,000.00	17,152.00
2	**2.3**	Instructional Technology for Reading	Yes	$12,000.00	9,032.00

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	**2.4**	English Learner Supports	Yes	$500.00	418.00
3	**3.1**	Student Engagement and Attendance	Yes	$10,000.00	6,244.00
3	**3.2**	Social and Health Services	No	$110,000.00	38,999.00
3	**3.3**	Parent Outreach for Student Literacy	Yes	$5,000.00	0
3	**3.4**	College and Career Initiatives	Yes	$5,000.00	4,100.00
3	**3.5**	Multi-Tiered System of Supports (SEL)	Yes	$50,000.00	62,398.00
3	**3.6**	Dean of Students	Yes	$117,000.00	115,284.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$380,115	$694,205.00	$750,550.00	($56,345.00)	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	Learning Walks and Planning Time	Yes	$4,000.00	4,050.00		
1	1.2	Instructional Consultants and Training	Yes	$46,365.00	49,464.00		
1	1.3	Small Classroom Sizes	Yes	$265,000.00	295,828.00		
1	1.4	Teacher Induction Program	Yes	$10,000.00	10,050.00		
1	1.5	NWEA MAP Growth Assessment System	Yes	$2,500.00	3,783.00		
1	1.6	RTI Classified Staff	Yes	$120,000.00	160,009.00		
1	1.7	Professional Development and Training Days	Yes	$10,000.00	12,142.00		
1	1.8	Professional Development for Classified Staff in Evidence Based Interventions	Yes	$10,000.00	0		
2	2.1	NextGen Premium Math Program and Math Skill-Based Software/Tutoring (iReady)	Yes	$11,840.00	596.00		
2	2.2	Technology, LMS, Collaboration Software	Yes	$20,000.00	17,152.00		
2	2.3	Instructional Technology for Reading	Yes	$12,000.00	9,032.00		
2	2.4	English Learner Supports	Yes	$500.00	418.00		

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)
3	3.1	Student Engagement and Attendance	Yes	$10,000.00	6,244.00		
3	3.3	Parent Outreach for Student Literacy	Yes	$5,000.00	0		
3	3.4	College and Career Initiatives	Yes	$5,000.00	4,100.00		
3	3.5	Multi-Tiered System of Supports (SEL)	Yes	$45,000.00	62,398.00		
3	3.6	Dean of Students	Yes	$117,000.00	115,284.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,661,931	$380,115	0	22.872%	$750,550.00	0.000%	45.161%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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