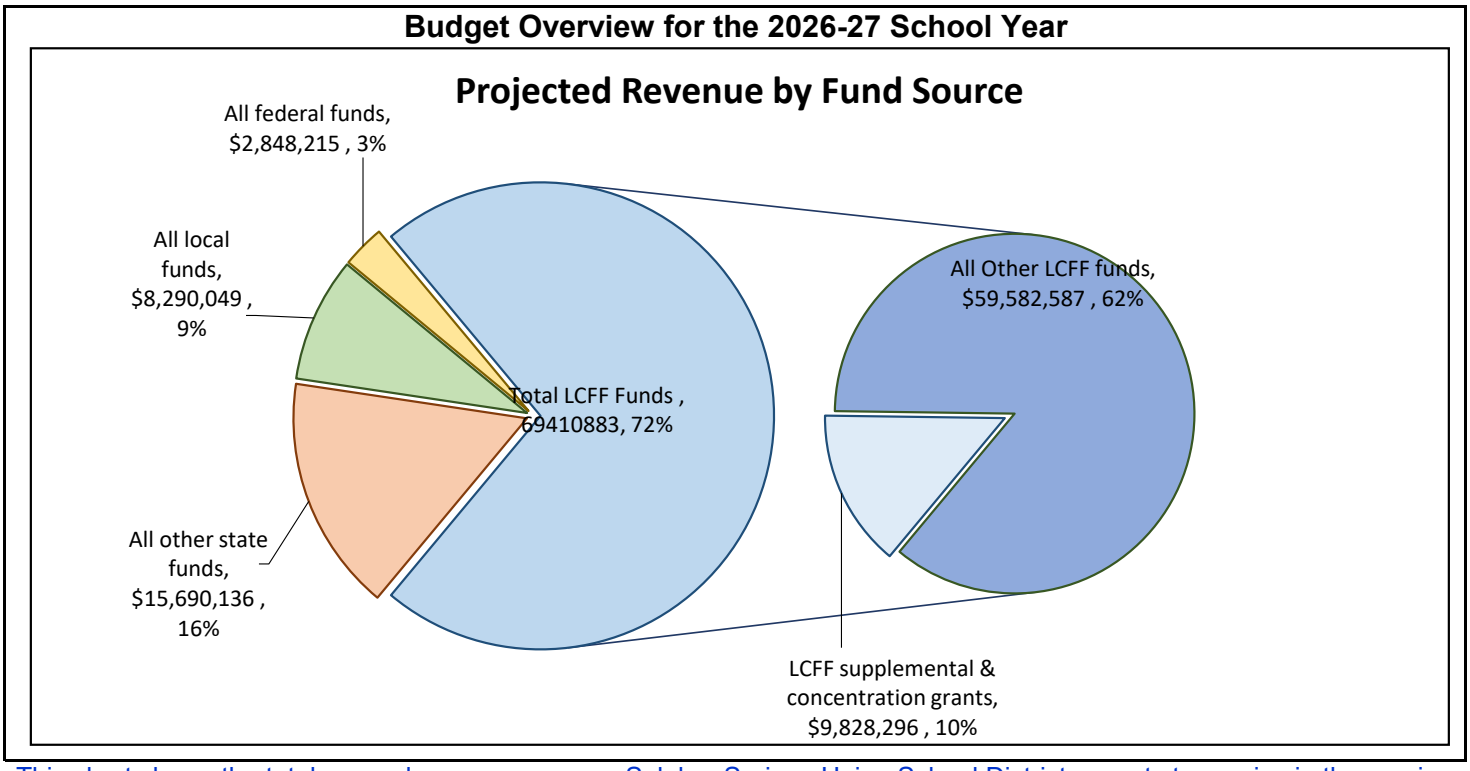
# LCFF Budget Overview for Parents

| |
|---|
| Local Educational Agency (LEA) Name: Sulphur Springs Union School District |
| CDS Code: 19-65045 |
| School Year: 2026-27 |
| LEA contact information: Dr. Catherine Kawaguchi |

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).

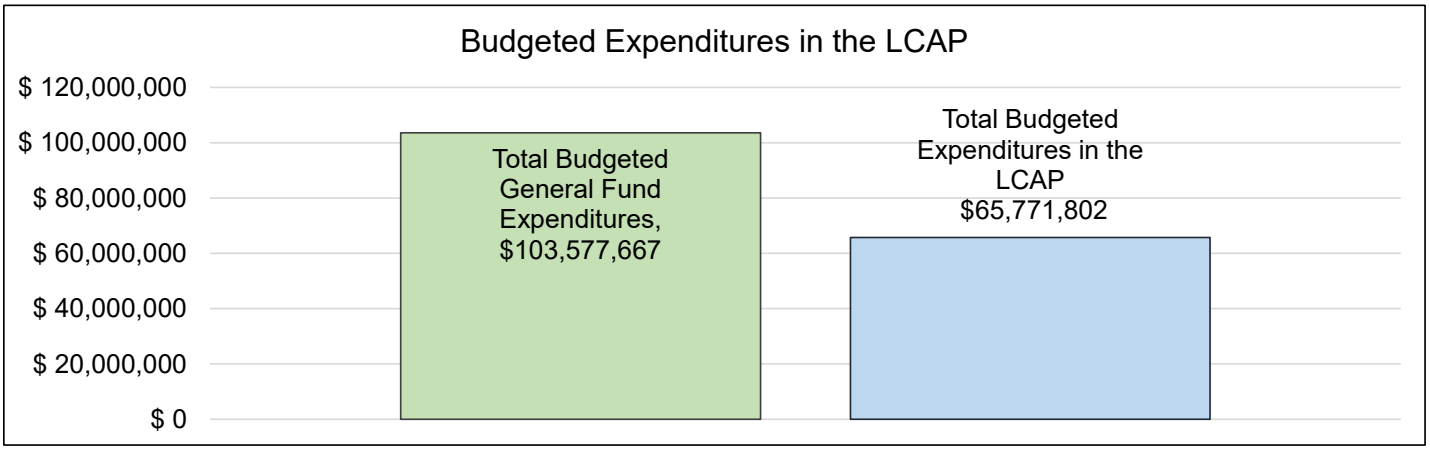



This chart shows the total general purpose revenue Sulphur Springs Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sulphur Springs Union School District is $96,239,283.00, of which $69,410,883.00 is Local Control Funding Formula (LCFF), $15,690,136.00 is other state funds, $8,290,049.00 is local funds, and $2,848,215.00 is federal funds. Of the $69,410,883.00 in LCFF Funds, $9,828,296.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents




This chart provides a quick summary of how much Sulphur Springs Union 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: Sulphur Springs Union School District plans to spend $103,577,667.00 for the 2026-27 school year. Of that amount, $65,771,802.00 is tied to actions/services in the LCAP and $37,805,865.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

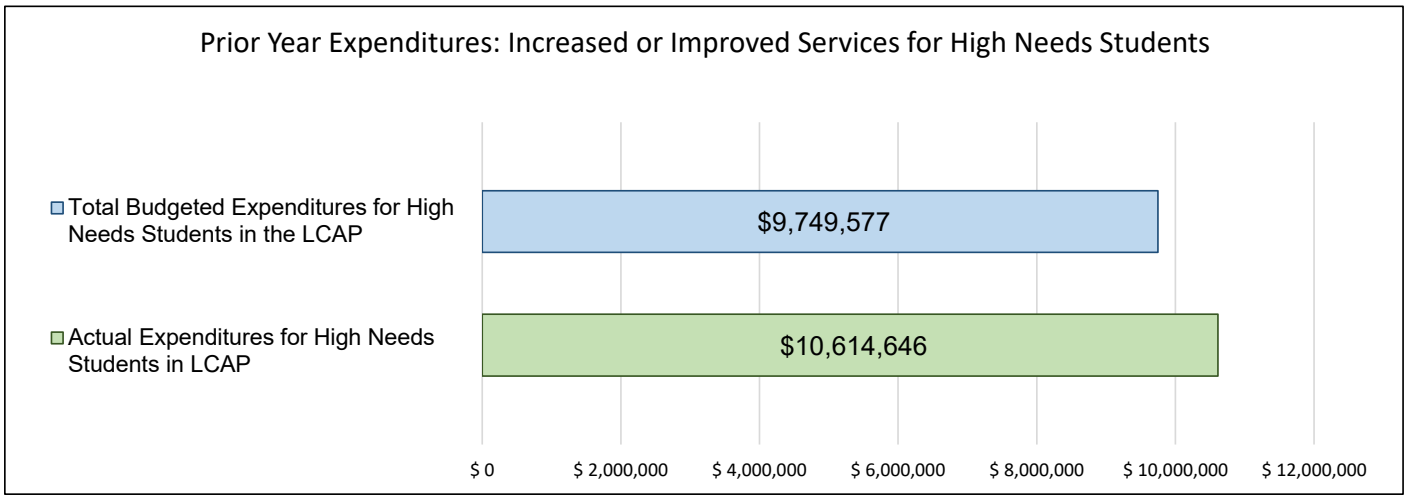
General Fund budget expenditures not described in the LCAP include those costs of operations and general business expenses of the District as well as certain specialized programs. These expenditures include utilities, insurance (liability, auto, workers comp), postage, fuel, and transportation, Special Education (such as teachers and aides), regional Special Education programs, long-term debt obligations, District Administration, copier rentals, custodial supplies, retirement benefits, District and school office support, supplies, equipment, and one-time state grant funds.

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

In 2026-27, Sulphur Springs Union School District is projecting it will receive $9,828,296.00 based on the enrollment of foster youth, English learner, and low-income students. Sulphur Springs Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sulphur Springs Union School District plans to spend $10,876,415.00 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 Sulphur Springs Union 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 Sulphur Springs Union 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, Sulphur Springs Union School District's LCAP budgeted $9,749,577.00 for planned actions to increase or improve services for high needs students. Sulphur Springs Union School District actually spent $10,614,646.00 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 |
|---|---|---|
| Sulphur Springs Union | Catherine Kawaguchi Superintendent | ckawaguchi@sssd.k12.ca.us (661) 252-5131 |

# Plan Summary 2026-2027

## General Information

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

The Sulphur Springs Union School District's (SSUSD) vision—"Empowering all students through a relevant and personalized education, supporting them as critical thinkers, and providing them with the tools, supports, and learning environments needed to be innovative and achieve at high levels"—aligns with and reinforces the District's mission: "All Students Learning at High Levels!" The Board of Trustees and staff are dedicated to delivering a high-quality educational program that fosters academic excellence while also supporting the social and emotional well-being of every student.

The District is proud to be comprised of approximately 5,300 students in grades preschool through grade 6. There are 34 different languages are spoken among the diverse student population (African American 5.3%, Asian 4.0%, Hispanic 59.3%, Native American 0.3%, Two or More 5.3%, White (not Hispanic) 18.3%, and Filipino 5.8%. The District has 3.8% Reclassified Fluent English Proficient (RFEP), 3.1% Initial Fluent English Proficient (IFEP), and 16.1% English Learners (ELs).

Students in preschool through sixth grade across all nine schools are supported by dedicated staff committed to ensuring that every child has equitable access to excellence through high-quality, standards-based instruction within a safe, secure, and nurturing environment.

Within SSUSD, teaching and learning are further strengthened through the strategic allocation and careful stewardship of fiscal resources, ensuring students are well prepared to succeed in a diverse and technologically dynamic world. Staff members collaborate purposefully toward these goals, fostering positive relationships and open communication with students, families, community members, and colleagues, while sustaining the District's distinctive and valued sense of community.

The District takes pride in its strong partnerships throughout the Santa Clarita Valley. The Board of Trustees and staff recognize the importance of collaborating with community organizations to further enrich and support student learning across the District. Key partners that contribute to advancing student achievement include the CLASS Education Foundation, the Santa Clarita Education Foundation, the Canyon Country Library, the William S. Hart Union High School District, College of the Canyons, the Los Angeles County Arts Consortium, and approximately 90 community members who participate in the District's Student and Family Wellness Collaborative.

The Student and Family Wellness Collaborative is committed to supporting the whole child and family by ensuring equitable access to resources and opportunities that promote both academic achievement and social-emotional well-being.

In alignment with this commitment, the District hosted its 10th Annual Many Families, One Community Resource Fair, bringing together families from both the William S. Hart Union High School District and the Sulphur Springs Union School District. The event provided a wide range of academic and wellness resources designed to support the needs

of the entire family. Both Districts remain steadfast in their shared commitment to fostering the success and well-being of every student.

The Sulphur Springs Union School District's Local Control and Accountability Plan (LCAP) captures the ideas and suggestions from several educational partners, such as parents, students, and staff, to further enhance and strengthen the actions and services provided to our students. The goal of the LCAP is to provide all students, including English Learners (16.1%), socio-economically disadvantaged (61.0%), students with disabilities (18.1%), Foster Youth (0.4%), and Homeless (2.4%) students with opportunities to fully reach their potential and achieve academic excellence, (data from the California Dashboard, 2025 and DataQuest, CDE).

# Reflections: Annual Performance

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

Sulphur Springs Union School District staff are monitoring the overall progress that students are achieving regarding the local indicators for pupil achievement, school climate and pupil engagement. The District is utilizing CAASPP, i-Ready, ELPAC, curriculum based assessments, and Attention2 Attendance to monitor attendance at each school site.

SSUSD Areas of Success:

District wide student achievement increased in ELA (1.9 DFS / 5.2 point increase), green performance indicator and in mathematics (-22.1 DFS / 1.4 point maintained), (2025 CA Dashboard).

For English Language Performance Indicator (ELPI): English Learners: 49.1% are making progress and 0.3 maintained, and Long-Term English Learners: 64.7% are making progress and increased 13%, 17 students, blue performance indicator (2025 CA Dashboard).

The following areas are strengths based on data received from the 2025 California Dashboard.
(Note: Distance from Standard: DFS / Students with Disabilities: SWD / Socioeconomically Disadvantaged: SED)

District Wide: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in:

English Language Arts:
Asian: 35.9 DFS (2023) / 45.9 DFS (2024) / 52.8 DFS (2025) - Blue
Filipino: 45 DFS (2023) / 43.7 DFS (2024) / 51.4 DFS (2025) - Blue
White: 20.1 DFS (2023) / 23.0 DFS (2024) / 31.7 DFS (2025)- Green
Two or more races: 43.8 DFS (2023) / 35.3 DFS (2024) / 38.6 DFS (2025) – Green

Schools: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in English Language Arts:

Leona Cox Community School:
All Students: 3.2 DFS (2023) / 15.3 DFS (2024) / 17.8 DFS (2025)– Green
SED: -12.4 DFS (2023) / -0.9 DFS (2024) / 11.2 DFS (2025)- Green
Hispanic: -18.9 DFS (2023) / -1.9 DFS (2024) / 3.4 DFS (2025)- Green
White: 32.5 DFS (2023) / 52.8 DFS (2024) / 45.1 DFS (2025)- Green

Fair Oaks Ranch Community School:
All Students: 8.1 DFS (2025) -Green
African American: -5 DFS (2025) - Green
Asian: 22.1 DFS (2023) / 44.3 DFS (2024) / 47.2 DFS (2025) -Blue

Filipino: 38 DFS (2023) / 29.7 DFS (2024) / 49.4 DFS (2025) – Blue
White: 23.7 DFS (2023) / 24.3 DFS (2024) / 35.5 DFS (2025) – Green

Golden Oak Community School:
All Students: 24.9 DFS (2023) / 24.6 DFS (2024) / 36.6 DFS (2025) – Green
SED: 10.8 DFS (2025) - Blue
Filipino: 49.7 DFS (2023) / 44.1 DFS (2024) / 72.5 DFS (2025) -Blue
Hispanic: 10.6 DFS (2023) / 17.8 DFS (2024) / 25.3 DFS (2025) -Green
White: 28.7 DFS (2023) / 39.7 DFS (2024) / 48.8 DFS (2025) – Blue

Pinetree Community School:
All Students: 12.5 DFS (2023) / 14.9 DFS (2024) / 21.6 DFS (2025) – Green
SED: 13.3 DFS (2025)- Blue
Hispanic: 12.3 DFS (2025)- Green
White: 13.1 DFS (2023) / 23.7 DFS (2024) / 34.9 DFS (2025) – Green

Sulphur Springs Community School:
White: 18.0 DFS (2023) / 16.1 DFS (2024) / 27.6 (2025) – Green

Mitchell Community School:
White: 21.5 DFS (2025) - Blue

Pupil Achievement: Mathematics

District Wide: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in mathematics:

Asian: 22 DFS (2023) / 30.8 DFS (2024) / 37.4 DFS (2025) – Blue
Filipino: 23.9 DFS (2023) / 32.6 DFS (2024) / 23.3 DFS (2025)– Green
White:1.2 DFS (2023) / 5.1 DFS (2024) / 14.6 DFS (2025) – Green
Two or more races: 1.2 DFS (2023) / 11.2 DFS (2024) / 19.6 DFS (2025) – Green

Schools: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in mathematics:

Leona Cox Community School:
All Students: -28.6 DFS (2023) / -14.1 DFS (2024) / -10.9 DFS (2025) – Green
SED: -19.1 DFS (2025) - Green
White: 12.6 DFS (2023) / 19.7 DFS (2024) / 20.5 DFS (2025) – Green

Fair Oaks Ranch Community School:
Asian: 18.9 DFS (2023) / 26.8 DFS (2024) / 33.1 DFS (2025) – Green
Filipino: 30.0 DFS (2023) / 29.7 DFS (2024) / 31.0 DFS (2025) – Green
White: 11.1 DFS (2023) / 13.9 DFS (2024) / 26.5 DFS (2025) – Green

Golden Oak Community School:
All Students: -3.7 DFS (2023) / 4.6 DFS (2024) / 11.6 DFS (2025) – Green
SED: -12.9 DFS (2025) - Green
Filipino: 32.7 DFS (2023) / 33.0 DFS (2024) / 42.7 DFS (2025) – Blue
Hispanic: -26.1 DFS (2023) / -13.6 DFS (2024) / -6.3 DFS (2025) – Green
White: 5.1 DFS (2023) / 23.9 DFS (2024) / 38.8 DFS (2025) – Blue

Sulphur Springs Community School:
White: -21.5 DFS (2023) / -6.0 DFS (2024) / 3.4 DFS (2025) – Green

Mitchell Community School:
White: 12.8 DFS (2025) - Blue

Pinetree Community School:
All Students: -10.9 DFS (2025) - Green
SED: -17.4 DFS (2025)- Green
Hispanic: -24 DFS (2025) -Green
White: 3.4 DFS (2025) - Green

Pupil Achievement: English Learner Performance Indicator

District Wide: English Learner Performance Indicator
Long-Term English Learner: 64.7% Making Progress, 13.0% increase (2025) - Blue

Schools: English Learner Performance Indicator

Mint Canyon Community School
English Learner: 45.8% Making Progress, 2.9% increase (2025)- Green

School Climate: Suspension Rate

District Wide: Suspension Rate: The following student groups achieved a Blue or Green performance level for suspension rates:

English Learner: 3.5% (2023) / 0.7% (2024) / 0.9% (2025) - Green
Foster Youth: 2.5% (2025) - Green
Asian: 0.9% (2023) / 0.5% (2024) / 0.5% (2025) - Blue
Filipino: 0.9% (2023) / 0.9% (2024) / 1.0% (2025) - Green

Schools:  Suspension Rate
The following student groups achieved Blue or Green performance levels for suspension rates:

Fair Oaks Ranch Community School:
All Students: 1.2% (2025)- Green
English Learner: 2.0% (2023) / 0.9% (2024) / 0.0% (2025) - Blue
SWD: 1.4% (2025) - Green
Asian: 1.4% (2023) / 0.0% (2024) / 0.0% (2025) - Blue
Filipino: 0.0% (2025) - Blue
Hispanic: 1.1% (2025) - Green

Golden Oak Community School:
Asian: 2.9% (2023) / 0.0% (2024) / 0.0% (2025) - Blue
White: 0.7% (2023) / 0.8% (2024) / 0.8% (2025), - Green

Leona Cox Community School:
SED: 6.9% (2023) / 3.0% (2024) / 2.5% (2025) – Green

Pinetree Community School:

English Learner: 6.5% (2023) / 1.8% (2024) / 0.0% (2025) – Blue
White: 2.0% (2023) / 1.4% (2024) / 0.5% (2025) – Blue

Sulphur Springs Community School:
English Learner: 4.7% (2023) / 1.5% (2024) / 0.0% (2025) – Blue
SED: 1.8% (2025) -Green
SWD: 1.9% (2025) - Green
Hispanic: 1.8% (2025) - Green
Two or More Races: 4.3% (2023) / 0.0% (2024) / 0.0% (2025) – Blue

Valley View Community School:
SWD: 1.2% (2023) / 1.0% (2024) / 0.0% (2025) – Blue
Asian: 0.0% (2023) / 0.0% (2024) / 0.0% (2025) – Blue
Filipino: 0.0% (2023) / 0.0% (2024) / 0.0% (2025) – Blue
Hispanic: 2.8% (2023) / 1.3% (2024) / 0.5% (2025) – Blue

Mitchell Community School:
All Students: 1.8% (2025) - Green
English Learner: 1.1% (2025) - Green
SED: 1.1% (2025) - Green
SWD: 0.9% (2025) - Green
White: 1.3% (2025) - Green
Two or More Races: 2.3% (2025) - Green

Pupil Engagement: Chronic Absenteeism

District Wide: Chronic Absenteeism
The following student groups achieved a Blue or Green performance level for chronic absenteeism:
Filipino: 8.9% (2023) / 6.7% (2024) / 3.9% (2025) – Green
White: 8.5% (2025) - Green
Two or More Races: 9.9% (2025) - Green

Schools: Chronic Absenteeism
The following student groups achieved a Blue or Green performance level for chronic absenteeism:

Fair Oaks Ranch Community School:
Filipino: 7.4% (2023) / 6.7% (2024) / 3.5% (2025) – Green

Golden Oak Community School:
All Students: 14.3% (2023) / 9.1% (2024) / 5.3% (2025) – Green
SED: 9.5% (2025) - Green
SWD: 16.4% (2023) / 7.1% (2024) / 6.0% (2025) – Green
Asian: 2.9% (2023) / 0.0% (2024) / 0.0% (2025) – Blue
Filipino: 9.8% (2023) / 6.6% (2024) / 3.4% (2025) – Green
Hispanic: 6.3% (2025) - Green
White: 10.2% (2023) / 7.2% (2024) / 3.8% (2025) – Green
Two or More Races: 4.6% (2025) - Green

Pinetree Community School:
All Students: 8.2% (2025) - Green

White: 13.2% (2023) / 7.1% (2024) / 6.1% (2025) – Green
Two or More Races: 11.5% (2023) / 8.5% (2024) / 5.1% (2025) – Green

Mitchell Community School:
All Students: 9.5% (2025) - Green
White: 3.3% (2025) - Blue
Two or More Races: 9.8% (2025) - Green

Valley View Community School
Filipino: 14.0% (2023) / 4.9% (2024) / 2.8% (2025) – Green
White: 9.7% (2025) - Green

Sulphur Springs Community School:
Filipino: 5.4% (2025) - Green
Two or More Races: 8.3% (2025) - Green

Leona Cox Community School:
Filipino: 0.0% (2025) - Blue

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The following are areas of need based on the data received from the 2025 California Dashboard. Staff will continue to review data, provide intervention support as needed, and partner with families to support students meeting grade level standards.

Pupil Achievement: English Language Arts
Schools: Student group(s) that scored in the red performance level in English Language Arts:

Sulphur Springs Community School:
SWD: -92.6 DFS (2025) - Red

Pupil Achievement: Mathematics:
Schools: Student group(s) that scored in the red performance level in mathematics:

Mitchell Community School:
SWD: -133.6 DFS (2025) - Red

Sulphur Springs Community School:
SWD: -121.2 DFS (2025) - Red

Pupil Achievement: English Learner Performance Indicator:
Schools: Student group(s) that scored in the red performance level for English Learner Performance Indicator:

Mitchell Community School:
English Learner: 43.1% Making Progress, -20.5% (2025) - Red

Pupil Achievement. The red indicator for English Language Arts, mathematics, and English Learner Performance Indicator will be addressed by the following LCAP Actions:1.8, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.11, 2.16.

School Climate: Suspension Rate:

District Wide: Suspension:
Homeless: 4.4% (2025) - Red

Schools: Suspension:
The following student groups scored in the red performance level for suspension rates:

Golden Oak Community School:
African American: 9.1% (2025) - Red
Hispanic: 3.4% (2025) - Red

Leona Cox Community School:
SWD: 7.4% (2025) - Red

School Climate: Suspension: The red indicator for suspension will be addressed in the following LCAP Actions: 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8.

Pupil Engagement: Chronic Absenteeism
Schools: Chronic Absenteeism:
The following student groups scored in the red performance level for chronic absenteeism:

Leona Cox Community School:
SED: 20.2% (2025) - Red
SWD: 20.3% (2023) / 20.8% (2024) / 21.2% (2025) – Red

Sulphur Springs Community School:
English Learner: 25.6% (2025) - Red

Fair Oaks Ranch Community School:
English Learner: 22.8% (2025) - Red
SWD: 23.8% (2025) - Red

Pupil Engagement for Chronic Absenteeism. The red indicators will be addressed in the following LCAP Actions: 1.6, 1.7, 1.8., 4.5

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Based on the 2023 CA Dashboard, specific actions were developed in the 2024-2025 LCAP that will continue to be implemented over the 3 year cycle of the 2024-2027 LCAP.

*SSUSD Areas of Need
-The following are areas of need based on the data received from the 2023 California Dashboard.
Pupil Achievement: English Language Arts and mathematics

District Wide: Student group(s) that scored in the red performance level for English Language Arts:
Students with Disabilities -80.4 DFS

-Schools (based on 2023 CA Dashboard): Student group(s) that scored in the red performance level for English Language Arts:
Canyon Springs Community School: English Learners -76.5 DFS / SWD -107.1 DFS
Fair Oaks Ranch Community School: SWD -110.4 DFS
Mitchell Community School: SWD -105.7 DFS
Pinetree Community School: SWD -74 DFS

District Wide: Student group(s) that scored in the red performance level for mathematics:

Students with Disabilities -104.6 DFS

-Schools (based on 2023 CA Dashboard): Student group(s) that scored in the red performance level for mathematics:
Canyon Springs Community School: SWD -144.6 DFS
Fair Oaks Ranch Community School: SWD -106.4 DFS
Mitchell Community School: SWD -134.9 DFS
Sulphur Springs Community School: SWD -110.3 DFS

-Pupil Achievement (based on 2023 CA Dashboard). The red indicator for English Language Arts, mathematics, and English Learner Performance Indicator will be addressed by the following LCAP Actions: 1.6, 1.7, 1.8.

District Wide: School Climate: Suspension

-The following student groups scored in the red performance level for suspension rates (based on 2023 CA Dashboard): English Learners 3.4%, increased 2.2

-Schools (based on 2023 CA Dashboard): School Climate: Suspension

The following student groups scored in the red performance level for suspension rates:
Leona Cox Community School: English Learners 11.4%, increased 6.2 / SED 6.9%, increased 2.9 / SWD 7.7% increased 1.6 / Hispanic 7.0%, increased 1.1

Canyon Springs Community School: All students 3.1%, increased 2.4 / SED 3.6%, increased 3.1

Mint Canyon Community School: English Learner 4.0%, increased 3.5

Pinetree Community School: English Learner 6.5%, increased 6.5

Sulphur Springs Community School: SED 3.3%, increased 2.6

-School Climate: Suspension (based on 2023 CA Dashboard): The red indicator for suspension will be addressed in the following LCAP Actions: 4.1, 4.2, 4.4, 4.5, 4.8.

District Wide: Pupil Engagement: Chronic Absenteeism

-The following student groups scored in the red performance level for chronic absenteeism (based on 2023 CA Dashboard): No student groups scored in the red District Wide.

-Schools (based on 2023 CA Dashboard): Pupil Engagement: Chronic Absenteeism

The following student groups scored in the red performance level for chronic absenteeism:
Leona Cox Community School: All 23.4%, increased 4.5 / SED 26.8%, increased 5.1 / SWD 20.3%, increased 3.4 / Hispanic 24.4%, increased 2.7 / White 26.5%, increased 14.3

Canyon Springs Community School: All Students 22.1%, increased 1.3 / SED 22.8%, increased 0.8 / SWD 32.5%, increased 5.7 / Hispanic 20.6%, increased 1.1

Fair Oaks Ranch Community School: English Learner 26.0%, increased 3.1

Golden Oak Community School: SED 26%, increased 2.1 / African American 25.0%, increased 7.5

Sulphur Springs Community School: English Learners 28.1%, increased 2.8

Pupil Engagement for Chronic Absenteeism (based on 2023 CA Dashboard). The red indicators will be addressed in the following LCAP Actions: 1.6, 1.7, 1.8.

Schools (based on 2023 CA Dashboard): ELPI

The following student groups scored in the red performance level for English Language Performance Indicator: Canyon Springs: English Learners: 42.3%
Mitchell Community School: English Learners 38.5%
Valley View Community School: English Learners 43.8%
Sulphur Springs Community School: English Learners 41.0%

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The 2025 CA Dashboard showed that there was an increase in academic achievement in English Language Arts and mathematics District Wide and at several schools. In addition, Canyon Springs Community School, that was identified as a Comprehensive Support and Improvement School (CSI), exited CSI in 2024. There are zero schools identified as CSI during the 2025-2026 academic school year. Further, Pinetree Community School was identified for Additional Targeted Support and Improvement (ATSI) in 2023 and exited ATSI in 2024. There are zero schools identified as ATSI during the 2025-2026 academic school year. Multiple schools scored in the Blue and/or Green performance Indicators for Pupil Achievement and there were less student groups scoring in the Red Performance Indicator.

Staff continue to monitor students' progress toward grade-level standards using i-Ready and curriculum-based assessments as local measures of performance. In addition, the District provides ongoing professional development for teachers and administrators focused on strengthening Professional Learning Communities (PLCs) and Professional Learning Teams (PLTs).

The District prioritizes the development of PLCs because of their direct impact on teaching quality, collaboration, and student outcomes. Through this intentional focus, the District has observed improvements in student achievement, a stronger culture of collaboration across all nine schools, enhanced instructional practices, increased use of data-driven decision-making, and greater accountability and shared responsibility among educators.

During the 2025–2026 school year, eight schools each had three Learning Support Teachers (LSTs), while one school had two LSTs on site. These teachers provided Tier II an Tier III intervention supports to identified students, English Learners, low income, Foster Youth, to improve achievement in English Language Arts, mathematics, and English Language Development for English Learners and newcomers.

LSTs continued implementing the Orton-Gillingham approach to support struggling readers. This structured, explicit method helps students develop foundational reading skills, including decoding, fluency, and comprehension.

In addition, LSTs utilized DeltaMath to strengthen Tier II mathematics instruction. DeltaMath supports targeted skill remediation and provides immediate feedback, enabling educators to address learning gaps efficiently for English Learners, low income, and Foster Youth students. LSTs also emphasized building students' conceptual understanding of mathematical concepts and increasing opportunities for meaningful student discourse.

The Learning Recovery Emergency Block Grant (LREBG) funds are used to support Learning Support Teachers (LSTs) across all nine schools (one FTE per school site). These educators play a critical role in addressing learning loss and accelerating student recovery by providing targeted Tier II and Tier III intervention. Their work expands learning time and directly aligns with the grant's purpose of mitigating the long-term impacts of interrupted instruction.

During the 2025–2026 school year, the District conducted a needs assessment and shared the results with educational partners to gather input and feedback. Local measures, including i-Ready and Orton-Gillingham assessments, were used to evaluate the effectiveness of LST supports. With LSTs in place at all nine schools, student performance in English Language Arts improved, as reflected on the 2025 California Dashboard (increase 1.7 points EL / increase 18.2 points Long-Term EL / increase 8.8 points low income / increase 22.8 points Homeless). Notably, across the nine schools, the only Red performance indicator in English Language Arts was for students with disabilities at one site, and there were no students scoring in the Red performance level Districtwide.

The needs assessment further validated the effectiveness of LSTs using LREBG funds since LSTs align with supporting students with academic recovery, providing additional instructional time for students, and providing small group instruction to further enhance students' learning. Findings also indicate that LSTs play a vital role in supporting students' mastery of grade-level standards. By providing additional instructional time and targeted, skill-based intervention, LSTs address gaps in foundational skills essential for academic success. This focused support ensures that students are better equipped to access and succeed in the core curriculum. The District will not expend the LREBG funds until the end of the 2027-2028 school year. At this time, the District has $3,471,610.00 unexpended LREBG funds from the 25/26 school year. For the 25/26 school year, the District spent $1,376,633.00 of the LREBG funds. For the 2026-2027 school year, Goal 2, Actions 4 and 16, will be supporting the LSTs and professional development for

teachers using the LREBG funds. The use of the LREBG funds for 2026-2027 school year aligns with the allowable use of the LREBG funds.

Further, the District will utilize LREBG funds to support teachers through targeted professional development focused on strengthening classroom relationships and learning environments. In response to educator feedback, training will be provided on behavior solutions and Tier 1 instructional practices that emphasize prevention, clear expectations, routines, and consistent responses—allowing teachers to maximize instructional time. Additionally, teachers will be supported in explicitly teaching behavior expectations, similar to academic skills, to help students develop self-regulation, responsibility, and social-emotional competence.

During the 2025–2026 school year, the District hired a Teacher on Special Assignment (TOSA) to support teachers in English Language Arts (ELA) and mathematics, as well as, and targeted intervention. Data from the 2025 CA Dashboard indicate that this added support has contributed to improved outcomes for English Learners, low income Foster Youth and Homeless students.

The second District TOSA continues to provide targeted, job-embedded professional learning to strengthen instructional practices for teachers in reading, writing, and language development to support English Learners, low income and Foster Youth mastering grade level standards. The TOSA models evidence-based strategies, co-plans lessons with educators, and supports the implementation of intervention, Tier II and Tier III. In addition, the TOSA helps ensure that ELA instruction is both standards-aligned and accessible to English Learners, low income and Foster Youth.

Tier 1 instruction remains a central priority, with ongoing professional development provided to deepen teachers' understanding and implementation of high-quality core instruction. The Educational Services Department has strengthened teacher capacity by offering targeted learning opportunities throughout the school year. In addition, teachers and principals are participating in the California Principals Support Network professional development series to further enhance their knowledge of Tier 1 instruction and support increased student achievement.

Educators continue to review multiple assessment measures to monitor student progress in English Language Arts (ELA) and mathematics. In grades kindergarten through sixth, teachers analyze data from i-Ready and Orton-Gillingham assessments, as well as the Smarter Balanced Interim Assessment Blocks for grades three through six.

Students in Transitional Kindergarten and first grade are assessed using ESGI in both ELA and mathematics. In addition, Orton-Gillingham screening tools are used across all grade levels to ensure students are developing and mastering foundational reading skills.

The District continues to prioritize the strengthening of Tier I mathematics instruction to ensure access and success for all students. Teachers are actively implementing the Standards for Mathematical Practice alongside grade-level content standards to promote conceptual understanding, problem-solving, and mathematical reasoning. To further support student learning, teachers provide targeted intervention using supplemental instructional materials that reinforce key skills and concepts.

In addition, teachers have continued to implement Math Genius Squad, a supplemental resource that supports instruction through training videos, quick practice activities, and structured instructional routines. This integrated approach to high-quality core instruction and targeted support has contributed to measurable gains, with several school sites and the District overall demonstrating increased academic achievement in mathematics, as reflected in the 2025 California Dashboard.

During the 2025–2026 school year, principals, teachers, and social workers have maintained a strategic focus on partnering with families to address chronic absenteeism and promote consistent student attendance. The Director of Personnel/Pupil Services continues to monitor attendance data across the District and meets regularly with principals and social workers to analyze trends, identify English Learners, low income, Foster Youth, and Homeless students in need of support, and implement effective, research-based strategies to improve attendance outcomes.

This collaborative, data-driven approach emphasizes early identification, proactive outreach, and relationship-building with families. Together, staff and families work to identify and remove barriers to attendance—such as health concerns, transportation challenges, and social-emotional needs—while reinforcing the importance of daily, on-time participation. Through consistent communication, individualized support plans, and a shared commitment to student success, the District is strengthening a culture of attendance and ensuring that English Learners, low income, Foster Youth and Homeless students have equitable access to learning opportunities.

To support consistent daily attendance, the District continues to implement a comprehensive, multi-tiered system of support. At Tier I, universal strategies are designed to foster a positive school climate and increase student engagement, including spirit assemblies, school wide and grade-level attendance goals, and ongoing communication with families about the importance of regular attendance.

Tier II strategies focus on early intervention and re-engagement for students beginning to show attendance concerns. These supports include parent conferences, School

Attendance Review Team (SART) meetings and contracts, and District Attendance Review Team (DART) meetings to collaboratively identify barriers and develop targeted plans for improvement.

For students and families demonstrating limited progress, Tier III strategies provide intensive, individualized support. These may include home visits, frequent check-ins, revisiting and revising SART agreements, and referrals to the School Attendance Review Board (SARB) to ensure comprehensive intervention and accountability.

Through this layered and proactive approach, the District continues to see a steady year-over-year decline in chronic absenteeism. This positive trend is reflected in the 2025 California Dashboard (decrease 2.5 all students, decrease 2.2 EL / decrease 5.7 Foster Youth / decrease 12.2 Homeless / decrease 4.2 low income), as well as in the District's P1 and P2 Average Daily Attendance (ADA) reports.

Parent engagement continues to grow, with increased participation in both virtual (Zoom) and in-person meetings. A key highlight is the rise in educational partner involvement at site-level meetings, supporting the development and implementation of the LCAP and individual school plans. Review of the 2025 metrics shows an increase in school volunteers, with the third-year participation target met a year ahead of schedule.

To further strengthen family engagement, the District hosted its 10th annual Many Families One Community Family Resource Fair on Saturday, March 21, 2026. Families participated in workshops and connected with community resource booths focused on academic support and social-emotional well-being. This event reflects the District's ongoing commitment to supporting the whole child by strengthening family partnerships and access to resources.

Moving forward, the District will continue to expand opportunities for meaningful family involvement by increasing access to both on-campus and virtual engagement, building parent leadership capacity, and ensuring families are active partners in their child's educational experience.

During educational partner meetings regarding the proposed 2026–2027 LCAP, few challenges were identified in the development of the plan. Staff members noted, however, that recruiting certificated teachers for special education classes continues to be an area of need, not only within the District but across California. To address staffing shortages, the Assistant Superintendent and the Director of Personnel/Pupil Services have increased the number of hosted job fairs, which has supported the District in filling classified staff vacancies. Additionally, the District accepts unlimited years of prior service for teachers upon hire, which has further strengthened recruitment efforts for certificated staff.

During the DELAC meeting, members emphasized the need to increase parent participation in order to continue sharing information with families about the programs and supports available for students who are English Learners. DELAC members also requested that meetings continue to be offered via Zoom to provide easier access and encourage greater participation. The Assistant Superintendent of Educational Services continues to consider and respond to DELAC members' feedback regarding meeting formats. In addition, multiple ParentSquare reminders are sent to families prior to each Zoom meeting to encourage attendance and participation.

# 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 |
|---|---|
| Parents/Guardians | -Parents/Guardians were provided an LCAP Survey to complete from March 3, 2026 to March 27, 2026.<br>-2 to 3 Parent Representatives from each school attend the monthly Parent Advisory Committee meetings with the Superintendent.<br>-8 Parent Representatives attend the LCAP Advisory Committee Meeting.<br>-Parents are encouraged to attend LCAP Mid-Year Update meetings to receive feedback and input: February 11, 2026, February 24, 2026, and March 3, 2026.<br>-Parents are encouraged to attend the proposed 26/27 LCAP meetings to provide input and feedback: May 4, 2026, and May 12, 2026. |
| Students | -Students were provided the LCAP survey during the following dates: March 2, 2026 to March 27, 2026.<br>-Students in grades two through six were given the opportunity to provide comments following each survey question. Their feedback offered valuable insight into areas of need and success, helping to inform District staff in the development of the 2026–27 proposed LCAP. |
| Teachers | -Teachers were provided the LCAP survey during the following dates: March 2, 2026 to March 27, 2026.<br>-Teachers were encouraged to attend LCAP Mid-Year update and feedback Meetings: February 10 and 24, 2026.<br>-Teachers were encouraged to attend the proposed 26/27 LCAP feedback and input meetings: May 4, May 7, 2026.<br>-There are 2 teachers representatives on the LCAP Advisory Council Meetings to support with input and feedback. |
| Bargaining Units:<br>Sulphur Springs District Teachers Association (SSDTA)<br>California School Employees Association (CSEA) | SSDTA (2 members) and CSEA (2 members) are members of the LCAP Advisory Committee meeting. Members discussed and provided feedback and input on the Mid-Year LCAP and the proposed 2026-2027 LCAP on the following dates:<br>October 16, 2025<br>February 10, 2026<br>February 26, 2026<br>April 24, 2026<br>May 5, 2026<br>May 12, 2026<br>-Members also were invited to all LCAP Staff input and feedback meetings:<br>February 10, 2026<br>February 24, 2026<br>May 4, 2026<br>May 7, 2026<br>-The SSDTA and CSEA Union Presidents are also members of the LCAP Advisory Committee and provided feedback and input on the Mid-Year Update for the 2025-2026 LCAP and the Proposed 2026-2027 LCAP at all LCAP Advisory Committee meetings. |
| Principals | Principals were provided the opportunity for feedback and input by taking the LCAP survey during March 2-March 27, 2026.<br>-One Principal representative attends the LCAP Advisory Council Meetings.<br>-Principals provided input and feedback on the Mid-Year LCAP on February 9, 2026.<br>-Principals provided input and feedback on the proposed 2026-2027 LCAP on May 18, 2026. |
| Management | All management were invited to attend the Mid-Year LCAP input and feedback meetings on: February 10 and 24, 2026.<br>-All management were provided the LCAP survey March 2, 2026 to March 27, 2026.<br>-All management were invited to attend the proposed 2026-2027 LCAP input and feedback meetings on: May 4, 2026 and May 7, 2026. |
| All certificated and classified staff members | All certificated and classified staff were invited to attend the Mid-Year LCAP input and feedback meetings on: February 10 and 24, 2026.<br>-All certificated and classified staff were provided the LCAP survey March 2 to March 27, 2026.<br>-All certificated and classified staff were invited to attend the proposed 2026-2027 LCAP input and feedback meetings on: May 4, 2026 and May 7, 2026. |
| Board of Trustees | -The Board of Trustees was provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 11, 2026 Board meeting.<br>-The Board of Trustees reviewed the LCAP survey results that were administered to all students, staff, and families at the April 15, 2026 Board meeting. |

| | |
|---|---|
| | -The Board of Trustees was provided the opportunity to review and provide input and feedback on the proposed 2026-2027 LCAP at the June 10, 2026 Board meeting. |
| District English Language Advisory Committee (DELAC) | -DELAC members were provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 26, 2026 and March 5, 2026 meetings.<br>-DELAC members were provided the opportunity to review the LCAP survey results that were administered to all students, staff, and families from March 2, 2026 to March 27, 2026 at the April 30, 2026 DELAC meeting.<br>-DELAC members were provided the opportunity to review and provide input and feedback on the proposed 2026-2027 LCAP at the May 2, 2026 and May 19, 2026 meetings. |
| Special Education Local Plan Area (SELPA) | The SELPA Executive Director was provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 24, 2026 meeting.<br>-The SELPA Executive Director was provided the opportunity to review and provide input and feedback on the proposed 2026-2027 LCAP at the May 21, 2026 meeting. |
| LCAP Advisory Committee Members | The LCAP Advisory Committee members were provided the opportunity to provide input, feedback regarding the following:<br>-Review CA Dashboard Results: October 16, 2025<br>-Review Mid-Year LCAP: February 10, 2026<br>-Review Mid-Year LCAP: February 26, 2026<br>-Review LCAP Survey Results: April 24, 2026<br>-Reviewed and provided input and feedback on the proposed 2026-2027 LCAP: May 5, 2026 and May 12, 2026. |

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

The Sulphur Springs Union School District (SSUSD) actively engaged educational partners in the development of the Local Control and Accountability Plan (LCAP) through a variety of methods, including surveys and both virtual and in-person meetings. Input was gathered from parents, students, teachers, support staff, union representatives, principals, and District administrators, as well as advisory groups such as the Parent Advisory Committee, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), SELPA, and the LCAP Advisory Committee. Translation services were provided at all parent meetings to ensure equitable access and participation.

District staff solicited recommendations and feedback from all educational partners regarding proposed actions and expenditures for the 2026-2027 LCAP. District administration and site principals presented student data, survey results, and proposed actions and services for the 2026–2027 LCAP at both Districtwide and site-based meetings. Feedback received during these sessions was carefully reviewed and considered prior to finalizing the plan.

The LCAP Advisory Committee is composed of diverse educational partner representation, including three Title I parents, two foster parents, one parent of a student with disabilities, one parent of an English Learner, one additional parent representative, union representatives for both certificated and classified staff, one teacher, one classified staff member, one principal, two District administrators, the Superintendent, and two District translators to support multilingual access.

The LCAP Advisory Committee convened multiple times throughout the year: on October 16, 2025, to review 2025 CAASPP results; on February 10, 2026, to review CAASPP data and the mid-year update of the 2025–2026 LCAP; on February 26, 2026, to continue discussion and provide input on the mid-year update; and on April 24, 2026 to review LCAP survey results; and on May 5, 2026 and May 12, 2026, to review and provide feedback on the development of the proposed 2026–2027 LCAP. During these meetings, members had opportunities to ask questions, seek clarification, and provide meaningful input. Data supporting LCAP goals, actions, metrics, benchmarks, and progress was consistently shared.

The Superintendent ensured that all parent meetings were conducted in both English and Spanish, and that multiple opportunities for input were provided. Information regarding LCAP meetings—including dates and times for the 2025–2026 Mid-Year Update and the proposed 2026–2027 LCAP—was posted on the District website and communicated to families through ParentSquare, the District's communication platform. Multiple meetings were held to gather input from educational partners on both the mid-year update and the proposed 2026-2027 LCAP.

The following educational partner meetings with parents and staff were conducted to review, discuss, and gather input and feedback on the 2025–2026 Mid-Year LCAP update and the proposed 2026-2027 LCAP:

Educational Partner Meeting Dates: 2025-2026 Mid-Year LCAP, Input and Feedback:
December 8, 2025: Administrators' Meeting
February 3, 2026: Classified Advisory Council Meeting
February 9, 2026: Administrators' Meeting
February 10, 2026: LCAP Advisory Committee Meeting
February 10, 2026: All Staff Meeting
February 11, 2026: Parent Advisory Committee Meeting
February 11, 2026: Board of Trustees, Board Meeting
February 24, 2026: SELPA Meeting
February 24, 2026: All Staff Meeting
February 24, 2026: All Parent Meeting
February 26, 2026: LCAP Advisory Committee Meeting
February 26, 2026: DELAC Meeting
March 3, 2026: District Office Meeting
March 3, 2026: All Parent Meeting
March 5, 2026: DELAC Meeting
February, 2026 through March 2026: Principals shared Mid-Year Update with ELAC, SSC, PTA.

Educational Partner Meeting Dates: 2025-2026 LCAP Survey Results and 2026-2027 Proposed LCAP, Input and Feedback:
April 15, 2026: Board of Trustees, Board Meeting
April 20, 2026: Administrators' Meeting
April 24, 2026: LCAP Advisory Committee Meeting
April 27, 2026: Administrators' Meeting
April 28, 2026: Classified Advisory Council Meeting
April 29, 2026: Parent Advisory Council Meeting
April 30, 2026: DELAC Meeting
May 4, 2026: All Staff Meeting
May 4, 2026: All Parent Meeting
May 5, 2026: LCAP Advisory Council Meeting
May 5, 2026: DELAC Meeting
May 7, 2026: All Staff Meeting
May 12, 2026: All Parent Meeting
May 12, 2026: LCAP Advisory Council Meeting
May 19, 2026: District Office Meeting
May 19, 2026: Classified Advisory Council Meeting
May 19, 2026: DELAC Meeting
May 20, 2026: Parent Advisory Council Meeting
May 21, 2026: SELPA Meeting
June 10, 2026: Board of Trustees, Board Meeting
June 24, 2026: Board of Trustees, Board Meeting

Student, parent, and staff input was solicited through LCAP surveys administered from March 2, 2026, through March 27, 2026. During Parent Advisory Committee meetings and parent Zoom sessions focused on the 2025–2026 Mid-Year LCAP update, LCAP Survey Results, and the proposed 2026–2027 LCAP. Parents noted their appreciation for the hard work that the school social workers are doing to decrease chronic absenteeism District wide, as well as, improvements observed at most school sites. It was noted that more schools scored in the green and blue performance indicators on the 2025 CA Dashboard as compared to the 2024 CA Dashboard.

Parents reported that grade-level expectations were communicated by teachers during parent-teacher conferences. However, families expressed a preference for receiving both hard copy and digital versions of grade-level standards. This feedback has been noted, and the District will provide these materials to families during the September 2026 Goal-Setting Conferences.

During Parent Advisory Council meetings, families expressed appreciation for the District's investment in school social workers and its continued focus on supporting the whole child. Families also recommended the continued use of ParentSquare as an effective communication tool to share information regarding available wellness resources. Additionally, families conveyed their appreciation for the District's hosting of the 10th Annual Many Families One Community Family Resource Fair, noting its positive impact on supporting students and families.

Families also raised questions regarding local assessments and the role of Learning Support Teachers (LSTs) in supporting student achievement. At DELAC meetings, additional information was provided regarding the use of LSTs to support newcomer students. Families expressed appreciation for the District's commitment to supporting English Learners. The Director of Curriculum and Instruction shared ongoing efforts to support the reclassification of English Learners, including targeted strategies and supports. DELAC representatives emphasized the importance of continuing to strengthen professional learning for teachers to effectively support English Learners and to establish clear reclassification goals.

A discussion was held regarding the cleanliness of school restrooms, as students identified this as an area in need of improvement as reflected on the student LCAP surveys. During parent meetings, District staff recommended maintaining this goal within the LCAP to ensure continued focus and accountability. It was shared that the Maintenance and Operations Department will review and adjust cleaning schedules to ensure restrooms are monitored and serviced during lunch periods. Additionally, a principal suggested that school sites consider implementing a check-in/check-out procedure for restroom use during lunch, as this is the time when the majority of concerns have been reported.

During Parent Advisory Committee meetings, families expressed strong appreciation for the intervention supports provided by classroom teachers and Learning Support Teachers (LSTs) across all nine schools. Participants emphasized the importance of continuing this action within the proposed LCAP.

At both Parent Advisory Committee and DELAC meetings, the Assistant Superintendent of Educational Services shared ongoing efforts to strengthen mathematics instruction and outcomes for all students, including the role of LSTs in providing targeted support in this area. The 2025 California Dashboard data indicates a continued need for focused improvement in mathematics achievement.

Parents also expressed appreciation for the District's implementation of a mathematics pilot during the 2025–2026 school year, which is intended to inform the selection of new instructional materials for adoption in the 2026–2027 school year.

Students indicated that there is a strong emphasis on attendance across school sites and noted that schools consistently communicate with families when absences occur, including phone calls home. Responses from the LCAP surveys also reflect that many students are aware of the availability of school social workers and recognize them as a resource for support when needed.

In addition, students reported that there are multiple trusted adults on campus—such as teachers, social workers, support staff, and administrators—whom they can approach for assistance with academic, social-emotional, or personal concerns. This feedback suggests that students are aware of and able to access available support systems, contributing to a positive and responsive school environment.

Superintendent responses to comments and questions regarding the LCAP from educational partner meetings are documented in writing, including feedback from DELAC and Parent Advisory Committee meetings. These materials are provided in both English and Spanish and are posted on the District website at www.sssd.k12.ca.us.

A notice of the Public Hearing for the proposed LCAP was published in the local newspaper, The Signal. The notice informed the public of the opportunity to provide written comments regarding the proposed actions and expenditures included in the 2026–2027 LCAP, which could be submitted directly to the District Office. The public was also invited to provide oral comments during the Board meeting held on June 10, 2026.

The Public Hearing for the proposed 2026–2027 LCAP and Budget was conducted on June 10, 2026. Final Board approval of the 2026–2027 LCAP and Budget took place on June 24, 2026.

# Goals and Actions

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | In order to continue to strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair. | Broad Goal |

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District is committed to providing an exemplary education to all students in safe school facilities. The District's educational program promotes high expectations for all students, with a focus on English Learners, Foster Youth, and Low Income, by highly qualified teachers and administrators. With the implementation of standards-based curriculum, the educational program in the District aligns student learning to standards, which also helps ensure that a higher level of learning is attained.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | 100% of teachers and administrators are appropriately assigned. | 100%<br>23-24<br>CTC.CA.GOV | 100%<br>24-25<br>CTC.CA.GOV | 100%<br>25-26<br>CTC.CA.GOV | 100%<br>26-27<br>CTC.CA.GOV | 0% |
| 2 | 100% of school facilities are in good repair to support student learning. | 100%<br>23-24<br>Facilities Inspection Tool | 100%<br>24-25<br>Facilities Inspection Tool | 100%<br>25-26<br>Facilities Inspection Tool | 100%<br>26-27<br>Facilities Inspection Tool | 0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 100% of students are provided and educated with standards aligned materials. | 100%<br>23-24<br>Williams Inspection Report | 100%<br>24-25<br>Williams Inspection Report | 100%<br>25-26<br>Williams Inspection Report | 100%<br>26-27<br>Williams Inspection Report | 0% |
| 4 | Increase student attendance rate to further promote student engagement in school. | 95%<br>2024<br>P2 Report | 95.35%<br>2025<br>P2 Report | 95.51%<br>2026<br>P2 Report | 98%<br>2027<br>P2 Report | Increase 0.51% |
| 5 | Decrease chronic absenteeism rates to support academic success and social/emotional wellness for students. | 19.6%, District wide<br>23-24<br>CA School Dashboard Base Line for Canyon Springs Community School All Students: 22.1%<br>-Base Line for English Learners: 17.1%<br>-Base Line for Low Income: 22.8%<br>-Base Line for SWD: 32.5%<br>-Base Line for Hispanic: 20.6%<br><br>Base Line for Fair Oaks Ranch Community School:<br>-Base Line for English Learners: 26%<br><br>Base Line for Golden Oak Community School:<br>-Base Line for Low Income: 26%<br>-Base Line for African | 15.2%, District wide<br>2024-2025<br>CA School Dashboard, 2024<br><br>24-25<br>Canyon Springs Community School<br>All Students: 16.4%<br>English Learners: 15.0%<br>Low Income: 17.8%<br>SWD: 26.5% -Hispanic: 16.2%<br>CA Dashboard 2024<br><br>Fair Oaks Ranch Community School: -English Learners: 20.6%<br>CA Dashboard 2024<br><br>Leona Cox Community School:<br>School Wide 15.4%<br>English Learners: 15.4%<br>Low Income: 19.3%<br>SWD: 20.8%<br>Hispanic: 15.2% | 12.7%, District Wide<br>25-26<br>CA School Dashboard, 2025<br>25-26<br>Canyon Springs Community School<br>All Students: 13.9%<br>English Learners: 11.2%<br>Low Income: 13.2%<br>SWD: 19.8%<br>Hispanic: 12.9%<br>CA Dashboard 2025<br><br>Fair Oaks Ranch Community School:<br>English Learners: 22.8%<br>CA Dashboard 2025<br><br>Leona Cox Community School:<br>School Wide 16.4%<br>English Learners: 14.5%<br>Low Income: 20.2%<br>SWD: 21.2%<br>Hispanic: 16.7%<br>White: 14.5%<br>CA Dashboard 2025<br><br>Golden Oak Community School:<br>Low Income: 9.5% | 8% District wide<br>26-27<br>CA School Dashboard<br>*Target for Year3 for Canyon Springs Community School: 8% All Students / EL 5% / Low Income 8% / 15% SWD/ 10% Hispanic<br>*Target for Year3 for Fair Oaks Ranch Community School: 16% EL<br>*Target for Year3 for Golden Oak Community School: 15% Low Income / 15% African American<br>*Target for Year3 for Leona Cox Community School: 8% All Students / EL 5% / Low Income 8% / 10% SWD / 14% Hispanic / 10% White<br>*Target for Year3 for Sulphur Springs Community School: 18% EL | Decline of 6.9%,<br>District wide<br><br>Canyon Springs CommunitySchool<br>All Students: Decline, 8.2%<br>English Learners: Decline, 5.9%<br>Low Income: Decline, 9.6%<br>SWD: Decline, 12.7%<br>Hispanic: Decline, 7.7%<br><br>Fair Oaks Ranch Community School:<br>English Learners: Decline, 3.2%<br><br>Leona Cox Community School:<br>All Students Decline, 7.0%<br>English Learners: Decline, 4.1%<br>Low Income: Decline, 6.6%<br>SWD: Increase 0.9%<br>Hispanic: Decline 7.7%<br>White: Decline 12.0%<br><br>Golden Oak Community School:<br>Low Income: Decline 16.5%<br>African American: Decline, 11.4%<br><br>SulphurSprings Community School:<br>English Learners: Decline 2.5% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | American: 25%<br><br>Base Line for Leona Cox Community School:<br>23.4%<br>-Base Line for English Learners: 18.6%<br>-Base Line for Low Income: 26.8%<br>-Base Line for SWD: 20.3%<br>-Base Line for Hispanic: 24.4%<br>-Base Line for White: 26.5%<br><br>Base Line for Sulphur Springs Community School:<br>-Base Line for English Learners: 28.1% | White: 14.1%<br>CA Dashboard 2024<br><br>Golden Oak Community School:<br>Low Income: 17.4%<br>African American: 16.4%<br>CA Dashboard 2024<br><br>SulphurSprings CommunitySchool:<br>English Learners: 24.6%<br>CA Dashboard 2024 | African American: 13.6%<br>CA Dashboard 2025<br><br>SulphurSprings CommunitySchool:<br>English Learners: 25.6%<br>CA Dashboard 2025 | | |
| 6 | 100% of students have access to a broad course of study. | 100% of students have access to a broad course of study.<br>23-24<br>Daily Schedules | 100% of students have access to a broad course of study<br>24-25<br>Daily Schedules | 100% of students have access to a broad course of study<br>25-26<br>Daily Schedules | 100% of students have access to a broad course of study.<br>26-27<br>Daily Schedules | 0% |

# Goal Analysis for 2025-2026

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 of the actions under Goal 1 were fully implemented during the 2025-2026 school year. In addition, there were several actions with increased improvement from the 2023-2024 baseline to year two, 2025-2026 school year in the following areas:

The District continues to prioritize consistent, on-time student attendance. During the 2025–2026 school year, teachers, principals, and social workers implemented targeted strategies to strengthen relationships with students, with the goal of increasing engagement and motivation to attend school regularly (Metrics 1.4 and 1.5 / Actions 1.6 and 1.7, fully implemented).

Additionally, school social workers collaborated with site staff to develop and implement attendance campaigns that further educated families on the importance of regular attendance, while encouraging and motivating students to be present and punctual each day.

Data reflecting the successes experienced with the implementation of Actions 1.6 and 1.7 and Metrics 1.4 and 1.5:
-Increase in student attendance rate from the baseline year to year two of 95.51% (1.6).
-Decline in chronic absenteeism rate from baseline year to year two: District wide -6.9%, (1.7)

-Decline in chronic absenteeism rate from baseline year to year two in the following schools, (Action 1.7):
-Canyon Springs CommunitySchool: All Students: Decline, 8.2%, English Learners: Decline, 5.9%, Low Income: Decline, 9.6%, SWD: Decline, 12.7%, Hispanic: Decline, 7.7%
-Fair Oaks Ranch Community School: English Learners: Decline, 3.2%
-Leona Cox Community School: All Students Decline, 7.0%, English Learners: Decline, 4.1%, Low Income: Decline, 6.6%, Hispanic: Decline 7.7%, White: Decline 12.0%, there was a slight increase for SWD at Leona Cox, 0.9%.
-Golden Oak Community School: Low Income: Decline 16.5%, African American: Decline, 11.4%
-Sulphur Springs Community School: English Learners: Decline 2.5%

There were zero schools performing in the red performance levels for chronic absenteeism.

Additional successes during the 2025–2026 school year included improved student academic performance, as reflected in the 2025 CA Dashboard, English Language Arts increase 5.2% and mathematics increase 1.4%. To further support student achievement, the District invested in supplemental instructional materials, (Action 1.2, fully implemented). Through the implementation of highly effective Professional Learning Communities across all nine schools, teachers strategically utilized these resources to enhance instruction and promote increased student achievement in both English Language Arts and mathematics, (Action 1.2). Mathematics continues to be an area of focus for the District. During the 2025-2026 school year, District teachers piloted two different math series, and a math adoption will be completed by the end of the school year so that teachers will have a new math series to implement in the 2026-2027 school year.

There was an increase in expenditures for additional materials to support and increase learning for students, (Action 1.2, fully implemented). The additional educational materials have continued to enhance the educational program for students. Action 1.2 was fully implemented as planned, ensuring that all District students had access to core instructional textbooks and materials while supporting increased enrollment through the purchase of additional textbooks.

The District experienced a slight decline in enrollment for the 2025–2026 school year. The incoming kindergarten cohort was smaller than the outgoing sixth-grade cohort at the conclusion of the 2024–2025 school year.

In response, the District has expanded its enrollment outreach efforts. This includes placing banners at school sites and signage on Maintenance and Operations vehicles to inform families that enrollment is currently open for the 2025–2026 and 2026–2027 school years. Additionally, a second postcard was distributed to all households within the Sulphur Springs Union School District boundaries, highlighting the District's schools and encouraging increased enrollment (Metric 1.4).

Recruitment of classified staff remains an area of continued growth for the District, particularly for positions that support students with special needs, (Metric 1.1 and Action 1.1, fully implemented). The Superintendent and site principals have actively communicated employment opportunities to District families, while the Personnel Department has hosted multiple job fairs—both on-site and off-site—to expand outreach and strengthen staffing levels in alignment with District needs.

For the 2025–2026 school year, the District successfully recruited and retained experienced teachers by offering full credit for prior years of service upon hire. While this approach

resulted in higher-than-anticipated expenditures, the District recognizes the value of highly qualified educators and the positive impact that experienced teachers have on student achievement. This action was fully implemented, as the District ensured that all nine school sites were staffed with qualified personnel (Metric 1.1 and Action 1.1).

The District places a high priority on maintaining its facilities in excellent condition to ensure that students learn in safe and secure environments. During the year, several unanticipated repairs were necessary to preserve the safety, security, and functionality of school sites for all students, (Metric 1.2 and Action 1.3, fully implemented).

The District has increased staffing by employing additional campus safety supervisors to better support students during recess and lunch periods, which supported the full implementation of Action 1.4. These staff members play a critical role in promoting positive social interactions, reinforcing behavioral expectations, and ensuring a safe and inclusive environment for all students during unstructured times. This investment reflects the District's commitment to student well-being and school climate; however, expenditures for this action exceeded the originally budgeted amount, (Action 1.4).

The District effectively leveraged an increased portion of the Home-to-School Transportation Grant to expand and enhance transportation services for unduplicated students, improving access to reliable and consistent transportation options. This strategic use of funding supported greater equity in access to educational programs and services and supported the full implementation of Action 1.8.

As a result of these efforts, the District strengthened attendance outcomes by reducing transportation-related barriers, helping ensure that unduplicated students were able to attend school regularly and arrive on time each day. These actions reflect the District's ongoing commitment to removing obstacles to access and promoting consistent student engagement, (Action 1.8).

All students continue to have access to a broad course of study and educators ensure that all students have access to Tier 1 instruction as well as Tiers 2 and 3 based on academic needs. This has resulted in increased academic results in both English Language Arts and mathematics during the 2025-2026 school year (Metric 1.6: all students, increase 5.2 points in ELA and 1.4 points in mathematics from prior year 2025 CA Dashboard, English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard, and low income, increase 8.8, ELA 2025 CA Dashboard, increase 2.7 mathematics, 2025 CA Dashboard).

## 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.

1.2 - Additional educational materials were purchased to address the academic needs of all students.
1.3 - The District emphasizes the importance of maintaining facilities in excellent condition to ensure that students learn within safe and secure environments. Several unforeseen repairs were required to uphold the safety and security of the facilities for all students.
1.4 - The District has employed additional noon supervisors to assist students with social interactions during recess and lunch periods. (Was higher than the budgeted amount).
1.8 - The District was able to utilize a greater portion of the Home to School Transportation Grant to enhance transportation services for unduplicated students. Additionally, the District ensured that all unduplicated students consistently attended school every day and arrived on time.

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

The actions under Goal 1 were effective and continue to support students in achieving academic success during the 2025-2026 school year. The focus on proactively engaging families as partners in supporting positive attendance (Action 1.6) and reducing chronic absenteeism by increasing student engagement (Action 1.7), showed great growth District wide.

The 2025 California Dashboard, Chronic Absenteeism:
-District wide: 12.7%, -2.5
-EL: 15.3%, -2.2

-Homeless: 21.7%, -12.2
-SED: 15.8%, -4.2
-SWD: 19.9%, -3.3
-AA: 15.6%, -0.6
-Filipino: 3.9%, -2.8
-Hispanic: 15.2%, -3.3
-White: 8.5%, -1.1
-Two or More Races: 9.9%, -2.9
-Foster Youth: 17.5%, + 5.7

School workers at Canyon Springs and Leona Cox Community Schools continue to support the following student groups, SED, low-income, English Learners, Foster Youth, and homeless, by partnering with families by removing barriers that may be interfering with students coming to school daily and on time. From 2023 to 2025, the following data shows effectiveness of Action 1.7:
Canyon Springs, Chronic Absenteeism Rate:
All students: 22.1% (2023) to 13.9% (2025)
English Learner: 17.1% (2023) to 11.3% (2025)
SED: 22.8% (2023) to 13.2% (2025)

Leona Cox, Chronic Absenteeism Rate:
All students: 23.4% (2023) to 16.4% (2025)
English Learner: 18.6% (2023) to 14.5% (2025)
SED: 26.8% (2023) to 20.2% (2025)
(Leona Cox has shown an overall decrease, and the administration continues to monitor the student groups identified, and works with the social worker to support students to come to school daily and on time).

There were zero schools that scored in the red performance levels for chronic absenteeism rate. Principals, social workers, staff and families partnered together to support positive attendance at all nine schools.

Recruiting and retaining highly qualified staff to provide an exemplary education for all students was effective (Action 1.1). This was evidenced by metric 1.1, 100% of qualified, certificated staff in classrooms (CTC.CA.GOV). The District will continue to offer unlimited years of service when hiring certificated teachers to support hiring qualified staff.

Continuing to implement the District's maintenance plan remains a high priority to ensure all students learn in safe and secure facilities. Action 1.3 was effective since 100% of schools in the District were reported in good repair as measured by the Facilities Inspection Tool. Additional funds were needed during the 2025–2026 school year to support expanded asphalt work and the installation of a new fire alarm system at one site. These expenditures were necessary to continue implementing and supporting the effectiveness Action 1.3.

The District continues to provide CA state approved textbooks and instructional materials to support students with mastering grade level standards, (Action 1.2). District wide, all students increased 5.2 points in ELA and 1.4 points in mathematics from prior year 2025 CA Dashboard; English Learners increased 1.7 points in ELA, 2025 CA Dashboard and increased 1.0 mathematics, 2025 CA Dashboard; low income increased 8.8 in ELA 2025 CA Dashboard and increased 2.7 mathematics, 2025 CA Dashboard. During the 2025-2026 school year, several teachers piloted new mathematic curriculum. The District will be implementing a new mathematic series for students in the 2026-2027 school year.

Providing home-to-school transportation in the District has shown to be highly effective and should be continued as a critical support for ensuring that English Learners, low income, Foster Youth and Homeless arrive at school consistently and on time, (Action 1.8). Reliable transportation helps mitigate common barriers to attendance, such as limited or no access to a vehicle, which might otherwise prevent students from attending school consistently. By offering this service, the District helps promote equitable access to education, particularly for families who require additional support. Continued transportation services not only improve daily attendance and punctuality but also strengthen student engagement and academic success by ensuring that all students have a dependable means of getting to school each day.

The District remains committed to providing campus safety supervisors at all nine schools to support student safety and ensure students feel secure while attending school (Action 1.4). The 2025–2026 LCAP student survey indicates that 91.3% of Transitional Kindergarten through sixth-grade students reported feeling safe while at school. It is important that students feel safe while attending school because a sense of safety is foundational to learning, development, and overall well-being.

When students feel secure at school, they are more likely to engage in instruction, participate in classroom activities, and take academic risks such as asking questions or trying challenging tasks. Anxiety or fear, on the other hand, can interfere with concentration, memory, and problem-solving, which directly affects academic performance.

Action 1.5 continues to be an highly effective action since monthly safety drills are conducted to prepare students and staff to respond quickly and appropriately during emergency situations such as earthquakes, fires, or other critical incidents. The primary purpose of the monthly safety drills are to build familiarity with procedures so that responses become automatic rather than uncertain or delayed. In an actual emergency, clear and practiced routines can reduce confusion, prevent injuries, and save lives. All school principals ensure that the safety drills are documented and conducted on a monthly basis. All school principals turn in their data to the Deputy Superintendent to show that they have conducted their monthly drills. In addition, the Deputy Superintendent will collect information from the Principals on any needs that they may have from the drills and maintain documentation to ensure the effectiveness of the drills being conducted at the school sites. The District also holds a District wide safety drill two times a year to be proactive to strengthen preparedness, improve coordination among staff and students, and ensure the school community can respond effectively in high-stress situations across all nine schools and the District Office (Action 1.5). Following the District drill, all data is collected and reviewed to ensure that all safety procedures are being followed, and follow-up actions are being taken care of to support all schools being able to respond in the event of an emergency. Further, students continue to report on the 2025-2026 LCAP student survey a 91.3% of feeling safe while at school, which supports the effectiveness of Action 1.5.

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

Action 1.4- Noon supervisors title was updated to campus safety supervisors in the action title and in the action description.

Action 1.8 - The budgeted amount for 2026-27 has decreased in comparison to the budgeted amount for 2025-26. This is due to increased state funding supporting transportation.

**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 |
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| 1 | Recruit and retain highly qualified staff. | The District will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards. | $36,850,690.00 | No |

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| 2 | CA State approved textbooks and materials. | The District will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program. | $452,140.00 | No |
| 3 | Implementation of District maintenance plan. | The District will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities. | $4,888,031.00 | No |
| 4 | Maintain campus safety supervisors at all sites. | The District will maintain campus safety supervisors at all sites to support all students' safety and supervision. | $756,139.00 | No |
| 5 | Conduct annual safety drills | The District will conduct annual safety drills at all school sites and District Office to support safety for all students and staff. | $0.00 | No |
| 6 | Proactively engage families and regularly monitor attendance. (LEA) | The District will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff. | $32,400.00 | Yes |
| 7 | Reducing chronic absenteeism by increasing student engagement. | The 2023 CA Dashboard reflects a red indicator in chronic absenteeism at the following elementary schools:<br>Canyon Springs Community School and Leona Cox Community School. This action is supporting the schools and student groups: low income, students with disabilities, Hispanic for Canyon Springs and low income, students with disabilities, Hispanic and White for Leona Cox, that received the lowest performance level for the red performance indicator on the CA Dashboard. Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time. | $12,733.00 | Yes |
| 8 | Provide transportation to and from school for unduplicated student population. | The District will provide transportation to and from school for unduplicated student, English Learners, low income, and/or Foster Youth, populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program. | $881,111.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
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| 2 | Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success. | Broad Goal |

State priorities addressed by this goal.

4, 2, 7, 8

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District prides itself in providing learning opportunities for students that may need additional academic support and enrichment. In support of this goal, the District is committed to providing professional development for teachers in areas of identified need, as evidenced by State and Local assessments, to increase learning opportunities through supplemental instruction to ensure students meet grade level standards. In addition, the District provides support personnel to ensure that a continued cycle of improvement is implemented for teachers and administrators to meet the ongoing academic and social emotional needs of students.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
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| 1 | Increase of students meeting grade level standards on state and/or local assessments in English Language Arts | English Language Arts: CA Dashboard: 2023<br>Overall - 49%<br>3rd Grade - 47.12%<br>4th Grade- 50.16%<br>5th Grade - 52.31%<br>6th Grade - 46.77%<br>District Wide:<br>All Students: 5.3 points below standard<br>English Learners: 42.2 points below standard<br>Foster Youth: 81.7 points below standard<br>Low Income: 26.2 points below standard<br>SWD: 80.4 points below standard | English Language Arts: CA Dashboard: 2024<br>Overall - 50%<br>3rd Grade - 44%<br>4th Grade- 47%<br>5th Grade - 55%<br>6th Grade - 54%<br><br>District Wide:<br>All Students: 3.3 points below standard<br>English Learners: 40.8 points below standard<br>Foster Youth: 132.5 points below standard<br>Low Income: 24.4 points below standard<br>SWD: 78.1 points below standard | English Language Arts: CA Dashboard: 2025<br>Overall - 52.8%<br>3rd Grade - 48.3%<br>4th Grade- 51.7%<br>5th Grade - 52.4%<br>6th Grade - 58.9%<br><br>District Wide:<br>All Students: 5.2 points above standard<br>English Learners: 39.1 points below standard<br>Foster Youth: fewer than 11 students/data not displayed for privacy<br>Low Income: 15.7 points below standard<br>SWD: 69.0 points below standard | English Language Arts: CA Dashboard: 2026<br>Overall - 65%<br>3rd Grade - 62%<br>4th Grade- 65%<br>5th Grade - 67%<br>6th Grade - 63%<br><br>District Wide:<br>English Learners: 22.0 points below standard<br>Foster Youth: 61.0 points below standard<br>Low Income: 16.0 points below standard | English Language Arts: CA Dashboard: 2025<br>Overall - increased 3.8%<br>3rd Grade: increased 1.18%<br>4th Grade- increased 1.54%<br>5th Grade - increased 0.09%<br>6th Grade - increased 12.13%<br><br>District Wide:<br>All Students: increased 10.5 points<br>English Learners: increased 3.1 points<br>Foster Youth: fewer than 11 students/data not displayed for privacy<br>Low Income: increased 10.5 points<br>SWD: increased 11.4 points |
| 2 | Increase the number of student reaching On, Mid, or Above grade level mastery on iReady Reading second Diagnostic. | 2023-2024<br>Second iReady Reading Diagnostic (On, Mid, or Above Grade Level)<br>K: 66%<br>1: 36%<br>2: 45% | 2024-2025 Second iReady Reading Diagnostic: (On, Mid, or Above Grade Level)<br><br>K: 66%<br>1: 41%<br>2: 49% | 2025-2026 Second iReady Reading Diagnostic: (On, Mid, or Above Grade Level)<br><br>K: 71%<br>1: 49%<br>2: 48% | 2027 Second iReady Reading Diagnostic (On, Mid, or Above Grade Level)<br>K: 85%<br>1: 65%<br>2: 70% | 2026 Second iReady Reading Diagnostic: (On, Mid, or Above Grade Level)<br><br>K: increased 5%<br>1st : increased 13%<br>2nd: increased 3% |

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| 3 | Increase of students meeting grade level standards on state and/or local assessments in mathematics. | CA Dashboard- Mathematics 2023<br>Overall - 38.91%<br>3rd Grade - 49.87%<br>4th Grade - 44.32%<br>5th Grade - 30.17%<br>6th Grade - 31.93%<br><br>District Wide:<br>All Students: 30.4 points below standard<br>English Learners: 64.7 points below standard<br>Foster Youth: 78 points below standard<br>Low Income: 53 points below standard<br>SWD: 104.6 points below standard | CA Dashboard- Mathematics 2024<br>Overall - 42%<br>3rd Grade - 47%<br>4th Grade - 45%<br>5th Grade - 36%<br>6th Grade - 38%<br><br>District Wide:<br><br>All Students: 23.5 points below standard<br>English Learners: 56.2 points below standard<br>Foster Youth: 121.3 points below standard<br>Low Income: 43.9 points below standard<br>SWD: 94.3 points below standard | CA Dashboard- Mathematics 2025<br>Overall - 42.7%<br>3rd Grade - 51.4%<br>4th Grade - 43.6%<br>5th Grade - 32.7%<br>6th Grade - 44.4%<br><br>District Wide:<br>All Students: 22.1 points below standard<br>English Learners: 55.2 points below standard<br>Foster Youth: Fewer than 11 students/data not displayed for privacy<br>Low Income: 41.2 points below standard<br>SWD: 90.3 points below standard | CA Dashboard: Mathematics 2026<br>Overall - 54%<br>3rd Grade - 65%<br>4th Grade - 59%<br>5th Grade - 45%<br>6th Grade - 46%<br><br>District Wide:<br>English Learners: 44 points below standard<br>Foster Youth: 58 points below standard<br>Low Income: 23 points below standard | CA Dashboard- Mathematics 2025<br><br>Overall - increased 3.79%<br>3rd Grade: increased 1.53%<br>4th Grade- decreased 0.72%<br>5th Grade - increased 2.53%<br>6th Grade - increased 12.47%<br><br>District Wide:<br>All Students: increased 8.3 points<br>English Learners: increased 9.5 points<br>Foster Youth: Fewer than 11 students/data not displayed for privacy<br>Low Income: increased 11.8 points<br>SWD: increased 14.3 points |
| 4 | Increase the number of student reaching On, Mid, or Above grade level mastery on Second iReady Math Diagnostic | 2024 Second iReady Math Diagnostic: (On, Mid, or Above Grade Level)<br>K: 21%<br>1: 22%<br>2: 25% | 2025 Second iReady Math Diagnostic: (On, Mid, or Above Grade Level)<br><br>K: 50%<br>1: 27%<br>2: 29% | 2026 Second iReady Math Diagnostic: (On, Mid, or Above Grade Level)<br><br>K: 55%<br>1: 33%<br>2: 30% | 2027 Second iReady Math Diagnostic (On, Mid, or Above Grade Level)<br><br>K: 75%<br>1: 45%<br>2: 55% | 2026 Second iReady Math Diagnostic: (On, Mid, or Above Grade Level)<br><br>K: increased 34%<br>1st: increased 11%<br>2nd: increased 5% |
| 5 | Increase the percentage of Reclassified Fluent English Proficient (RFEP) Students. | 2023-2024 CDE Reclassification Criteria: ELPAC, CAASPP, Local Assessments, Report Card Data,<br><br>RFEP- 85, (13.0%) of students were reclassified. | 2024-2025 CDE Reclassification Criteria: ELPAC, CAASPP, Local Assessments, Report Card Data<br><br>RFEP- 113, (18.0%) of students were reclassified as of December 2024. | 2025-2026 CDE Reclassification Criteria: ELPAC, CAASPP, Local Assessments, Report Card Data<br><br>RFEP- 109, (14%) of students were reclassified as of April 2026 | 2026-2027 CDE Reclassification Criteria: ELPAC, CAASPP, Local Assessments, Report Card Data<br><br>RFEP- 100 (16.7%) Students reclassified. | 2025-2026 CDE Reclassification Criteria: ELPAC, CAASPP, Local Assessments, Report Card Data<br><br>Increase of 24 students (1%) were reclassified |

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| 6 | Reduce the number of Long Term English Learners (LTELs). Students who are at risk of becoming LTELs - those in 6th grade that have been in the ELD programs 7 years. | 2023 - 2024 Reclassification Requirements DataQuest<br>LTELs - 44 (6.9%) of students are Long Term English Learners | 2024 Reclassification Requirements: DataQuest<br>LTELs - 29 (4.9%) of students are Long Term English Learners | 2025 Reclassification Requirements: DataQuest<br>LTELs - 38 (3.9%) of students are Long Term English Learners | 2026-2027 Reclassification Requirements: DataQuest<br>LTELs - 15 (2.5%) students are Long Term English Learners | 2025-2026 Reclassification Requirements: DataQuest<br><br>Decrease 6 students (3%) are Long Term English Learners |
| 7 | Increase the number of students scoring well developed (4) English Language Proficiency Assessment for California (ELPAC) | 2023 ELPAC Data:<br>ELPAC Score Reports<br>142 (16.78%) students scored well developed (4) on the ELPAC, District Wide | 2024 ELPAC Data:<br>ELPAC Score Reports<br>152 (17.87%) students scored well developed (4) on the ELPAC, District Wide | 2025 ELPAC Data:<br>ELPAC Score Reports<br>129 (21.9%) students scored well developed (4) on the ELPAC, District Wide | 2026-2027 ELPAC Data:<br>ELPAC Score Reports<br>160 (19%) students scored well developed (4) on the ELPAC, District Wide | 2025 ELPAC Data:<br>ELPAC Score Reports<br>129 (increase of 5.12%) students scored well developed (4) on the ELPAC, District Wide |
| 8 | Increase the number of EL students making progress toward English Language proficiency | 49.7% of EL Students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2022-2023. | 48.7% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2023-2024 | 49.1% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2024-2025 | 85% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2026-2027. | Decrease of 0.6% of EL students making progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2024-2025 |

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| 9 | Increase the number of students who have letter, sound, and number recognition at the end of the academic year. | 2024 Foundational Skill Assessment - Spring<br><br>Uppercase Letter Recognition:<br>TK: 69%<br>K: 88%<br><br>Lowercase Letter Recognition:<br>TK: 64%<br>K: 86%<br><br>Sound Recognition<br>TK: 42%<br>K: 77%<br><br>Number Recognition<br>TK: 86%<br>K: 85% | 2025 Foundational Skill Spring Assessment<br><br>Uppercase Letter Recognition<br>TK: 84%<br>K: 93%<br><br>Lowercase Letter Recognition:<br>TK: 81%<br>K: 92%<br><br>Sound Recognition<br>TK: 72%<br>K: 83%<br><br>Number Recognition<br>TK: 90%<br>K: 94% | 2025 Foundational Skill Spring Assessment<br><br>Uppercase Letter Recognition<br>TK: 89%<br>K: 96%<br><br>Lowercase Letter Recognition:<br>TK: 83%<br>K: 95%<br><br>Sound Recognition<br>TK: 75%<br>K: 87%<br><br>Number Recognition<br>TK: 93%<br>K: 97% | Foundational Skill Assessment- Spring<br>Uppercase Letter Recognition<br>TK: 75%<br>K: 92%<br><br>Lowercase Letter Recognition<br>TK:80%<br>K:91%<br><br>Sound Recognition:<br>TK:52%<br>K:88%<br><br>Number Recognition<br>TK:96%<br>K:95% | 2026 Foundational Skill Assessment- Spring<br><br>Uppercase Letter Recognition<br>TK: increase 20%<br>K: increase 8%<br><br>Lowercase Letter Recognition:<br>TK: increase 19%<br>K: increase 9%<br><br>Sound Recognition<br>TK: increase 33%<br>K: increase 10%<br><br>Number Recognition<br>TK: increase 7%<br>K: increase 12% |

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| 10 | Increase the number of 5th grade students performing at or above grade level on the California Science Test. | CAASPP scores on the California Science Test for 2023 indicated a decrease in the number of students who scored at or above proficiency (SBAC Reports). The scores are as follows:<br><br>CAASPP scores were released the summer of 2023.<br>Overall - 32%<br><br>(2023) District Wide:<br>All Students: 9.8 points below standard<br>English Learners: 18.8 points below standard<br>Low Income: 15.4 points below standard | CAASPP scores on the California Science Test for 2024 indicate the number of students who scored at or above proficiency (SBAC Reports). The scores are as follows:<br><br>CAASPP scores were released the summer of 2024.<br>Overall - 36%<br><br>(2024) District Wide:<br>All Students: 9.8 points below standard<br>English Learners: 18.8 points below standard<br>Low Income: 15.4 points below standard | CAASPP scores on the California Science Test for 2025 indicate the number of students who scored at or above proficiency (SBAC Reports). The scores are as follows:<br><br>CAASPP scores were released the summer of 2025.<br>Overall - 34.5%<br><br>2025 District Wide:<br>All Students: 53.9 science points<br>English Learners: 46.5 science points<br>Low Income: 49.7 science points | CAASPP scores, 2026<br>Overall - 50%<br><br>District Wide:<br>All Students: 2 points above standard<br>English Learners: 5 points below standard<br>Low Income: 5 points below standard | CAASPP scores on the California Science Test for 2025 indicate the number of students who scored at or above proficiency (SBAC Reports) 2024-2025 CAASPP California Science Test<br><br>CAASP Scores 2025 increased 2.5%<br><br>District Wide:<br>Due to change in science point calculations for the California Dashboard Science Indicator in 2025, unable to calculate difference from 2023 baseline. |
| 11 | Fully implement the California State Standards in core subject areas. | For 2023-2024 school year, rate of level 5 indicating full implementation on the local indicators for the California Dashboard: English Language Arts 5, mathematics 5, science 5, social studies 5. | For the 2024-2025 school year, rate of level 5 indicating full implementation on the local indicators for the California Dashboard, 2024<br><br>English Language Arts 5<br>Mathematics 5<br>Science 5<br>Social Studies 5 | For the 2025-2026 school year, rate of level 5 indicating full implementation on the local indicators for the California Dashboard, 2025<br><br>English Language Arts 5<br>Mathematics 5<br>Science 5<br>Social Studies 5 | Rate of level 5 indicating full implementation on the local indicators for the California Dashboard. | Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.<br><br>0% |

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| 12 | Access to a broad course of study. | For 2023-2024 school year, 100% of teachers have provided daily schedules which indicate access to a broad course of study. | For the 2024-2025 school year, 100% of teachers have provided daily schedules which indicate access to a broad course of study | For the 2025-2026 school year, 100% of teachers have provided daily schedules which indicate access to a broad course of study | 100% of teachers have provided daily schedules which indicate access to a broad course of study. | 100% of teachers have provided daily schedules which indicate access to a broad course of study. 0% |
| 13 | Second iReady Diagnostic: Data that supports the work of Learning Support Teachers (LST) who provide interventions for students and coaching for teachers. | 2023-2024<br>Second iReady Diagnostic<br>District Wide<br>(On, Mid, or Above Grade Level)<br>Phonological Awareness<br>K: 66%<br>1st: 41%<br>2nd: 82%<br><br>Phonics:<br>K: 58%<br>1st: 40%<br>2nd: 44%<br><br>High Frequency Words<br>K: 45%<br>1st: 51%<br>2nd: 71%<br><br>Reading Comprehension overall K-6th - 43% | 2024-2025<br>Second iReady Diagnostic<br>District Wide<br>(On, Mid, or Above Grade Level)<br>Phonological Awareness<br>K: 70%<br>1st: 49%<br>2nd: 84%<br><br>Phonics:<br>K: 63%<br>1st: 46%<br>2nd: 48%<br><br>High Frequency Words<br>K: 51%<br>1st: 57%<br>2nd: 72%<br><br>Reading Comprehension overall K-6th - 49% | 2025-2026<br>Second iReady Diagnostic<br>District Wide<br>(On, Mid, or Above Grade Level)<br>Phonological Awareness<br>K: 67%<br>1st: 50%<br>2nd: 83%<br><br>Phonics:<br>K: 63%<br>1st: 57%<br>2nd: 83%<br><br>High Frequency Words<br>K: 62%<br>1st: 59%<br>2nd: 74%<br><br>Reading Comprehension overall K-6th - 49% | 2026-2027<br>Second iReady Diagnostic<br>District Wide<br>(On, Mid, or Above Grade Level)<br>Phonological Awareness<br>K: 80%<br>1st: 59%<br>2nd: 94%<br><br>Phonics:<br>K: 73%<br>1st: 56%<br>2nd: 58%<br><br>High Frequency Words<br>K: 61%<br>1st: 67%<br>2nd: 82%<br><br>Reading Comprehension overall K-6th - 59% | Second iReady Diagnostic<br>District Wide<br>(On, Mid, or Above Grade Level)<br><br>Phonological Awareness<br>K: Increased 1%<br>1st: Increased 9%<br>2nd: Increased 1%<br><br>Phonics:<br>K: Increased 5%<br>1st: Increased 17%<br>2nd: Increased 39%<br><br>High Frequency Words<br>K: Increased 17%<br>1st: Increased 8%<br>2nd: Increased 3%<br><br>Reading Comprehension overall K-6th - Increased 6% |

# Goal Analysis for 2025-2026

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.

During the 2025–2026 school year, the District continued implementation of actions and services aligned to Goal 2 with a focus on improving student outcomes, expanding access to high-quality instruction, and addressing the academic and social-emotional needs of all students. All 18 actions were fully implemented as planned.

During the 2025–2026 school year, the District increased its investment in professional development and collaboration time to strengthen instructional practices supporting English Learners, low-income students, and Foster Youth in mastering grade-level English Language Arts standards. (Actions 2.1, 2.3 and 2.4 fully implemented) District focus on Professional Learning Communities (PLCs) and increased collaboration time have been effective in strengthening instructional alignment and data-driven decision-making across sites. Through structured collaboration, professional development opportunities such as PLC conferences, California Principals Support Network participation, and Orton-Gillingham training have improved teacher capacity and instructional consistency. These practices have contributed to more intentional instructional planning and stronger use of data to inform instruction, indicating that collaboration structures are a key driver of instructional improvement.

The District continues to provide additional California standards-based supplemental materials and textbooks to support and enhance student learning ( Action 2.2, fully implemented). These expanded instructional resources have continued to strengthen and enrich the educational program for students.

To increase student achievement, the District provided targeted intervention and instructional support for teachers, with a focus on English Learners, Foster Youth and low income students (Action 2.11, fully implemented) Learning Support Teachers (LSTs) delivered Tier 2 and Tier 3 interventions to address academic gaps and support student progress in foundational literacy skills. These actions are proving to be highly effective in helping to close achievement gaps and ensure all students receive the support they need to succeed academically. The District has seen measurable growth in foundational literacy skills among TK and Kindergarten students, in the area of sound recognition, TK increased 33% and Kindergarten increased 10% from the 2024 baseline. (Metric 2.9/Actions 2.11 and 2.16, fully implemented)

The District expanded intervention systems to better support student achievement for our unduplicated students. This included the addition of a Teacher on Special Assignment (TOSA) to increase student achievement, by providing coaching and support to teachers to strengthen instructional strategies and intervention practices in the classroom. (Action 2.11, fully implemented) The Teachers on Special Assignment (TOSA) support teachers in ELA, Math and targeted intervention, contributing to improved outcomes for English Learners, Foster Youth and low income students.

The District also increased Learning Support Teachers (LSTs) at Sulphur Springs and Pinetree, to increase student achievement, by providing coaching and support to teachers to strengthen instructional strategies and intervention practices in the classroom. (Action 2.16, fully implemented)

Teachers provided additional instructional minutes beyond the core schedule to further support English Learners, Long-Term English Learners, Foster Youth, and low-income students, including targeted small-group instruction, intervention time, and extended learning opportunities designed to strengthen foundational skills, accelerate learning, and provide timely academic support aligned to student needs. (Action 2.5, fully implemented)

The District provided targeted English Language Development (ELD) professional learning to support staff in implementing effective instructional strategies for English Learners and Long-Term English Learners (Action 2.17, fully implemented). Following the adoption of the new ELA curriculum and updated ELD instructional materials, teachers participated in comprehensive ELD-focused professional learning in August and October to strengthen implementation of integrated and designated ELD practices and support increased access to grade-level content for English Learners. The District also strengthened assessment systems by training staff to administer the ELPAC and utilizing existing personnel to conduct assessments (Actions 2.6 and 2.7, fully implemented). This improved efficiency, consistency, and student comfort during testing.

Extended learning opportunities continued through after school and summer intervention programs within the ELO-P framework, focusing on foundational literacy and mathematics skills (Action 2.8, fully implemented). These programs are designed to provide additional academic support for unduplicated students using data-driven identification of student need.

The District also collaborated with the William S. Hart Union High School District to support student transition to junior high school (Action 2.9, fully implemented). Activities such as campus visits, orientations, and math placement support helped ease student transition and increase readiness for seventh grade.

Access to technology and instructional resources remained a priority. English Learners, Foster Youth, and low-income students were provided devices to support learning (Action 2.13, fully implemented). Computer lab assistants at all sites supported technology integration by helping ensure that devices, software, and digital learning tools remained functional and accessible for students and staff, with ongoing training and coordination provided at the district level (Action 2.14, fully implemented). Additionally, Library Resource Technicians and district leadership supported equitable access to literacy resources for unduplicated students (Action 2.10, fully implemented).

The District expanded equitable access to high-quality visual and performing arts instruction by providing all materials and instruments at no cost and offering instruction during the school day from credentialed teachers (Action 2.12, fully implemented). These efforts have expanded learning opportunities for socioeconomically disadvantaged students and supported consistent access to high-quality instruction. Research consistently shows that participation in the arts is linked to increased student engagement, improved attendance, and stronger connections to school.

Inclusive practices have been a targeted focus for the 2025-2026 school year. Preschool inclusion practices were strengthened through ongoing professional development supporting integration of students with special needs into general education settings, with increasing success in students meeting IEP goals and accessing inclusive environments. (Action 2.15, fully implemented).

Finally, the District strengthened inquiry-based science instruction through the use of science lab assistants, increasing hands-on learning opportunities and supporting standards-based instruction (Action 2.18, fully implemented).

Overall, Goal 2 implementation has led to meaningful system improvements in collaboration, instructional support, and access. Across the District, all actions were implemented, with a clear emphasis on improving access to high-quality instruction, building teacher capacity, and providing differentiated supports aligned to student need.

## 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.

2.3 – There was an increased need to dedicate collaboration time and form Professional Learning Communities (PLC) at all schools to better support the academic success of unduplicated students.
2.4 - The District offered additional professional development to educators, emphasizing strategies to support unduplicated students in achieving their academic potential. Many of our teachers participated in PLC conferences and/or Orton-Gillingham training.
2.5 - The District recognized a need to expand its intensive instructional program to support unduplicated students who were not achieving their academic goals.
2.6 - The District was able to use current staff to administer the summative English Language Proficiency assessments.
2.7 - The District was able to provide additional training to staff to administer the initial English Language Proficiency Assessment.
2.8 - The District used ELOP funds to provide outside of the school year intervention. The ELOP funds were not entered when the LCAP was approved.
2.11- The District saw a need to provide supplementary educational support to unduplicated students and consequently employed an additional Teacher on Special Assignment (TOSA) this year. The TOSA delivered academic interventions to these students.
2.12 - The District identified a need to expand the VAPA program across all school sites to increase student engagement.
2.14 - The District did not anticipate a higher-than-expected need for classified support to help unduplicated students with technology and accessing educational software programs.
2.15 - The District was able to use the State Preschool program to integrate students with special needs instead of an outside organization. The need was greater than anticipated, and the District was able to integrate more students this year.
2.16 - The District had two more schools become Concentration Schools: Sulphur Springs and Pinetree. The District hired two additional Learning Support Teachers at these schools to provide more targeted intervention programs for unduplicated students.

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

The actions under Goal 2 were effective and continued to support students in achieving academic success during the 2025-2026 school year. Implementation of targeted academic interventions, professional learning, standards-aligned instructional materials, English Language Development supports, and expanded student services contributed to positive outcomes across multiple metrics. Student performance data and local assessments indicate continued growth in foundational skills, increased instructional consistency, and improved access to grade-level content.

On the California Dashboard:

There were several actions with increased academic achievement from the 2022-2023 baseline (CA Dashboard) to year two, 2024-2025 school year in the following areas:

Increase in District wide academic achievement in English Language Arts from baseline year to year two: District Wide (10.5 point increase)
-Increase in English Learner student achievement (3.1 point increase)
-Increase in Low Income student achievement ( 10.5 point increase)
-Increase in SWD student achievement (11.4 point increase)
-Foster Youth: Fewer than 11 students/data not displayed for privacy

Increase in District wide student achievement in Math from baseline year to year two: District Wide (8.3 point increase)
-Increase in English Learner student achievement (9.5 point increase)
-Increase in Low Income student achievement (11.8 point increase)
-Increase in SWD student achievement (14.3 point increase)
-Foster Youth: Fewer than 11 students/data not displayed for privacy

Professional development and collaboration have been effective in improving instructional consistency and data-driven decision-making across sites. Increased collaboration time and targeted professional learning opportunities have strengthened teacher capacity to plan instruction, analyze student data, and implement more aligned instructional practices.(Actions 2.1, 2.3 and 2.4) These efforts are reflected in overall student achievement gains on the 2025 California Dashboard. In the area of English Language Arts, the District moved from orange to green on the 2025 CA Dashboard, with an increase of 5.2 points. The District maintained student performance in the area of Mathematics, moving from green to yellow on the 2025 CA Dashboard, by maintaining 1.4 points. All student groups moved out of the red performance level in the area of English Language Arts and Mathematics on the 2025 CA Dashboard. (Metrics 2.1 and 2.3)

Supplemental instructional materials supported the development of foundational literacy and mathematics skills. This year, the District began the implementation of DeltaMath to strengthen foundational math skills through individualized practice and immediate feedback. Teachers used the platform to differentiate instruction, monitor progress, and provide targeted skill reinforcement aligned to grade-level standards. The District continued to utilize Orton-Gillingham supplementary materials to provide structured, multisensory reading support focused on phonemic awareness, decoding, fluency, and spelling. (Action 2.2) Evidence of effectiveness is reflected in student growth in foundational literacy skills since the 2023–2024 school year. Kindergarten students increased by 16% in phonological awareness and 17% in high-frequency word recognition. First grade students improved by 17% in phonics, while second grade students demonstrated significant growth of 39% in phonics. Additionally, overall reading comprehension across grades K–6 increased by 6%. (Metric 2.13) These outcomes demonstrate the positive impact of targeted literacy intervention and the District's continued focus on strengthening foundational reading skills essential for long-term academic success. On the California Dashboard, from the baseline year to year two, the District demonstrated overall growth in student academic achievement in both English Language Arts (ELA) and Mathematics. In ELA, District-wide performance increased by 10.5 points, reflecting broad gains across student groups. English Learner students increased by 3.1 points, Low Income students increased by 10.5 points, and Students with Disabilities (SWD) showed an 11.4-point increase. Data for Foster Youth is not displayed due to fewer than 11 students, in accordance with privacy requirements. In Mathematics, the District also showed positive growth, with a District-wide increase of 8.3 points from baseline to year two. English Learner students increased by 9.5 points, Low Income students increased by 11.8 points, and Students with Disabilities demonstrated the highest subgroup growth with a 14.3-point increase. Similar to ELA, Data for Foster Youth is not displayed due to fewer

than 11 students, in accordance with privacy requirements.(Metrics 2.1 and 2.3)

Learning Support Teachers providing Tier 2 and Tier 3 interventions, along with coaching for classroom teachers, have strengthened early identification of student needs and improved access to differentiated support. (Actions 2.11 and 2.16) The addition of a Teacher on Special Assignment (TOSA) and increased Learning Support Teachers (LSTs) at Sulphur Springs and Pinetree has further enhanced the District's ability to support student achievement. (Actions 2.11 and 2.16) While progress is evident compared to two years ago, current year results show more stable performance levels. On the 2025 California Dashboard, in English Language Arts, English Learners maintained 1.7 points, remaining at the orange performance level, and Low Income students increased 8.8 points moving from the orange performance level in 2024 to the yellow performance level in 2025. In Mathematics, English Learners maintained 1 point moving from the yellow performance level in 2024 to the orange performance level in 2025, and Low Income students maintained 2.7 points moving from the yellow performance level in 2024 to the orange performance level in 2025. (Metrics 2.1 and 2.3)

The District continues to offer additional instructional minutes to deliver intensive support for English Learners, Long-Term English Learners, Foster Youth and low income students to support mastery of grade level standards (Action 2.5). This action has proven highly effective as many schools saw an increase in student achievement in English Language Arts due to the additional time that students are provided instructional minutes. Canyon Springs Community School, which has the highest number of English Learners in the District, scored in the orange performance level on the 2024 California Dashboard for English Learners and increased achievement on the 2025 California Dashboard by 17.2 points, moving to the yellow performance level. Mitchell Community scored in the orange performance level on the 2024 California Dashboard for English Learners and increased achievement on the 2025 California Dashboard by 20.1 points, moving to the yellow performance level. For our low income student group, Fair Oaks Ranch Community School scored in the orange performance level on the 2024 California Dashboard for low income students, and increased achievement on the 2025 California Dashboard by 16.8 points, moving to the yellow performance level. Golden Oak Community School scored in the yellow performance level on the 2024 California Dashboard for low income students, and increased achievement on the 2025 California Dashboard by 15.8 points, moving to the blue performance level. Pinetree Community School scored in the yellow performance level on the 2024 California Dashboard for low income students, and increased achievement on the 2025 California Dashboard by 16 points, moving to the blue performance level. Overall, Long-Term English Learners demonstrated significant progress in English Language Arts, increasing by 18.2 points on the 2025 California Dashboard while remaining in the yellow performance level.

The District provided ongoing English Language Development (ELD) professional learning to strengthen instructional practices for English Learners and Long-Term English Learners. Professional development focused on the implementation of integrated and designated ELD strategies, language development aligned to grade-level standards, academic vocabulary development, student discourse, scaffolding techniques, and data-informed instruction. Following the adoption of the new ELA curriculum and updated ELD instructional materials, teachers participated in comprehensive training sessions to support effective implementation and increase student access to rigorous grade-level content. (Action 2.17). In addition, to support English Learners and meet assessment requirements, the District trained staff to administer the ELPAC (English Language Proficiency Assessments for California) and utilized existing personnel to conduct assessments (Actions 2.6 and 2.7). These actions demonstrated effectiveness through improved English Learner outcomes on the English Learner Progress Indicator. The District maintained a yellow performance level, with 49.1% of English Learners making progress on the ELPAC, maintaining performance within 0.3% of the 2024 school year. Long-Term English Learners demonstrated significant growth, reaching the blue performance level, with 64.7% of students making progress, an increase of 13% from the 2024 Dashboard. (Metric 2.8) Several schools also demonstrated notable improvement in English Learner progress. Leona Cox increased by 2.6%, moving from red to green performance status; Mint Canyon increased by 2.9%, also moving from red to green; and Sulphur Springs Community School increased by 11.2%, moving from red to yellow. In addition, the District demonstrated positive trends in English Learner reclassification and a reduction in the number of Long-Term English Learners (LTELs). Compared to the 2023/2024 baseline, 24 additional students have been reclassified as English proficient, reflecting increased effectiveness in supporting students toward language proficiency. The District also reduced the number of Long-Term English Learners by 6 students from the baseline, indicating progress in accelerating English language development outcomes. (Metrics 2.5 and 2.6) These gains reflect the positive impact of targeted ELD supports, staff training, and continued focus on effective instructional practices for English Learners. The District will continue to identify and implement targeted supports for Mitchell Community School, where 43.1% of English Learners are making progress, representing a decline of 20.5%, and the school remains in the red performance level. Continued emphasis will be placed on strengthening ELD instruction, professional learning, and targeted intervention supports to improve outcomes for all English Learners.

Extended learning opportunities were effectively implemented through the Expanded Learning Opportunities Program (ELO-P), including both summer intervention and after-school tutoring support (Action 2.8). The ELO-P program prioritizes enrollment for English Learners, Low Income, Foster Youth, and Homeless students, ensuring that unduplicated students have equitable access to extended learning support. After-school intervention provided targeted academic assistance in foundational literacy and mathematics, using data-driven identification of student needs to guide instruction. Evidence of effectiveness is reflected in student growth in foundational literacy skills since the 2023–2024 school year. Kindergarten students increased by 16% in phonological awareness and 17% in high-frequency word recognition. First grade students improved by 17% in phonics, while second grade students demonstrated significant growth of 39% in phonics. Additionally, overall reading comprehension across grades K–6 increased by 6% (Metric 2.13). These outcomes demonstrate the positive impact of extended learning and intervention support in strengthening early literacy development.
The District also effectively supported student transition to junior high school through collaboration with the William S. Hart Union High School District. All nine elementary sites participated in structured transition activities, with sixth-grade students visiting junior high campuses during the school day. These experiences provided students with direct exposure to campus environments, schedules, and expectations, supporting increased readiness and confidence for the transition to seventh grade. (Action 2.9)

Technology access and library resource support have been effective in promoting academic achievement by ensuring equitable access to instructional technology, and literacy resources. Consistent student device access has supported classroom instruction, formative assessment, and intervention systems, while library resources have strengthened foundational literacy skills and independent reading habits. Together, these supports have contributed to increased instructional access and engagement across all sites (Actions 2.10, 2.13 and 2.14) Visual and performing arts access has also been effective in expanding opportunities for students to learn how to play a musical instrument, create visual art, and participate in performances. By embedding arts instruction within the school day, all students are ensured the opportunity to engage in creative learning experiences. (Action 2.12) From the baseline year to year two, the District demonstrated overall growth in student academic achievement in both English Language Arts (ELA) and Mathematics. ELA performance increased by 10.5 points Districtwide, with gains of 3.1 points for English Learners, 10.5 points for Low Income students, and 11.4 points for Students with Disabilities. Foster Youth data is not reported due to fewer than 11 students. In Mathematics, Districtwide performance increased by 8.3 points, with gains of 9.5 points for English Learners, 11.8 points for Low Income students, and 14.3 points for Students with Disabilities. Foster Youth data is not reported due to fewer than 11 students (Metrics 2.1 and 2.3)

Inclusive practices have been effective in improving access to general education environments for preschool students with disabilities with increased progress toward IEP goals indicating positive impact. (Action 2.15) During the 2025–2026 school year, the District increased the number of preschool students with special needs fully included in general education settings to 36, an increase of 12 preschool students with special needs, from the 2024–2025 school year. This has been a very successful integration model, and will continue to be used as the District increases its inclusive practices from preschool to 6th grade for students with special needs.

The District strengthened inquiry-based science instruction through the use of science lab assistants, increasing hands-on learning opportunities and supporting standards-based instruction (Metric 2.10/Action 2.18). Science performance for all students is currently in the yellow performance level, with 53.9 points on the California Dashboard in 2025, indicating continued progress toward meeting grade-level standards. English Learners are also in the yellow performance level with 46.5 points, maintaining a 1.3-point increase from the 2024 school year. Low Income students scored in the yellow performance level with 49.7 points, maintaining a 1.0-point increase. Foster Youth data is not reported due to fewer than 11 students in the group, in accordance with privacy requirements. Overall, these results reflect steady progress in science achievement across student groups and highlight the positive impact of increased hands-on instruction and expanded access to inquiry-based learning experiences.

Overall, Goal 2 actions have been effective in improving academic achievement, strengthening instructional systems, and expanding access to high-quality learning opportunities, particularly for unduplicated students. Continued implementation and refinement of these actions are expected to further increase their impact on closing achievement gaps and accelerating student learning.

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.

Metrics 2.2 and 2.4 were adjusted from the third diagnostic assessment to the second diagnostic assessment to provide earlier and more actionable student achievement data. This change allows the District to monitor progress and inform instructional decisions in a more timely manner while maintaining alignment to the original goal.

Action 2.4 was revised to include targeted professional development focused on supporting Long-Term English Learners. This addition provides greater clarity regarding the District's planned supports and aligns professional learning opportunities with the identified needs of English Learner students.

Action 2.4 (Budget): The District has budgeted additional funding to support professional development for educators, emphasizing strategies to support unduplicated students in achieving their academic potential. Many of our teachers participated in PLC conferences and/or Orton-Gillingham training.

Action 2.8: The District has incorporated the ELOP funds into the LCAP.

Action 2.10 was revised to reflect 2023 Baseline.

Action 2.11: The District is budgeting additional supplementary educational support for unduplicated students and has added a Teacher on Special Assignment (TOSA) to the budget.

Action 2.12: In FY 2026-27, the District plans to purchase fewer musical instruments than in FY 2025-26. Since musical instruments last several years, the current need has decreased.

Action 2.14: The District is providing additional classified support in FY 2026-27 to support unduplicated students with technology and accessing educational software programs.

Action 2.15 The District has added the State Preschool Program funding (Fund 12.0) to the 2026-27 LCAP.

Action 2.17 was revised to provide more specific information regarding the implementation focus of the action. The additional detail clarifies intended outcomes and strengthens alignment between planned activities and the goal.

Action 2.17 (Budget): The District allocates resources to support English Learners and Long-Term English Learners through Learning Support Teachers providing targeted intervention. These teachers are funded under Goal 2 Action 16, which has led to a reduction in the budgeted amount for Action 2.17.

Action 2.18 was revised to specifically identify the student groups to be served, including English Learners, Low-Income students, and Foster Youth.

**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 |
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| 1 | Professional development for staff to address student learning needs. | For English Learners, long-term English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and Mathematics and/or are in need of further connection and engagement, the District will provide professional development to | $956,185.00 | Yes |

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| | | address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students. | | |
| 2 | Providing California State supplementary standards-based materials. | To mitigate learning loss, as evidenced by state and local assessments, the District will provide California State supplementary standards-based materials for English Learners, long-term English Learners, Foster Youth and Low Income students. | $623,389.00 | Yes |
| 3 | Provide collaboration time for teachers to support student learning. | To address the learning needs of English Learners, long-term English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards. | $256,120.00 | Yes |
| 4 | Provide staff professional development, conferences, and workshops to support the educational program. | To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, including targeted professional learning focused on effective instructional strategies, language development, and integrated supports for English Learners and Long-Term English Learners, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Foster Youth, and Low Income students.<br><br>This action is funded using the Learning Recovery Emergency Block Grant (LREBG). Metrics 1, 2, 3, and 4 will be used to monitor the impact of the action. This action is multiple funded and the amount of LREBG funds being used to support the action is $481,101. Research supports professional development as an effective strategy for improving teacher practice and student achievement, particularly for English Learners, Long-Term English Learners, Low-Income students, and Foster Youth. Increased teacher effectiveness is expected to improve access to grade-level instruction, reduce achievement gaps, and support improved academic outcomes for identified students. | $2,211,364.00 | Yes |
| 5 | Provide additional instructional minutes to deliver an intensive instructional program. | The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners, long-term English Learners, and Low Income students. | $1,695,700.00 | Yes |
| 6 | Support for teachers with the implementation of summative English Language Proficiency Assessment for California. | The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language. | $11,383.00 | No |
| 7 | Provide and train staff to administer the initial English Language Proficiency Assessment for California. | The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language. | $4,878.00 | No |
| 8 | Provide outside of the school year intervention and enrichment opportunities for students. | For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels. | $6,192,646.00 | No |
| 9 | Continue articulation with William S. Hart Union High School District to support | The District will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program. | $0.00 | No |

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| | students transitioning to Junior High School. | | | |
| 10 | Library Resource Technicians support student learning. | Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners, long-term English Learners, and Foster Youth students who may have limited access to literacy materials at home. | $321,884.00 | Yes |
| 11 | Teachers will provide coaching and intervention support for teachers. | To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students. | $472,357.00 | Yes |
| 12 | Implement and provide materials to support the visual and performing arts (VAPA) plan. | To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration. | $70,641.00 | Yes |
| 13 | Provide devices to enhance student learning. | The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, long-term English Learners, Foster Youth and Low Income students. | $541,720.00 | Yes |
| 14 | Provide and train Computer Lab Assistants at all sites to support student learning. | To support equitable access to differentiated instruction and access to online curricular programs, the District will provide and train Computer Lab Assistants at all sites to support low income, English Learners, and Foster Youth students in the use of technology to meet grade level standards. | $209,978.00 | Yes |
| 15 | Provide opportunities for integration for students with special needs. | Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers. | $333,130.00 | No |
| 16 | Increase student achievement by providing intervention support and coaching to teachers. | Learning Support Teachers will provide additional Tiers 2 and 3 intervention supports to English Learners, low income and Foster Youth to support academic achievement. In addition, Learning Support Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement. Research consistently supports the use of funds to implement high-dosage, targeted small group instruction, and offer intensive early reading interventions to address foundational skill gaps, and help students meet academic expectations. This action is funded using the Learning Recovery Emergency Block Grant (LREBG). Metrics 1, 2, 3, and 4 will be used to monitor the impact of the action. The amount of LREBG funds being used to support the action is $1,409,210. | $3,927,661.00 | Yes |
| 17 | Increase English Language Development for English Learners and long-term English Learners. | Teachers and Learning Support Teachers will participate in targeted professional development tha focuses on the implementation of integrated and designated ELD strategies, as well as, supporting teachers with the implementation of Orton Gillingham to assist English Learners and Long Term English Learners by making language and literacy development more explicit, structured, and accessible.<br><br>The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at 4 elementary schools: Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School. | $1,000.00 | Yes |
| 18 | Provide Science Lab Assistants to support student learning. | To support student learning (English Learners, low income, Foster Youth) and assist with preparing experiments, demonstrating procedures, and guiding students through the learning process at schools that receive concentration funding. | $117,669.00 | Yes |

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# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | All families and the broader community are welcomed and are partners in supporting the whole child. | Broad Goal |

## State priorities addressed by this goal.

5, 3

## An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District has always promoted family partnership and engagement since staff are committed to strengthening students' academic and social/emotional wellness. By continuing to promote family engagement, it supports student learning in school, which further assists with successfully transitioning them to middle and high school. Staff are committed to connecting families to schools, including students of low-income, Foster Youth, and homeless families since it creates consistency between the home and school environments.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Increase percent of families who expressed satisfaction with their opportunities to be engaged and connected with the school community. | 96%<br>23-24<br>LCAP Parent Survey | 98.4%<br>24-25<br>LCAP Parent Survey | 92.65%<br>25-26<br>LCAP Parent Survey | 98%<br>26-27<br>LCAP Parent Survey | Decrease 3.3% |

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|---|---|---|---|---|---|---|
| 2 | Increase percent of families who expressed satisfaction with their opportunities to participate in school events as per LCAP survey. | 94%<br>23-24<br>LCAP Parent Survey | 98%<br>24-25<br>LCAP Parent Survey | 98%<br>25-26<br>LCAP Parent Survey | 98%<br>26-27<br>LCAP Parent Survey | Increase 4% |
| 3 | Increase percent of families who was provided the opportunity to meet with their child's teacher regarding their needs as per LCAP survey. | 98%<br>23-24<br>LCAP Parent Survey | 99.1%<br>24-25<br>LCAP Parent Survey | 98.7%<br>25-26<br>LCAP Parent Survey | 99%<br>26-27<br>LCAP Parent Survey | Increase 0.7% |
| 4 | Increase the number of school volunteers at each school as per LCAP survey and individual school data. | The highest number of volunteers at one site for the 23-24 school year was 210. The average number of volunteers across all nine schools is 90.<br>2023-2024 Volunteer Sign-in Sheets, 2023-2024 LCAP Survey | Highest Number for One site: 481<br>Average number of volunteers across all 9 sites:174<br>24-25 volunteer sign-in sheets | Highest Number for One site: 472<br>Average number of volunteers across all 9 sites: 202<br>25-26 volunteer sign-in sheets | The highest number of volunteers at one site for the 26-27 school year was 250. The average number of volunteers across all nine schools is 100. | Highest Number for One site: increase of 262<br>Average number of volunteers across all 9 sites: Increase 112 |

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| 5 | Increase parent participation in school and District advisory groups, such as PACs, SSCs, ELACs, and DELACs. | For 2023-2024 School Year<br>PAC, between 9 and 15 participants on average at each meeting<br>SSC, 10-13 members per school site<br>ELAC, average 4-20 participants per site at each meeting<br>DELAC, between 20-30 participants<br>Sign-in Sheets, Zoom meetings, In-Person meetings | 24-25<br>PAC, between 10 and 15 participants at each meeting.<br>SSC, between 10 and 14 members per school site<br>ELAC, average 5 and 15 participants at meetings<br>DELAC, between 15-25 participants<br>Sign-in Sheets, Zoom meetings, In-Person meetings | 25-26<br>PAC, between 10 and 27 participants at each meeting.<br>SSC, between 10 and 14 members per school site<br>ELAC, average 5 and 15 participants at meetings<br>DELAC, between 15-25 participants | For 2026-2027 School Year<br>PAC, between 9 and 15 participants on average at each meeting<br>SSC, 10-15 members per school site<br>ELAC, average 10-30 participants per site at each meeting<br>DELAC, between 30-40 participants<br>Sign-in Sheets, Zoom meetings, In-Person meetings | Difference between Baseline and Mid-Year<br><br>PAC: increase of 1 for lowest attendance, increase of 7 for highest attendance<br><br>SSC: increase of 1 for highest attendance<br><br>ELAC: increase of 1 for lowest attendance, decrease of 5 for highest attendance<br><br>DELAC: decrease of 5 for lowest attendance, decrease of 5 for highest attendance |
| 6 | Increase percent of families who expressed satisfaction with their child feeling safe and secure while attending school. | 95%<br>23-24<br>LCAP Parent Survey | 96%<br>24-25<br>LCAP Parent Survey | 92.8%<br>25-26<br>LCAP Parent Survey | 98%<br>26-27<br>LCAP Parent Survey | Decrease 2.2% |
| 7 | Increase the percent of families that feel well-informed about their child's social emotional growth. | 69%<br>23-24<br>LCAP Parent Survey | 85%<br>24-25<br>LCAP Parent Survey | 85.4%<br>25-26<br>LCAP Parent Survey | 90%<br>26-27<br>LCAP Parent Survey | Increase 16.4% |

# Goal Analysis for 2025-2026

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.

Ensuring that parents and families are part of the school community continues to be a a high priority for the District. Families play a vital role in a strong school community

because they help reinforce learning and values beyond the classroom for their student(s). Their participation also builds better communication between home and school, making it easier to address challenges early and celebrate student progress. All of the actions under Goal 3 were fully implemented as planned.

There were several areas of successes under Goal 3 from the 2023-2024 school year to the 2025-2026 school year. The 2025-2026 LCAP Parent Survey showed an increase of parents expressing satisfaction with their opportunities to participate in school events, 94% (2023-2024) to 98% (2025-2026) (metric 3.2, Actions, 3.1 and 3.3, fully implemented). Research continues to show that when schools become more connected with families and a partnership between home and school increases, it translates to having positive effects on student achievement.

Families feeling that they have been provided the opportunity to meet with their child's teacher regarding student needs has continued to increase (98%, 2023-2024 to 98.7%, 2025-2026). This is important because when families feel they have meaningful opportunities to meet with their child's teacher, it strengthens trust and communication between home and school, (metric 3.3, Action, 3.1, fully implemented). Those conversations help ensure that everyone understands the student's needs, progress, and any challenges, allowing for more consistent support both in the classroom and at home. The District takes pride in the fact that Goal Setting conferences are held at the start of the school year to support in families and educators having a strong relationship from the start of the school year to the end.

The District exceeded the 3rd year target outcome for increasing the number of parents volunteering in schools, with the highest number being 472 for one school and an average across all nine schools being 202 (2025-2026) as compared to highest number was 210 and average was 90 during the 2023-2024 school year, (metric 3.4, Action 3.1, fully implemented). There is a strong focus in welcoming families in our schools since staff know that this can support academic achievement, enhance social and emotional development, increase confidence as well as increase attendance for students.

This past year has continued to show an increase in families wanting to be part of the school and District level advisory groups, such as school site councils (SSC), English Language Advisory Committees (ELAC), District English Language Advisory Committees (DELAC), and Parent Advisory Committees (PAC). During the 2025-2026 school year, there was an increase of families attending meetings as compared to the 2023-2024 school year (metric 3.5, Action 3.3, fully implemented). This past year, the Superintendent had the opportunity to increase the Parent Advisory Committee to 27 participants. School families continue to want to be involved and learn more about what is taking place in schools to support their child's academics and social/emotional wellness, (Action, 3.3, fully implemented). As that sense of access and partnership increases, families are more likely to stay engaged, advocate effectively for their child, and collaborate with teachers to improve outcomes. Ultimately, it leads to better student achievement and a more supportive school environment.

There continues to be a targeted focus on ensuring that more families of English Learner students are attending ELAC and DELAC meetings (metric 3.4). The District ensures that translation support is provided at all meetings, (Action, 3.2, fully implemented). In addition, several schools have increased their families attending ELAC meetings by combining the meetings with school events, i.e. Hispanic Heritage Celebrations, hosting Cultural Events, and showcasing student performances. The Assistant Superintendent of Educational Services, Director of Curriculum and Instruction, and the Superintendent continue to let parents know in advance of when the meetings will be held. In addition, communication is sent through ParentSquare on a regular basis. Parents that have attended DELAC meetings still request that the meetings be held on Zoom and not in person. The District has continued to support this request, (Metric 3.4, Action 3.1, fully implemented).

The Director of Curriculum and Instruction and the Educational Program Coordinator continue to focus on supporting families of English Learners (Action, 3.4, fully implemented). DELAC members shared that they have appreciated the targeted focus on reclassifying students before they leave the District and go to the high school district. District administrators have shared how they are supporting students who are English Learners to set goals to achieve reclassification. The LCAP Parent survey (2025-2026) showed that 95.4% of families that have an English Learner student expressed satisfaction that their child was receiving the supports to meet grade level standards and be reclassified.

The District held its 10th Annual Many Families One Community Family Resource Fair with the support of the Student and Family Wellness Collaborative (Actions, 3.1 and 3.5, fully implemented). This was a huge success, and it was the best attended event so far in 10 years that the event has taken place. Many families shared how appreciative they were for

the free resources that were provided to support and strengthen the entire family. The continued partnership with William S. Hart Union High School District continues to strengthen since both districts know the importance of the family network, and both districts support student success, preschool through 12th grade.

There continues to be an increase in families expressing that they feel well-informed about their child's social emotional growth (metric 3.7, 69% 2023-2024, 85.4% in 2025-2026, increase 16.4%). In addition, the Superintendent continues to share social emotional District resources for families in the Friday Update through ParentSquare. In addition, the District has increased the number of school social workers to 11.2 for the 2025-2026 school year to support English Learners, low income and Foster Youth. This is important because a child's social and emotional growth directly affects how they learn, behave, and build relationships at school. When schools share this information with families, it gives a fuller picture of the child's development beyond academics. Families can then reinforce positive skills, like managing emotions, building friendships, and coping with challenges at home.

The District needs to continue to remain intentional and continue prioritizing efforts to ensure that families have meaningful opportunities to engage with and feel connected to the school community. There was a slight decrease in reporting from the 2023-2024 (96%) school year to the 2025-2026 school year, 92.65%, (metric 3.1). Focusing on this is important because strong family engagement is closely linked to improved student outcomes, including higher achievement, better attendance, and increased motivation. When families feel connected to the school community, they are more likely to participate in their child's education and collaborate with educators to support learning and well-being.

Another area of focus for the District is ensuring that families report high levels of satisfaction with their child's sense of safety and security while attending school (metric 3.6). During the 2023-2024 school year, it was reported that 95% feel satisfied as compared to 92.8% (2025-2026). This slight decrease is important for the District to continue to monitor. This is important because a student's sense of safety is foundational to their ability to learn and thrive. When families feel confident that their child is safe and secure at school, it builds trust in the District and strengthens the home–school partnership. That confidence also supports consistent attendance and engagement, as families are more comfortable sending their children to school each day.

## 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.

3.1 - The District successfully focused on engaging families in students' education this year without hiring additional office support. The District used its current staff and redirected those funds to other needs, such as providing additional professional development for teachers.

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

The highly effective actions under Goal 3 continue to support and welcome families and the broader community as valued partners in our District, working collaboratively with staff to ensure all students receive an exemplary education. These partnerships provide meaningful benefits to students, families, the community, and District staff by promoting improved academic outcomes and enhancing social/emotional well-being. This impact is especially significant for student groups such as English Learners, Foster Youth, and students from low-income backgrounds.

Effective communication remains a top priority for families within the District. Survey results indicate that families value the District's commitment to maintaining clear and consistent communication and report high levels of satisfaction with feeling engaged and included in the school community (2025–2026 LCAP Parent Survey: 92.6% for Metric 3.1, 98.0% for Metric 3.2, and 98.7% for Metric 3.3, Action 3.1). In addition, the increased communication between home and school further increased academic achievement for low income (increase 8.8 points, ELA, increase 2.7 points, mathematics, 2025 CA Dashboard), English Learners (increase 1.7 points, ELA, increase 1.0 point, mathematics, 2025 CA Dashboard), and Homeless (increase 22.8 points, ELA, increase 11.7 points, mathematics, 2025 CA Dashboard).

The District continues to provide translation services as needed to support families of English Learners. These services help ensure that families remain connected and actively engaged in the school community, while reducing language as a barrier to participation in their child's educational program (Action 3.2). This support is essential for promoting

equitable access to information, strengthening communication between home and school, and ensuring that all families can fully understand and participate in decisions related to their child's education. In doing so, the District fosters greater trust, inclusion, and collaboration, which ultimately contributes to improved student engagement and success (English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard). Further, families shared that they were able to meet with their child's teacher (Metric 3.3, 0.7%, increase Year 2, 2026 LCAP Parent Survey), and were well informed of their child's social/emotional growth (Metric 3.7, 16.4% increase Year 2, 2026 LCAP Parent Survey). There was a slight decrease in families reporting the opportunity to be engaged from baseline year, 96%, to Year 2, 92.65%, based on 2026 LCAP Parent survey results (Metric 3.1). However, these were still strong results showing families having access to the school setting.

The District continues to prioritize efforts to remove barriers that may limit family participation and engagement, ensuring that all families have meaningful opportunities to be involved. The Director of Curriculum and Instruction, as well as, the Educational Program Coordinator continue to foster and assist families with children who are English Learners to ensure that they are receiving information and resources in a timely manner to assist their child's academic success in school (Actions 3.1 and 3.4) These intentional actions help foster authentic partnerships that strengthen and enhance the educational program for all students, including English Learners, foster youth, and students from low-income backgrounds (English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard / Long-Term English Learners, increase 18.2 points, ELA, 2025 CA Dashboard, increase 18.7 points, mathematics, 2025 CA Dashboard / Homeless Youth, increase 22.8 points, ELA, 2025 CA Dashboard, increase 11.7 points, mathematics, 2025 CA Dashboard / socio-economically disadvantaged, increase 8.8 points, ELA, 2025 CA Dashboard, increase 2.7 points, mathematics, 2025 CA Dashboard).

In addition, Action 3.1 was effective since families receive strong communication from their child's school, which directly supports increased academic achievement for all students, (increase 5.2 points in ELA and 1.4 points in mathematics from prior year 2025 CA Dashboard) English Learners (increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard), and low income (increase 8.8, ELA 2025 CA Dashboard / increase 2.7 mathematics, 2025 CA Dashboard).

During the 2025–2026 school year, families from across all schools, along with members of the broader Santa Clarita Valley community, came together to support and provide resources for families in need. The District hosted its 10th Annual Many Families, One Community Family Resource Fair on March 21, 2026, which marked the highest attendance to date and continues to be a highly successful event.

The Resource Fair offers families access to a wide range of supports, including academic resources and social-emotional wellness services, serving students from preschool through 12th grade. Translation support was also available to all families in need of this resource. In partnership with the William S. Hart Union High School District, the event reflects a shared commitment to prioritizing student wellness across both districts (Actions 3.2 and 3.5).

In addition, Action 3.5 continues to remain highly effectively since the District continues to see a decrease in chronic absenteeism rates (all students, decrease 2.5, English Learners, decrease 2.2, Homeless Youth, decrease 12.2, socio-economically disadvantaged, decrease 4.2, 2025 CA Dashboard). School staff and District social workers are intentionally focused on ensuring that the social and emotional well-being of students is nurtured with a targeted focus on English Learners, Foster Youth, Homeless Youth, and socio-economically disadvantaged students. Focusing on decreasing chronic absenteeism is important because consistent attendance is directly linked to student achievement and long-term success. When students are regularly in school, they are more likely to keep up with instruction, build foundational skills, and stay engaged in learning.

Over the past year, there has been a continued increase in family participation in school- and District-level advisory groups, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), District English Learner Advisory Committees (DELAC), and Parent Advisory Committees (PAC). During the 2025–2026 school year, attendance at these meetings increased compared to the 2023–2024 school year (Action 3.3).

In addition, the Superintendent expanded the Parent Advisory Committee to include 27 participants, further strengthening opportunities for family voice and engagement. Families continue to demonstrate a strong interest in being involved and in gaining a deeper understanding of school practices that support both academic achievement and social-emotional well-being (Action 3.3). This increased engagement contributes to higher levels of student achievement and a more connected and supportive school environment.

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 goal and actions under Goal 3 are highly effective and will continue to be implemented during the 2026–2027 school year. Staff remain focused on strengthening partnerships with all families and ensuring that families and educational partners are well informed about the high-quality work taking place across all nine schools.

These partnerships reinforce the understanding that education is a shared responsibility that extends beyond the classroom and relies on the collaborative efforts of families, educators, and the broader community. As a result, no changes have been made to the planned goal, metrics, target outcomes, or actions for the 2026–2027 school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | Increase home/school communication and engagement for families. | The District will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program. | $89,609.00 | Yes |
| 2 | Provide translation services to families of English Learners. | The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program. | $225,520.00 | Yes |
| 3 | Advisory groups will provide input to Administration in the schools' and District's plans. | Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students. | $0.00 | No |
| 4 | Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners. | To support parents of English Learners and long-term English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in goal 2 action 4. | $0.00 | Yes |
| 5 | Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families. | To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness. | $22,711.00 | Yes |

# Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. | Broad Goal |

## State priorities addressed by this goal.

6, 5, 8

## An explanation of why the LEA has developed this goal.

Sulphur Springs Union School District staff know the importance of creating a school climate where all students, including English Learners, Foster Youth, and Low Income, feel connected and safe, while receiving an outstanding educational program. Staff focus on maintaining high standards for students while also fostering positive relationships between staff and students, which further assists students achieving social, emotional, and academic success.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | Decrease student suspension rate. | 2023 CA Dashboard<br>District wide 1.9%<br>English Learners 3.4%<br>Socioeconomically Disadvantaged 2.4%<br>Hispanic 2.3%<br>Students with Disabilities 2.3% | 2024 CA Dashboard<br>District Wide 1.4%, decline 0.5<br>English Learners 0.7%, decline 2.7<br>Socioeconomically Disadvantaged 1.5%, decline 0.9<br>Hispanic 1.3%, decline 0.9<br>Students with Disabilities 1.6%, decline 0.7 | 2025 CA Dashboard<br>District Wide 1.9%, increase 0.5<br>English Learners 0.9%, increase 0.2<br>Socioeconomically Disadvantaged 1.8%, increase 0.3<br>Hispanic 1.7%, increase 0.4<br>Students with Disabilities 2.7%, increase 1.1 | 2027 CA Dashboard<br>District wide 0.5%<br>English Learners 0.4%<br>Socioeconomically Disadvantaged 0.4%<br>Hispanic 0.3%<br>Students with Disabilities 0.3% | District Wide 0%<br>English Learners Decrease, 2.5%<br>Socioeconomically Disadvantaged Decrease, 0.6%<br>Hispanic Decrease, 0.6%<br>Students with Disabilities increase, 0.4% |
| 2 | Maintain expulsion rate. | 0%<br>23-24 CALPADS | 0%<br>24-25 CALPADS | 0%<br>25-26 CALPADS | 0%<br>26-27 CALPADS | 0% |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Increase the number of students feeling safe while attending school. | 86%<br>23-24<br>LCAP Student Survey | 86%<br>24-25<br>LCAP Student Survey | 91.2%<br>25-26<br>LCAP Student Survey | 95%<br>26-27<br>LCAP Student Survey | increase 5.2% |
| 4 | Increase the number of students that look forward to coming to school each day. | 78%<br>23-24<br>LCAP Student Survey | 79.5%<br>24-25<br>LCAP Student Survey | 84.8%<br>25-26<br>LCAP Student Survey | 90%<br>26-27<br>LCAP Student Survey | increase 6.8% |
| 5 | Increase the number of staff feeling safe at school. | 71%<br>23-24<br>LCAP Survey | 88%<br>24-25<br>LCAP Survey | 88.05%<br>25-26<br>LCAP Survey | 90%<br>26-27<br>LCAP Survey | Increase 17.05% |
| 6 | Increase percent of teachers who expressed satisfaction with their opportunities to be engaged and connected with the school community. | 80%<br>23-24<br>LCAP Staff Survey | 97.1%<br>24-25<br>LCAP Staff Survey | 94%<br>25-26<br>LCAP Staff Survey | 90%<br>26-27<br>LCAP Staff Survey | Increase 14% |

# Goal Analysis for 2025-2026

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.

Sulphur Springs Union School District staff recognize the importance of fostering a school climate in which all students, including English Learners, Foster Youth, and Low-Income students, feel connected, supported, and safe while receiving a high-quality educational program. Staff are committed to maintaining high academic expectations while cultivating positive relationships between staff and students, thereby supporting students' social, emotional, and academic success. Actions 1 through 8 were fully implemented as planned.

The supportive environment provided to students encouraged them to look forward to coming to school each day and promotes a strong sense of belonging and engagement. (2025-2026, LCAP student survey 91.2%, increase 5.2% from baseline, Metric 4.4, Action 4.1, fully implemented). As a result, these efforts contribute to improved student behavior

outcomes, including a decrease in suspension rates (English Learners, decrease 2.5%, socio-economically disadvantaged, decrease 0.6%, Hispanic, decrease 0.6%, students with disabilities, decrease 0.4%, 2025 CA Dashboard, Metric 4.1) and the continued goal of maintaining zero expulsion rates, while supporting students' social, emotional, and academic success (2025 CA Dashboard, Metric 4.2 / English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard / Long-Term English Learners, increase 18.2 points, ELA, 2025 CA Dashboard, increase 18.7 points, mathematics, 2025 CA Dashboard / Homeless Youth, increase 22.8 points, ELA, 2025 CA Dashboard, increase 11.7 points, mathematics, 2025 CA Dashboard / socio-economically disadvantaged, increase 8.8 points, ELA, 2025 CA Dashboard, increase 2.7 points, mathematics, 2025 CA Dashboard). These outcomes are further supported by proactive practices such as clear expectations, consistent behavioral supports, social-emotional learning, and early intervention strategies that address student needs before issues escalate, (Action 4.2, 4.3, 4.5, fully implemented).

The District increased its funding by providing additional supports with positive behavior programs to strengthen a proactive, preventive approach to student development and school climate, rather than relying primarily on reactive discipline for English Learners, low income and Foster Youth students. This has been proven successful as evidenced by a slight increase in suspension rates and zero expulsion rates (Metrics 4.1 and 4.2, Action 4.6, fully implemented). Suspension rates will continue to be monitored.

Increased funding during the 2025-2026 school year also allowed schools to expand access to mental health supports, counseling services, and behavior intervention specialists. These resources help address student needs early, reducing the likelihood that challenges escalate into more serious disciplinary incidents. With the addition of one school social worker, the District currently has 11.2 school social workers supporting and strengthening the social-emotional wellness of students, with a focus on English Learners, Foster Youth, Homeless, and socio-economically disadvantaged students (Actions 4.2, 4.3, and 4.5, fully implemented). With the increase in funding for positive behavior programs and mental health supports such as additional school social worker and behavior intervention specialists, supports safer, more inclusive school environments at all nine schools where students (English Learners, low income, Foster Youth and students with special needs) are better equipped to succeed socially, emotionally (Actions 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, fully implemented as planned), and academically (English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard / Long-Term English Learners, increase 18.2 points, ELA, 2025 CA Dashboard, increase 18.7 points, mathematics, 2025 CA Dashboard / Homeless Youth, increase 22.8 points, ELA, 2025 CA Dashboard, increase 11.7 points, mathematics, 2025 CA Dashboard / socio-economically disadvantaged, increase 8.8 points, ELA, 2025 CA Dashboard, increase 2.7 points, mathematics, 2025 CA Dashboard / students with disabilities, increase 9.1 points, ELA, and 2.7 points, mathematics, 2025 CA Dashboard).

The District also saw a decrease in the chronic absenteeism rate as reflected on the 2025 CA Dashboard (decrease 2.5 from baseline, Action 4.5, fully implemented). With the supports of the school social workers, the following students decreased in chronic absenteeism: English Learners, decrease 2.2 / Long- Term English Learners, decrease 0.8% / Homeless Youth, decrease 12.2 / socio-economically disadvantaged, decrease 4.2, students with disabilities, decrease 3.3 as reflected on the 2025 CA Dashboard. School social workers support in reducing barriers that may interfere with English Learners, low income and Foster Youth coming to school each day such as health concerns, transportation challenges, housing instability, mental health needs, or disengagement from school. The District's social workers are uniquely positioned to identify and address these root causes by connecting students and families with appropriate resources and supports.

It is important that both staff and students feel safe while attending school because safety is fundamental to a healthy, effective learning and working environment (Metrics 4.3 and 4.5). Both students and staff showed an increase of feeling safe while attending and learning at school as evidenced by the student and staff 2025-2026 LCAP Survey (students, increase 5.2% from baseline / staff, increase 17.05% from baseline).

When students feel safe, they are more able to focus on learning, participate in classroom activities, and build positive relationships with peers and staff. A secure environment supports attendance, engagement, and overall academic achievement, while reducing anxiety and behavioral disruptions (Metric 4.3).

For staff, feeling safe is essential to their ability to effectively deliver instruction and support students. A safe workplace allows educators and school personnel to concentrate on teaching, building relationships, and responding to student needs without distraction or concern for personal well-being. This also supports staff retention and job satisfaction (Metric 4.5).

Ensuring that teachers feel satisfied with opportunities to be engaged and connected to the school community is important because it directly influences teacher effectiveness, retention, and the overall quality of the educational environment. The 2025-2026 LCAP Staff Survey reflected an increase of 14% from baseline (80%) of teachers expressing satisfaction with their opportunity to be engaged and connected with the school community (Metric 4.6). Teachers who feel connected and supported are more motivated and better equipped to create positive classroom environments. This contributes to stronger instruction, more responsive teaching practices, and improved student outcomes both academically and behaviorally (Metrics 4.1 and 4.2 / English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard / Long-Term English Learners, increase 18.2 points, ELA, 2025 CA Dashboard, increase 18.7 points, mathematics, 2025 CA Dashboard / Homeless Youth, increase 22.8 points, ELA, 2025 CA Dashboard, increase 11.7 points, mathematics, 2025 CA Dashboard / socio-economically disadvantaged, increase 8.8 points, ELA, 2025 CA Dashboard, increase 2.7 points, mathematics, 2025 CA Dashboard).

## 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.

4.2 The District was able to expand counseling services available to all students to support their engagement in the academic program.
4.4 - Unduplicated students were provided with additional behavioral services to enhance engagement and facilitate access to their primary educational program.
4.5 - The District increased social-emotional support for unduplicated students by adding one more Social Worker. The supplementary Social Workers were dedicated to addressing obstacles that hinder students from fully benefiting from their educational experience.
4.6 - There was an increase in expenditure on Positive Behavioral Programs (Capturing Kids Heart) to enhance the participation of unduplicated students within the school environment.
4.8- The District experienced a higher-than-anticipated need to hire additional behavior intervention specialists for the Special Education student population.

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

All the actions outlined under Goal 4 were effective and continue to support high levels of student learning by maintaining rigorous academic expectations while fostering strong, positive relationships between staff and students, thereby promoting students' social, emotional, and academic success. Students reporting positive relationships and safety (increase of 5.2% 2026, LCAP student survey, Metric 4.3) while attending school was reflected on the 2025-2026 LCAP student surveys.

There was a 6.8% increase in the number of students looking forward to coming to school each day as compared to the 2023-2024 baseline (Metric 4.4, Actions 4.1, 4.4, 4.7 and 4.8). In addition, English Learners, low income, and homeless students' connectedness and access to the core program was greatly supported and effective since there was an academic achievement increase as reflected on the 2025 CA Dashboard, Actions 4.4 and 4.5, (English Learners 17.2 point increase, ELA and 17.0 point mathematics increase / low income 11.1 point increase ELA, and 8.2 point increase, mathematics / homeless 57.0 point increase, ELA, mathematics 11.9 point increase).

In addition, students continue to report that they feel safe while attending school as reflected on the 2025-2026 student LCAP survey (5.2% increase, Action 4.1). Actions 4.1, 4.4, 4.7, and 4.8 will remain a priority, as ensuring that students feel safe and connected on campus is essential to creating a supportive environment where effective teaching and learning can occur. A strong sense of safety fosters engagement, well-being, and the conditions necessary for students to achieve academic success.

Providing continued access to counseling services and social workers is essential to supporting students' overall well-being and academic success, especially for students that are English Learners, Foster Youth, Homeless, and socio-economically disadvantaged. These supports help address social, emotional, and behavioral needs that can impact learning, allowing students to better engage in the classroom (Actions 4.2, 4.3, and 4.5). Canyon Springs continues to demonstrate improvement from baseline year 2023 to 2025 on suspension rate (English Learners 2.3% (2023) 1.0% (2025) / SED 3.6% (2023) 1.8% (2025) as well as maintaining 0% expulsion rate from 2023 to 2025 (Action 4.3, Metrics 4.1, and 4.2).

The 2025-2026 Parent Survey reflected a 96.3% agreement that mental health and social/emotional supports were provided to their child as needed. In addition, the 2025-2026 LCAP Student Survey showed that 89.15% of students felt that they could trust an adult on campus if they were having personal problems. District staff understand that by students having access to trained professionals also supports early identification and intervention for challenges such as stress, anxiety, and/or trauma. Additionally, counseling and social work services strengthen connections between school, home, and community resources, creating a more comprehensive support system for students.

Additionally, social workers greatly supported a decrease in chronic absenteeism for English Learner students (decrease 2.2), Long-Term English Learners (decrease 0.8), Homeless Youth (decrease 12.2), and socio-economically disadvantaged students (decrease 4.2), as reflected on the 2025 CA Dashboard (Actions 4.2, 4.3, and 4.5). By students being engaged and attending school on a regular basis supported increased academic achievement: English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard / Long-Term English Learners, increase 18.2 points, ELA, 2025 CA Dashboard, increase 18.7 points, mathematics, 2025 CA Dashboard / Homeless Youth, increase 22.8 points, ELA, 2025 CA Dashboard, increase 11.7 points, mathematics, 2025 CA Dashboard / socio-economically disadvantaged, increase 8.8 points, ELA, 2025 CA Dashboard, increase 2.7 points, mathematics, 2025 CA Dashboard.

By having positive behavior programs at each of the schools promotes students feeling connected and supports students having strong relationships with staff (Action 4.6). Students shared that 91.2% of them look forward to coming to school each day, and 92% felt that they receive encouragement from their teacher to do well in school (2025-2026 LCAP Student Survey). Students that have positive behavior programs in school and look forward to attending school each day has a positive impact on student achievement: English Learners, increase 1.7 points, ELA, 2025 CA Dashboard, increase 1.0 mathematics, 2025 CA Dashboard / Long-Term English Learners, increase 18.2 points, ELA, 2025 CA Dashboard, increase 18.7 points, mathematics, 2025 CA Dashboard / Homeless Youth, increase 22.8 points, ELA, 2025 CA Dashboard, increase 11.7 points, mathematics, 2025 CA Dashboard / socio-economically disadvantaged, increase 8.8 points, ELA, 2025 CA Dashboard, increase 2.7 points, mathematics, 2025 CA Dashboard. By ensuring that students have a strong sense of safety and connection to school, promotes student engagement and well-being, which in turn creates the conditions necessary for academic success.

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

Additional behavior intervention supports and a social worker were added to Goal 4; however, no corresponding changes were made to the associated actions. The metrics and actions outlined under Goal 4 strongly support the social-emotional well-being and academic success of English Learners, Foster Youth, Homeless students, and socioeconomically disadvantaged students.

Action 4.1: California Healthy Kids' surveys was removed since the student LCAP survey is used to report positive relationships and safety.

Action 4.2: The District is expanding counseling services to all students to support their participation in their academic program.

Action 4.5: The District is increasing social-emotional support for unduplicated students by adding one more Social Worker. The supplementary Social Worker is dedicated to addressing obstacles that hinder students from fully benefiting from their educational experience.

Action 4.8: Special education students was changed to students with Individualized Education Programs to support person first language.

**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 | Students reporting positive relationships and safety. | Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student LCAP surveys. Teachers will promote social and emotional learning into their curriculum to help students develop self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. | $0.00 | No |
| 2 | Counseling Services for Students in need. | To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school. | $249,991.00 | No |
| 3 | Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income. | The 2023 CA Dashboard shows a red performance level in school climate, suspension rate, for Canyon Springs Community School.<br>The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School.<br>To further support with removing barriers for unduplicated students from accessing their academic program, the District will provide additional counseling services to support social/emotional wellness and academic success in school. | $12,733.00 | Yes |
| 4 | Strengthen student connectedness and access to the core program. | To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students, English Learners, low income, and Foster Youth, in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program. | $336,134.00 | Yes |

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| 5 | Social Workers will provide services and resources to low income, Foster Youth, and homeless students. | To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services. | $1,235,147.00 | Yes |
| 6 | Positive Behavior Programs that promote student engagement. | To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students: English Learners, low income, and Foster Youth. | $25,500.00 | Yes |
| 7 | Promote school climate to enhance student connectedness and increase academic success. | To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement. | $0.00 | No |
| 8 | Strengthen student connectedness and access to the core program for students. | To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist students with Individualized Education Programs to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to students with IEPs who require behavioral intervention per their IEP. | $1,753,508.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $9,828,296.00 | $640,112.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 16.76% | 0.00% | $0.00 | 16.76% |

**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 #(s) | 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 |
|---|---|---|---|
| Goal 1 Action 6 | After reviewing the 2023 California Dashboard for chronic absenteeism, the following student groups scored in the orange performance indicators: English Learners, Homeless, and socioeconomically disadvantaged These student groups are not engaged based on the 2023 CA Dashboard and the data from Attention2Attendance (A2A) monitoring system.<br><br>The chronic absenteeism rate for all students is 19.6%. The chronic absenteeism rate for:<br>- English Learners is 20.4%, 0.8% higher than all students.<br>-Homeless is 30.8%, 11.2% higher than all students.<br>-Socioeconomically Disadvantaged is 24.4%, 4.8% higher than all students.<br><br>Educational Partners shared the need to continue to provide social workers at school sites to focus on supporting students who are not attending school daily and on time. | The data under chronic absenteeism demonstrated the need for additional supports in schools to address this area. The need for additional social workers to support with removing barriers that may be interfering with students accessing their academic program is still needed to reduce the chronic absenteeism rate. Further, it was found that for the English Learner students, some of their families were unable to communicate with the school teachers and personnel due to language barriers and were not being familiar with the school system and how to access resources. The current communication tool that is in place, ParentSquare, greatly supported the District's work with communicating to families to support the re-engagement of low income, foster youth, and English Learner students to further support their attendance and learning.<br><br>The action is being provided on an LEA-wide basis since all students can benefit from the social emotional support that is provided by social workers to address mental health services and supports to remove barriers that may be interfering with students attending school daily and on time. | Goal 1: Metric 5 |
| Goal 1 Action 7 | The 2023 CA Dashboard reflected a red indicator in chronic absenteeism at the following elementary schools: Canyon Springs Community School and Leona Cox Community School. Both schools show students that are socioeconomically disadvantaged are in the red performance levels. Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time. | Additional Social Worker time will be allocated to Canyon Springs Community School and Leona Cox Community School to support and partner with families in identifying and removing barriers that may interfere with students attending school daily and on time.<br><br>This action is principally directed toward addressing the needs of low-income students at these sites, who are disproportionately represented among students experiencing chronic absenteeism. Because this action will be implemented on a school wide basis, it will also support other student groups identified in the red performance level for chronic absenteeism, including students with disabilities and Hispanic students at Canyon Springs, and students with disabilities, Hispanic, and White students at Leona Cox Community Schools. | Goal 1, Metric 5 |

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| Goal 2 Action 1 | Local data indicate that unduplicated students, English Learners, long-term English Learners, Foster Youth, Homeless, and low income are in need of additional academic supports from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum. | An increased focus on aligned assessments to monitor progress will be implemented with researched-based professional development for all teachers focused on meeting the needs of unduplicated students, English Learners, long-term English Learners, Foster Youth, and homeless students. In addition, teachers will attend professional development trainings to learn how to analyze data to target students that need intervention support and differentiated instruction.<br><br>Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for students through Orton-Gillingham. For English Learners, long-term English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will continue to provide professional development to address academic and social/emotional needs.<br><br>The actions are provided on an LEA wide basis so that all students are provided instruction from teachers that have been trained on how to address learning needs of students in English Language arts and mathematics. Professional development for teachers plays a vital role in their development and effectiveness of meeting students' needs. Professional development helps teachers develop the knowledge, skills, and strategies needed to enhance student learning outcomes and academic success. | Goal 2, Metrics 1 and 3 |

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| Goal 2, Action 2 | Unduplicated students are in need of additional strategies to access curriculum and increase achievement. Data from state, local and curriculum based assessments show that this student group is performing at lower levels than grade level peers. | Providing research-based supplementary materials to unduplicated students will support an increase in student achievement and provide students who are performing below grade level learning and enrichment opportunities as evidenced by local and state assessments.<br><br>To mitigate learning loss and increase the number of unduplicated students mastering grade level standards, the District will provide California State supplementary standards-based materials for English Learners, long-term English Learners, Foster Youth and low income students. This will support an increase in student achievement and provide at-risk students learning and enrichment opportunities as evidenced by local and annual state assessments.<br><br>The actions are provided on an LEA wide basis since all students will benefit from being provided supplementary standards-based materials to mitigate any learning gaps and assist students with achieving grade level mastery in English Language arts and mathematics. Further, supplementary materials enriches the learning experience for all students and supports differentiation and personalized learning, enhances engagement and motivation, and prepares students for success. | Goal 2, Metrics 1 and 3 |
| Goal 2 Action 3 | The District's state and local data indicates that unduplicated students, including long-term English Learners, are achieving at lower levels than their grade level peers and may have difficulty accessing the curriculum. To address this identified need, unduplicated students, including Long Term English Learners, will benefit from differentiated, scaffolded instruction and targeted academic supports that improve access to rigorous grade-level curriculum. | Teachers will engage in ongoing collaboration to monitor progress of unduplicated students, including long-term English Learners, through data analysis, plan instruction, and provide intervention during collaboration. Implementation of this strategy will enable teachers to plan specific lessons to meet the individual needs of students which will increase achievement as evidenced by local, state and curriculum based assessments. To monitor this, research shows that collaboration amongst teachers improves student achievement.<br><br>This action is being implemented on an LEA wide basis to assist all students since teacher collaboration promotes professional growth, improves teaching practices, supports student achievement, fosters a positive school culture, and enhances the overall effectiveness of education. By having teachers work together to analyze student data, assess learning outcomes, and evaluate instructional approaches, they can identify areas for improvement and implement evidence-based strategies to enhance student learning that will have a direct impact on students achieving grade level mastery. | Goal 2, Metrics 1 and 3 |

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| Goal 2, Action 4 | Local data indicates that unduplicated students that are not meeting grade level expectations are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum. | Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for unduplicated students through Orton-Gillingham. For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will continue to provide professional development to address academic and social/emotional needs. An increased focus on aligned assessments to monitor progress will be implemented with researched-based professional development for all teachers focused on meeting the needs of English Learners, Foster Youth, and homeless students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments.<br><br>This action is being provided on an LEA wide basis since all students should have access to teachers that are provided high quality professional development to support their educational needs both academically and socially. Professional development will also be tailored to meet the diverse needs of all learners which will further support student achievement. | Goal 2, Metrics 1 and 3 |
| Goal 2 Action 5 | The following students, English Learners, long-term English Learners, Foster Youth, and low income, have shown a need to have additional instructional minutes provided to further support their mastery of the English language and achievement toward grade level standards. | Teachers will provide additional minutes of instruction to support the unduplicated student groups, including long-term English Learners. Students will be provided additional intervention support as well as a focus on strengthening their phonological awareness and learning of the English language rules to support English proficiency.<br><br>This action will be provided on an LEA wide basis since all students greatly benefit academically as well as socially from additional instructional minutes. Additional instructional time with teachers benefits students by increasing learning opportunities and improving academic achievement. Teachers are able to provide targeted support and intervention, and offer enrichment and extension opportunities, as well as, personalize learning experiences for students. By investing in additional instructional time, teachers can enhance student learning outcomes and promote success for all students. | Goal 2, Metrics 1 and 3 |

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| Goal 2, Action 10 | During educational partner meetings, it was shared that parents of unduplicated students, including long-term English Learners, have difficulty accessing community resources. Unduplicated students and long-term English Learners may not be able to access community supports such as public libraries due to transportation and child care concerns.<br><br>There is a need for English Learners, long-term English Learners, Foster Youth, and low income students to have access to library resources. | The District will continue to provide unduplicated students and long-term English Learners access to libraries to continue to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning.<br><br>The District's school Library Resource Technicians assist unduplicated students, including long-term English Learners, with access to not only literature, they also support low income, Foster Youth, English Learners, and long-term English Learners access to technological resources, assisting them to find additional resources to assist their learning. For unduplicated students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school Library Resource Technicians partner with the computer lab assistants by working to close the digital divide, and provide support with the use of technology in accessing additional educational resources to accelerate student learning. In addition, the school Library Resource Technicians continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. The District expects students to show an increase in achievement in English Language Arts and language acquisition as evidenced by state and local assessments.<br><br>The action is provided on an LEA wide basis since all students benefit greatly from having access to libraries and the support of the library resource technician. Libraries are critical in promoting literacy, supporting academic success, encouraging lifelong learning among students, developing critical thinking skills, stimulating creativity and imagination, supporting technology skills, facilitating social interaction, and promoting inclusion and equity for all students. | Goal 2, Metrics 1 and 3 |

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| Goal 2, Action 11 | Due to low achievement levels in English Language Arts (EL -42.2 DFS, FY -81.7 DFS, Low Income -26.2 DFS) and mathematics (EL -64.7 DFS, FY -78 DFS, Low Income -53 DFS) for unduplicated students, there is a need to provide coaching and support to teachers when instructing students of low income, Foster Youth, and English Learners. These student groups have a greater risk of school failure due to several factors. Feedback from Educational partners have shared that some unduplicated students may not have access to additional support with their education, have parents that need to work multiple jobs and/or have difficulty with acquiring the English Language. | In order to continue to target academic achievement of English Learners, Foster Youth, and low income students, Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who received coaching support have developed and refine skills to address unduplicated students. Further, instructional coaching may support equitable treatment of students in the educational setting. Teachers on Special Assignment (TOSAs) will continue to be provided to coach teachers in support of instruction and intervention with unduplicated students. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments.<br><br>This action is being provided on an LEA wide basis since all students benefit significantly if the classroom teachers have access to Teachers on Special Assignment (TOSAs). TOSAs are important because they provide individualized support, professional development, mentorship, and instructional improvement that greatly leads to improving student outcomes. TOSAs is essential in promoting continuous improvement and excellence in teaching and learning that further supports students educational programs. | Goal 2, Metrics 1 and 3 |
| Goal 2 Action 12 | Students who are socio-economically disadvantaged in the District continue perform below grade level in English Language Arts and mathematics. There is a need to provide enrichment activities to further support student engagement in the instructional program. | To ensure socio-economically disadvantaged students receive opportunities to develop creativity and innovative practices to further support their academic achievement, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration. Research has shown that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Learning a musical instrument also improves how the brain understands human language, which can help students accelerate learning.<br><br>This action will be implemented on an LEA wide basis for all students since VAPA promotes creative expression, cognitive development, emotional intelligence, cultural awareness, communication skills, teamwork, confidence, and self-esteem which leads to increased student performance. By integrating visual and performing arts into the curriculum, students will be provided a well-rounded education that nurtures their artistic talents, fosters their creativity, and enriches their lives to further develop the whole child. | Goal 2, Metrics 1 and 3 |

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| Goal 2, Action 13 | Following a review of District data, it showed a need that English Learners, long-term English Learners, Foster Youth, and low income students have disproportionately less access to technology when compared to their grade level peers and therefore have a need for access to technology resources to support their educational program. Students who are continuing to participate in online independent study are also in need of electronic devices and wifi. In addition, additional devices were provided to students who need additional practice with online instructional programs and were provided devices to take home. Further, English Learners who were new to the county were also provided devices to take home to support their learning of the English language and increase access to their online intervention programs. | Considering the need to ensure that unduplicated students, including long-term English Learners, receive instruction that includes 21st century skills and practices, additional devices are provided to support English Learners, long-term English Learners, Foster Youth, and low income students to eliminate that digital divide. Furthermore, assisting students in the use of technology is critical in preparing them for college and career development. To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, long-term English Learner, Foster Youth, and low income student. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments.<br><br>By providing this action on an LEA wide basis promotes student engagement and motivation for all students, and supports differentiated instruction. Further, all students will have access to information and resources, and technology facilitates collaboration and communication which promotes critical thinking and problem-solving skills as well. All students having access to technology prepares them for the digital age, fosters creativity and innovation, ensures accessible learning, and connects classroom learning to real-world relevance. | Goal 2, Metrics 1 and 3 |
| Goal 2, Action 14 | District data shows that English Learners, Foster Youth, and low income students have disproportionately less access to technology when compared to their grade level peers. Students who are continuing to participate in online independent study are in need of electronic devices and wifi. There is a need for Computer Lab Assistants to support unduplicated students with the use of devices to access their educational program both in school and in the home. | Assisting students in the use of technology is critical in preparing them for college and career development. To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, Foster Youth, and low income student. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments.<br><br>This action is being provided LEA wide for all students since computer lab assistants play an essential role in supporting students by providing technical support, instructional assistance, and individualized guidance. Computer Lab Assistants help create a positive and inclusive learning environment where students can develop essential technology skills that further supports learning and mastery of grade level standards. | Goal 2, Metrics 1 and 3 |

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| Goal 2 Action 16 | Teachers need coaching and support when instructing students of low income, Foster Youth, and English Learners. These student groups have a greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English Language.<br><br>All students in grades 3-6 on the 2023 state test for English Language Arts scored 5.3 points below standard. The following students groups scored well below 5.3 points:<br>-English Learners 42.2 points below standard for ELA.<br>-Low Income 26.6 points below standard for ELA.<br>-Foster Youth 81.7% points below standard for ELA.<br><br>Educational Partner feedback from staff and parents stated that the need for Learning Support Teachers to support students that are not mastering grade level standards is greatly needed for English Learners, Foster Youth, and low income students. | Learning Support Teachers will continue to coach teachers in support of instruction and intervention with unduplicated students. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. In addition, Learning Support Teachers will provide additional Tier II and Tier III intervention supports to unduplicated students to support academic achievement.<br><br>In order to continue to target academic achievement of English Learners, Foster Youth, and low income students, Learning Support Teachers will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who received coaching support have developed and refine skills to address unduplicated students. Further, instructional coaching may support equitable treatment of students in the educational setting.<br><br>The action is being provided on an LEA-wide basis since all students will greatly benefit from teachers that are targeting phonological awareness and mastery of foundational literacy skills necessary to achieve grade level achievement in English Language Arts. | Goal 2, Metrics 1, 3, and 13 |

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| Goal 2 Action 18 | The 2024 California Dashboard reflected a need in students meeting grade-level standards on the Science assessment. The California Science Test indicated low performance at Canyon Springs Community School, Leona Cox Community School, Valley View Community School, Mitchell Community School, Mint Canyon Community School, and Fair Oaks Ranch Community School.<br><br>The 2024 California Science Test indicated lower achievement rate for English learners and low income students as compared to all students. English learners were 18.8 points below standard and low-income students were 15.4 points below standards compared to all students who were 9.8 points below standard. Due to this disparity there is an identified need to support English learners, foster youth, and low-income students with mastering grade level science standards. | To support English learners, foster youth, and low-income students with accessing the science curriculum, the district will provide a science lab technician at Canyon Springs Community School, Leona Cox Community School, Valley View Community School, Mitchell Community School, Mint Canyon Community School and Fair Oaks Ranch Community School. The science lab technicians will provide a role in supporting smaller group instruction, reinforcing science concepts, providing a safe space for students to ask questions which allows students to build confidence, making science more accessible and building both competence and confidence in students.<br><br>This action is being implemented schoolwide, ensuring that all students benefit from enhanced science instruction designed to support their success in meeting grade-level standards on the science assessment. | Goal 2, Metric 10 |
| Goal 3, Action 1 | A review of the 2023-2024 LCAP surveys indicated that there is a continued need for families to have access to resources, such as access to school social workers, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. Survey data indicated that families need increased information on how to access support for unduplicated students, and to access resources, such as basic needs, clothing, food, as well as, providing assistance to parents. This will increase families' access to additional academic support for students provided at each of the schools in the District. In addition, unduplicated students need ongoing support for academics and social emotional well-being to address limited access to curriculum and supports due to limited parental and community based supports. | The schools with higher populations of unduplicated students have additional staff to support families with unduplicated students' family engagement, such as providing parent training classes to support their child, family math nights, and family literacy nights. Data from the use of ParentSquare and other communication tools have proven to be very useful for English Learners and low income families. This increase in communication and engagement will support student outcomes, both academically and socially/emotionally. Research shows that families who are feeling more supported and connected to the District will have a direct impact on student engagement and learning.<br><br>The action is being provided on an LEA wide basis since all students greatly benefit from their families having access to resources that the schools can provide to further strengthen home school connection. Further, all students benefit by the District promoting parental involvement since this directly leads to student success. It is essential that schools build trust with families and create partnerships that enhance family-school relationships. By fostering open, respectful, and collaborative communication, schools can create a supportive and inclusive learning environment where every student can thrive. | Goal 2, Metrics 1 and 3 |

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| Goal 3, Action 5 | There is a need to ensure that families of low income and Foster Youth students have access and awareness to community services in the District and the Santa Clarita Valley. Some of the families may not have access to social/emotional resources and/or academic resources. Although there are many challenges for low-income families to access adequate social/emotional and academic resources , some of the key barriers for families identified are a lack of education and not knowing who to navigate the educational system to support their child. | To assure families of low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.<br><br>By implementing this action on an LEA wide basis, all students will benefit from this as well since it is important that all families have an understanding of where resources are available to support the whole family in the event that there is a need. In addition, providing families with access to mental health resources is essential for promoting mental well-being, preventing and managing mental health conditions, and improving family relationships and enhancing child development with directly supports students' academic achievement in schools. | Goal 1, Metric 5 |
| Goal 4 Action 3 | The 2023 CA Dashboard reflected a red performance level in school climate: suspension rate, for Canyon Springs Community School. The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School.<br><br>The chronic absenteeism data shows for English Learners, low income, and Foster Youth higher rates of absences than all students, (All students 19.6%, EL 20.4%, low income 24.2%, FY 14.3%). Due to this disparity, there is an identified need to support English Learners, Foster Youth, and low income students with emotional regulation in order to better access the academic program. | To further support with removing barriers for English Learners, socioeconomically disadvantaged and Foster Youth students from accessing their academic program, the District will provide additional counseling services to support social/emotional wellness and academic success in school.<br><br>This action is being implemented on a schoolwide basis as it will benefit all students who need social emotional wellness and support. | Goal 4, Metrics 1 and 2 |

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| Goal 4 Action 4 | There is a need to support unduplicated students to increase school engagement and connection to further support and increase academic achievement and social/emotional wellness. | Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventive behavioral supports to unduplicated students who may need behavioral support access to their instructional program.<br><br>This action is being implemented on a LEA- wide basis as it will benefit all students who need behavioral support to access their instructional program. | Goal 2, Metrics 1 and 3 |
| Goal 4, Action 5 | The academic and social/emotional wellness data shows that there are low income, Foster Youth, and Homeless students facing barriers that may be impeding them from accessing their educational program and/or affecting their social/emotional wellness. | To address the barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide social workers and support personnel to provide comprehensive services.<br><br>This action is being implemented on a LEA- wide basis as it will benefit all students who need social/emotional support. | Goal 2, Metrics 1 and 3 |
| Goal 4, Action 6 | There is a need to promote student engagement and foster connectedness with peers and adults on campus.<br><br>Although the Districtwide suspension rate was 1.9% in the 23-24 school year, the District's English Learner and low income students had higher rates; respectively 3.4% and 2.4%. | There is a focus to support unduplicated students by providing academic and social emotional behavior programs such as Champs, Capturing Kids Hearts and PBIS, Playworks, Unconscious Discipline, and Second Step to promote student engagement and foster connectedness with their peers and adults on campus. Implementation of this strategy will support students in mitigating behavior and social emotional concerns and increase a feeling of being connected to school. This action is implemented on an LEA wide basis for all students since promoting positive behavior programs in schools is essential for creating a positive school climate, increasing student connectedness, preventing behavior problems, improving academic outcomes, teaching social and emotional skills, promoting positive relationships, reducing discipline referrals, and preparing students for success in school and beyond. Schools that create positive environments for students to learn and play, support all students so that they can thrive and reach their full potential. | Goal 2, Metrics 1 and 3<br>Goal 4, Metric 1 |

**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 #(s) | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| Goal 1, Action 8 | Data from increased parent requests for transportation support indicated that there is a need to support unduplicated students getting to and from school for that live outside the allowable zones to walk to school. | The District will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program and to support students with arriving daily and on time. | Goal 1, Metrics 4 and 5 |
| Goal 2, Action 17 | The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at 4 elementary schools: Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School.<br><br>Based on data and collaborating with Educational Partners, there is a need to provide targeted support in English Language Arts and English language development to increase language proficiency and academic achievement for English Learners and Long Term English Learners. | Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist English Learners and Long Term English Learner students with phonological awareness and learning of the English Language rules. | Goal 2, Metric 5 |
| Goal 3, Action 2 | In the District, families that are English Learners need to be able to access information about their child's educational program to support the academic achievement of their child. It is important that language barriers are removed that may impede families from gaining access to academic information, as well as, social/emotional supports for their child so that together the District and family can partner to further develop the whole child. | The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.<br><br>Translation support will be provided to families during math, literacy, and English Language support trainings for families to learn more about the curriculum that their child is using, as well as, at Family Resource Fairs that focus on supporting and engaging families to strengthen the social/emotional wellness of unduplicated students. | Goal 3, Metrics 1, 3 and 7<br>Goal 2, Metrics 1 and 3 |
| Goal 3, Action 4 | English Learner and long-term English Learner students continue to perform in the orange performance indicator on the 2023 California Dashboard in English Language Arts and mathematics. There is a need for educating parents on how they can assist their child who is an English Learner and long-term English Learner with academics , as well as, a need to support parents with knowing the importance of having their child be at school daily and on time. | The Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources for English Learners and long-term English Learners to support parents with meeting the needs of their child to achieve grade level standards. In addition, parent workshops will be provided to families about the importance of attending school daily and on time. | Goal 3, Metrics 1, 3, 5 and 7<br>Goal 2, Metrics 1 and 3 |

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.

N/A

## 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.

There is a demonstrated need to hire Learning Support Teachers to provide targeted Tier 3 intervention for students who are not yet performing at grade level, particularly English Learners, low-income students, and Foster Youth (Goal 2: Action 16). These student groups often face additional barriers that require intensive, individualized academic support beyond core instruction. Dedicated Learning Support Teachers provide focused intervention, progress monitoring, and differentiated strategies to address learning gaps, accelerate achievement, and ensure equitable access to educational success for unduplicated students.

The District will be using the additional 15% concentration funds to hire 6 of the 8 Learning Support Teachers.

| **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 | Golden Oak. (1:30). 544 students, 18 classified | Canyon Springs (1:14). 484 students, 34 classified<br>Fair Oaks Ranch (1:21) 889 students, 42 classified<br>Leona Cox (1:14) 495 students, 36 classified<br>Mint Canyon (1:18). 478 students, 27 classified<br>Mitchell (1:21). 556 students, 27 classified<br>Pinetree (1:17). 668 students, 40 classified<br>Sulphur Springs. (1:10). 598 students, 59 classified<br>Valley View. (1:14). 508 students, 37 classified |
| Staff-to-student ratio of certificated staff providing direct services to students | Golden Oak: (1:20). 544 students, 27 certificated | Canyon Springs (1:14). 484 students, 35 certificated<br>Fair Oaks Ranch (1:19). 889 students, 46 certificated<br>Leona Cox 1:15). 495 students, 34 certificated<br>Mint Canyon (1:16). 478 students, 30 certificated<br>Mitchell (1:21). 556 students, 32 certificated<br>Pinetree (1:17). 668 students, 39 certificated<br>Sulphur Springs (1:15). 598 students, 39 certificated<br>Valley View (1:16) 508 students, 31 certificated |

# Action Tables

## 2026-2027 Total Planned Expenditures Table

| LCAP Year (Input) | 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 %) |
|---|---|---|---|---|---|
| 2026-2027 | $58,645,216.00 | $9,828,296.00 | 16.76% | 0.00% | 16.76% |

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| **Totals:** | $53,622,555.00 | $10,733,737.00 | $25,000.00 | $1,390,510.00 | $65,771,802.00 | $54,282,910.00 | $11,488,892.00 |

| 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 | Recruit and retain highly qualified staff. | All | No | | | | 2024-2027 | $36,850,690 | $0 | $36,850,690 | $0 | $0 | $0 | $36,850,690 | 0.00% |
| 1 | 2 | CA State approved textbooks and materials. | All | No | | | | 2024-2027 | $0 | $452,140 | $235,019 | $217,121 | $0 | $0 | $452,140 | 0.00% |
| 1 | 3 | Implementation of District maintenance plan. | All | No | | | | 2024-2027 | $993,949 | $3,894,082 | $4,888,031 | $0 | $0 | $0 | $4,888,031 | 0.00% |
| 1 | 4 | Maintain campus safety supervisors at all sites. | All | No | | | | 2024-2027 | $756,139 | $0 | $756,139 | $0 | $0 | $0 | $756,139 | 0.00% |
| 1 | 5 | Conduct annual safety drills | All | No | | | | 2024-2027 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |
| 1 | 6 | Proactively engage families and regularly monitor attendance. (LEA) | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | 2024-2027 | $0 | $32,400 | $32,400 | $0 | $0 | $0 | $32,400 | 0.00% |

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| 1 | 7 | Reducing chronic absenteeism by increasing student engagement. | White, Hispanic or Latino, Student with Disabilities (SWD), Low Income | Yes | Schoolwide | Low Income | Specific Schools, Canyon Springs Community School and Leona Cox Community School | 2024-25 | $12,733 | $0 | $12,733 | $0 | $0 | $0 | $12,733 | 0.00% |
| 1 | 8 | Provide transportation to and from school for unduplicated student population. | English learner (EL), Low Income, Foster Youth | Yes | Limited | Low Income, English learner (EL), Foster Youth | Specific Schools, Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree | 2024-2027 | $881,111 | $0 | $881,111 | $0 | $0 | $0 | $881,111 | 0.00% |
| 2 | 1 | Professional development for staff to address student learning needs. | English learner (EL), Foster Youth, Low Income, Long-term English learner | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | 2024-2027 | $956,185 | $0 | $956,185 | $0 | $0 | $0 | $956,185 | 0.00% |
| 2 | 2 | Providing California State supplementary standards-based materials. | English learner (EL), Low Income, Foster Youth, Long-term English learner | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | 2024-2027 | $0 | $623,389 | $583,344 | $0 | $0 | $40,045 | $623,389 | 0.00% |
| 2 | 3 | Provide collaboration time for teachers to support student learning. | Long-term English learner, English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | 2024-2027 | $256,120 | $0 | $212,772 | $0 | $0 | $43,348 | $256,120 | 0.00% |

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| 2 | 4 | Provide staff professional development, conferences, and workshops to support the educational program. | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | 2024-2027 | $1,530,999 | $680,365 | $1,252,932 | $481,101 | $0 | $477,331 | $2,211,364 | 0.00% |
| 2 | 5 | Provide additional instructional minutes to deliver an intensive instructional program. | Long-term English learner, Low Income, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | 2024-2027 | $1,695,700 | $0 | $1,695,700 | $0 | $0 | $0 | $1,695,700 | 0.00% |
| 2 | 6 | Support for teachers with the implementation of summative English Language Proficiency Assessment for California. | English learner (EL) | No | | | | 2024-2027 | $11,383 | $0 | $11,383 | $0 | $0 | $0 | $11,383 | 0.00% |
| 2 | 7 | Provide and train staff to administer the initial English Language Proficiency Assessment for California. | English learner (EL) | No | | | | 2024-2027 | $4,878 | $0 | $4,878 | $0 | $0 | $0 | $4,878 | 0.00% |
| 2 | 8 | Provide outside of the school year intervention and enrichment opportunities for students. | Low Income, Foster Youth, English learner (EL) | No | | | | 2024-2027 | $1,337,227 | $4,855,419 | $0 | $6,192,646 | $0 | $0 | $6,192,646 | 0.00% |
| 2 | 9 | Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School. | All | No | | | | 2024-2027 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |
| 2 | 10 | Library Resource Technicians support student learning. | English learner (EL), Foster Youth, Low Income, Long-term English learner | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | 2024-2027 | $307,364 | $14,520 | $224,854 | $97,030 | $0 | $0 | $321,884 | 0.00% |
| 2 | 11 | Teachers will provide coaching and intervention support for teachers. | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | 2024-2027 | $472,357 | $0 | $368,327 | $0 | $0 | $104,030 | $472,357 | 0.00% |

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| 2 | 12 | Implement and provide materials to support the visual and performing arts (VAPA) plan. | Low Income | Yes | LEA-wide | Low Income | All Schools | 2024-2027 | $1,000 | $69,641 | $38,739 | $0 | $25,000 | $6,902 | $70,641 | 0.00% |
| 2 | 13 | Provide devices to enhance student learning. | Long-term English learner, Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | 2024-2027 | $0 | $541,720 | $541,720 | $0 | $0 | $0 | $541,720 | 0.00% |
| 2 | 14 | Provide and train Computer Lab Assistants at all sites to support student learning. | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | 2024-2027 | $209,678 | $300 | $209,978 | $0 | $0 | $0 | $209,978 | 0.00% |
| 2 | 15 | Provide opportunities for integration for students with special needs. | Student with Disabilities (SWD) | No | | | | 2024-2027 | $297,224 | $35,906 | $0 | $333,130 | $0 | $0 | $333,130 | 0.00% |
| 2 | 16 | Increase student achievement by providing intervention support and coaching to teachers. | English learner (EL), Foster Youth, Low Income | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | 2024-2027 | $3,927,661 | $0 | $2,518,451 | $1,409,210 | $0 | $0 | $3,927,661 | 0.00% |
| 2 | 17 | Increase English Language Development for English Learners and long-term English Learners. | English learner (EL), Long-term English learner | Yes | Limited | English learner (EL) | Specific Schools, Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School | 2024-2025 | $1,000 | $0 | $1,000 | $0 | $0 | $0 | $1,000 | 0.00% |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 18 | Provide Science Lab Assistants to support student learning. | English learner (EL), Low Income, Homeless, Foster Youth | Yes | Schoolwide | Foster Youth, English learner (EL), Low Income | Specific Schools, Canyon Springs Community School Leona Cox Community School Valley View Community School Fair Oaks Ranch Community School Mint Canyon Community School Mitchell Community School | 2024-2027 | $117,669 | $0 | $117,669 | $0 | $0 | $0 | $117,669 | 0.00% |
| 3 | 1 | Increase home/school communication and engagement for families. | Low Income, English learner (EL) | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | 2024-2027 | $84,609 | $5,000 | $89,609 | $0 | $0 | $0 | $89,609 | 0.00% |
| 3 | 2 | Provide translation services to families of English Learners. | English learner (EL) | Yes | Limited | English learner (EL) | All Schools | 2024-2027 | $225,020 | $500 | $225,520 | $0 | $0 | $0 | $225,520 | 0.00% |
| 3 | 3 | Advisory groups will provide input to Administration in the schools' and District's plans. | All | No | | | | 2024-2027 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |
| 3 | 4 | Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners. | Long-term English learner, English learner (EL) | Yes | Limited | English learner (EL) | All Schools | 2024-2027 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |
| 3 | 5 | Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families. | Foster Youth, Low Income | Yes | LEA-wide | Foster Youth, Low Income | All Schools | 2024-2027 | $17,192 | $5,519 | $22,711 | $0 | $0 | $0 | $22,711 | 0.00% |
| 4 | 1 | Students reporting positive relationships and safety. | All | No | | | | 2024-2027 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |
| 4 | 2 | Counseling Services for Students in need. | All | No | | | | 2024-2027 | $0 | $249,991 | $0 | $249,991 | $0 | $0 | $249,991 | 0.00% |

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| 4 | 3 | Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income. | English learner (EL), Foster Youth, Low Income | Yes | Schoolwide | Low Income, English learner (EL), Foster Youth | Specific Schools, Canyon Springs Community School | 2024-2025 | $12,733 | $0 | $12,733 | $0 | $0 | $0 | $12,733 | 0.00% |
| 4 | 4 | Strengthen student connectedness and access to the core program. | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | 2024-2027 | $335,634 | $500 | $336,134 | $0 | $0 | $0 | $336,134 | 0.00% |
| 4 | 5 | Social Workers will provide services and resources to low income, Foster Youth, and homeless students. | Low Income, Homeless, Foster Youth | Yes | LEA-wide | Low Income, Foster Youth | All Schools | 2024-2027 | $1,233,147 | $2,000 | $516,293 | $0 | $0 | $718,854 | $1,235,147 | 0.00% |
| 4 | 6 | Positive Behavior Programs that promote student engagement. | Low Income, Foster Youth, English learner (EL) | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | 2024-2027 | $0 | $25,500 | $25,500 | $0 | $0 | $0 | $25,500 | 0.00% |
| 4 | 7 | Promote school climate to enhance student connectedness and increase academic success. | All | No | | | | 2024-2027 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | 0.00% |
| 4 | 8 | Strengthen student connectedness and access to the core program for students. | Student with Disabilities (SWD) | No | | | | 2024-2027 | $1,753,508 | $0 | $0 | $1,753,508 | $0 | $0 | $1,753,508 | 0.00% |

# 2026-2027 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 |
|---|---|---|---|---|---|---|---|---|---|
| $58,645,216.00 | $9,828,296.00 | 16.76% | 0.00% - No Carryover | 16.76% | $10,876,415.00 | 0.00% | 18.55% | **Total:** | $10,876,415.00 |
| | | | | | | | | **LEA-wide Total:** | $9,625,649.00 |
| | | | | | | | | **Limited Total:** | $1,107,631.00 |
| | | | | | | | | **Schoolwide Total:** | $143,135.00 |

| 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 | 6 | Proactively engage families and regularly monitor attendance. (LEA) | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $32,400.00 | 0.00% |
| 1 | 7 | Reducing chronic absenteeism by increasing student engagement. | Yes | Schoolwide | Low Income | Specific Schools, Canyon Springs Community School and Leona Cox Community School | $12,733.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 8 | Provide transportation to and from school for unduplicated student population. | Yes | Limited | Low Income, English learner (EL), Foster Youth | Specific Schools, Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree | $881,111.00 | 0.00% |
| 2 | 1 | Professional development for staff to address student learning needs. | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $956,185.00 | 0.00% |
| 2 | 2 | Providing California State supplementary standards-based materials. | Yes | LEA-wide | Foster Youth, English learner (EL), Low Income | All Schools | $583,344.00 | 0.00% |
| 2 | 3 | Provide collaboration time for teachers to support student learning. | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $212,772.00 | 0.00% |
| 2 | 4 | Provide staff professional development, conferences, and workshops to support the educational program. | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $1,252,932.00 | 0.00% |
| 2 | 5 | Provide additional instructional minutes to deliver an intensive instructional program. | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $1,695,700.00 | 0.00% |
| 2 | 10 | Library Resource Technicians support student learning. | Yes | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $224,854.00 | 0.00% |
| 2 | 11 | Teachers will provide coaching and intervention support for teachers. | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $368,327.00 | 0.00% |
| 2 | 12 | Implement and provide materials to support the visual and performing arts (VAPA) plan. | Yes | LEA-wide | Low Income | All Schools | $38,739.00 | 0.00% |
| 2 | 13 | Provide devices to enhance student learning. | Yes | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | $541,720.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | 14 | Provide and train Computer Lab Assistants at all sites to support student learning. | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $209,978.00 | 0.00% |
| 2 | 16 | Increase student achievement by providing intervention support and coaching to teachers. | Yes | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools | $2,518,451.00 | 0.00% |
| 2 | 17 | Increase English Language Development for English Learners and long-term English Learners. | Yes | Limited | English learner (EL) | Specific Schools, Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School | $1,000.00 | 0.00% |
| 2 | 18 | Provide Science Lab Assistants to support student learning. | Yes | Schoolwide | Foster Youth, English learner (EL), Low Income | Specific Schools, Canyon Springs Community School Leona Cox Community School Valley View Community School Fair Oaks Ranch Community School Mint Canyon Community School Mitchell Community School | $117,669.00 | 0.00% |
| 3 | 1 | Increase home/school communication and engagement for families. | Yes | LEA-wide | Low Income, English learner (EL) | All Schools | $89,609.00 | 0.00% |
| 3 | 2 | Provide translation services to families of English Learners. | Yes | Limited | English learner (EL) | All Schools | $225,520.00 | 0.00% |
| 3 | 4 | Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners. | Yes | Limited | English learner (EL) | All Schools | $0.00 | 0.00% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | 5 | Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families. | Yes | LEA-wide | Foster Youth, Low Income | All Schools | $22,711.00 | 0.00% |
| 4 | 3 | Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income. | Yes | Schoolwide | Low Income, English learner (EL), Foster Youth | Specific Schools, Canyon Springs Community School | $12,733.00 | 0.00% |
| 4 | 4 | Strengthen student connectedness and access to the core program. | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $336,134.00 | 0.00% |
| 4 | 5 | Social Workers will provide services and resources to low income, Foster Youth, and homeless students. | Yes | LEA-wide | Low Income, Foster Youth | All Schools | $516,293.00 | 0.00% |
| 4 | 6 | Positive Behavior Programs that promote student engagement. | Yes | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | $25,500.00 | 0.00% |

# 2025-2026 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $57,226,489.00 | $64,619,547.00 |

| 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 | Recruit and retain highly qualified staff. | No | $37,146,184.00 | $36,268,912.00 |
| 1 | 2 | CA State approved textbooks and materials. | No | $414,953.00 | $462,584.00 |
| 1 | 3 | Implementation of District | No | $4,320,372.00 | $5,078,190.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | maintenance plan. | | | |
| 1 | 4 | Maintain noon supervisors at all sites. | No | $772,303.00 | $779,719.00 |
| 1 | 5 | Conduct annual safety drills | No | $0.00 | $0.00 |
| 1 | 6 | Proactively engage families and regularly monitor attendance. (LEA) | Yes | $32,400.00 | $33,046.00 |
| 1 | 7 | Reducing chronic absenteeism by increasing student engagement. | Yes | $12,436.00 | $12,733.00 |
| 1 | 8 | Provide transportation to and from school for unduplicated student population. | Yes | $1,004,453.00 | $875,061.00 |
| 2 | 1 | Professional development for staff to address student learning needs. | Yes | $931,163.00 | $937,436.00 |
| 2 | 2 | Providing California State supplementary standards-based materials. | Yes | $704,359.00 | $715,585.00 |
| 2 | 3 | Provide collaboration time for teachers to support student learning. | Yes | $247,446.00 | $260,475.00 |
| 2 | 4 | Provide staff professional development, conferences, and workshops to support the educational program. | Yes | $1,313,294.00 | $1,636,558.00 |
| 2 | 5 | Provide additional instructional minutes to deliver an intensive instructional program. | Yes | $1,574,206.00 | $1,662,451.00 |
| 2 | 6 | Support for teachers with the implementation of summative English Language Proficiency Assessment for California. | No | $15,965.00 | $9,191.00 |
| 2 | 7 | Provide and train staff to administer the initial English Language Proficiency Assessment for California. | No | $3,252.00 | $4,878.00 |
| 2 | 8 | Provide outside of the school year intervention and enrichment opportunities for students. | No | $0.00 | $6,192,646.00 |
| 2 | 9 | Continue articulation with | No | $0.00 | $0.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | William S. Hart Union High School District to support students transitioning to Junior High School. | | | |
| 2 | 10 | Library Resource Technicians support student learning. | Yes | $308,379.00 | $318,834.00 |
| 2 | 11 | Teachers will provide coaching and intervention support for teachers. | Yes | $327,934.00 | $466,918.00 |
| 2 | 12 | Implement and provide materials to support the visual and performing arts (VAPA) plan. | Yes | $104,720.00 | $113,550.00 |
| 2 | 13 | Provide devices to enhance student learning. | Yes | $546,725.00 | $546,725.00 |
| 2 | 14 | Provide and train Computer Lab Assistants at all sites to support student learning. | Yes | $152,860.00 | $209,978.00 |
| 2 | 15 | Provide opportunities for integration for students with special needs. | No | $147,200.00 | $333,220.00 |
| 2 | 16 | Increase student achievement by providing intervention support and coaching to teachers. | Yes | $3,502,946.00 | $3,656,784.00 |
| 2 | 17 | Increase English Language Development for English Learners and long-term English Learners. | Yes | $5,000.00 | $5,000.00 |
| 2 | 18 | Provide Science Lab Assistants to support student learning. | Yes | $97,896.00 | $101,652.00 |
| 3 | 1 | Increase home/school communication and engagement for families. | Yes | $119,351.00 | $94,420.00 |
| 3 | 2 | Provide translation services to families of English Learners. | Yes | $230,733.00 | $225,779.00 |
| 3 | 3 | Advisory groups will provide input to Administration in the schools' and District's plans. | No | $0.00 | $0.00 |
| 3 | 4 | Director of Curriculum and Instruction and Educational Services Program | Yes | $0.00 | $0.00 |

| | | | | | |
|---|---|---|---|---|---|
| | | Coordinator assisting families with children who are English Learners. | | | |
| 3 | 5 | Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families. | Yes | $23,160.00 | $22,711.00 |
| 4 | 1 | Students reporting positive relationships and safety. | No | $0.00 | $0.00 |
| 4 | 2 | Counseling Services for Students in need. | No | $72,000.00 | $249,991.00 |
| 4 | 3 | Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income. | Yes | $12,436.00 | $12,733.00 |
| 4 | 4 | Strengthen student connectedness and access to the core program. | Yes | $318,684.00 | $336,868.00 |
| 4 | 5 | Social Workers will provide services and resources to low income, Foster Youth, and homeless students. | Yes | $1,095,463.00 | $1,189,222.00 |
| 4 | 6 | Positive Behavior Programs that promote student engagement. | Yes | $22,250.00 | $69,550.00 |
| 4 | 7 | Promote school climate to enhance student connectedness and increase academic success. | No | $0.00 | $0.00 |
| 4 | 8 | Strengthen student connectedness and access to the core program for students. | No | $1,645,966.00 | $1,736,147.00 |

# 2025-2026 Contributing Actions Annual Update Table

| 6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount): | 4.Total Planned Contributing Expenditures (LCFF Funds) | 7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5.Total Planned Percentage of Improved Services (%) | 8.Total Estimated Actual Percentage of Improved Services(%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $8,746,846.00 | $9,749,577.00 | $10,614,646.00 | ($865,069.00) | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal# | Last Year's Action# | Prior Action/Service Title | Contributed 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 | 6 | Proactively engage families and regularly monitor attendance. (LEA) | Yes | $32,400.00 | $33,046.00 | 0.00% | 0.00% |
| 1 | 7 | Reducing chronic absenteeism by increasing student engagement. | Yes | $12,436.00 | $12,733.00 | 0.00% | 0.00% |
| 1 | 8 | Provide transportation to and from school for unduplicated student population. | Yes | $1,004,453.00 | $875,061.00 | 0.00% | 0.00% |
| 2 | 1 | Professional development for staff to address student learning needs. | Yes | $931,163.00 | $937,436.00 | 0.00% | 0.00% |
| 2 | 2 | Providing California State supplementary standards-based materials. | Yes | $621,490.00 | $669,467.00 | 0.00% | 0.00% |
| 2 | 3 | Provide collaboration time for teachers to support student learning. | Yes | $195,380.00 | $212,236.00 | 0.00% | 0.00% |
| 2 | 4 | Provide staff professional development, conferences, and workshops to support the educational program. | Yes | $904,796.00 | $1,153,217.00 | 0.00% | 0.00% |
| 2 | 5 | Provide additional instructional minutes to deliver an intensive instructional program. | Yes | $1,574,206.00 | $1,662,451.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | 10 | Library Resource Technicians support student learning. | Yes | $233,671.00 | $222,624.00 | 0.00% | 0.00% |
| 2 | 11 | Teachers will provide coaching and intervention support for teachers. | Yes | $181,544.00 | $362,234.00 | 0.00% | 0.00% |
| 2 | 12 | Implement and provide materials to support the visual and performing arts (VAPA) plan. | Yes | $72,376.00 | $80,759.00 | 0.00% | 0.00% |
| 2 | 13 | Provide devices to enhance student learning. | Yes | $546,725.00 | $546,725.00 | 0.00% | 0.00% |
| 2 | 14 | Provide and train Computer Lab Assistants at all sites to support student learning. | Yes | $152,860.00 | $209,978.00 | 0.00% | 0.00% |
| 2 | 16 | Increase student achievement by providing intervention support and coaching to teachers. | Yes | $2,097,280.00 | $2,280,151.00 | 0.00% | 0.00% |
| 2 | 17 | Increase English Language Development for English Learners and long-term English Learners. | Yes | $5,000.00 | $5,000.00 | 0.00% | 0.00% |
| 2 | 18 | Provide Science Lab Assistants to support student learning. | Yes | $97,896.00 | $101,652.00 | 0.00% | 0.00% |
| 3 | 1 | Increase home/school communication and engagement for families. | Yes | $119,351.00 | $94,420.00 | 0.00% | 0.00% |
| 3 | 2 | Provide translation services to families of English Learners. | Yes | $230,733.00 | $225,779.00 | 0.00% | 0.00% |
| 3 | 4 | Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners. | Yes | $0.00 | $0.00 | 0.00% | 0.00% |
| 3 | 5 | Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families. | Yes | $23,160.00 | $22,711.00 | 0.00% | 0.00% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4 | 3 | Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income. | Yes | $12,436.00 | $12,733.00 | 0.00% | 0.00% |
| 4 | 4 | Strengthen student connectedness and access to the core program. | Yes | $318,684.00 | $336,868.00 | 0.00% | 0.00% |
| 4 | 5 | Social Workers will provide services and resources to low income, Foster Youth, and homeless students. | Yes | $366,992.00 | $487,815.00 | 0.00% | 0.00% |
| 4 | 6 | Positive Behavior Programs that promote student engagement. | Yes | $14,545.00 | $69,550.00 | 0.00% | 0.00% |

## 2025-2026 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) |
|---|---|---|---|---|---|---|---|---|
| $56,252,093.00 | $8,746,846.00 | 0.00% | 15.55% | $10,614,646.00 | 0.00% | 18.87% | $0.00 - No Carryover | 0.00% - No Carryover |

## Federal Funds Detail Report

| Totals: | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds |
|---|---|---|---|---|---|---|
| Totals: | $1,032,024.00 | $160,978.00 | $117,330.00 | $80,178.00 | $0.00 | $0.00 |

| Goal # | Action # | Action Title | Title I | Title II | Title III | Title IV | CSI | Other Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | Recruit and retain highly qualified staff. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $36,850,690.00 |
| 1 | 2 | CA State approved textbooks and materials. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $452,140.00 |
| 1 | 3 | Implementation of District maintenance plan. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $4,888,031.00 |
| 1 | 4 | Maintain campus safety supervisors at all sites. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $756,139.00 |
| 1 | 5 | Conduct annual safety drills | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 1 | 6 | Proactively engage families and regularly monitor attendance. (LEA) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $32,400.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 7 | Reducing chronic absenteeism by increasing student engagement. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $12,733.00 |
| 1 | 8 | Provide transportation to and from school for unduplicated student population. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $881,111.00 |
| 2 | 1 | Professional development for staff to address student learning needs. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $956,185.00 |
| 2 | 2 | Providing California State supplementary standards-based materials. | $22,667.00 | $0.00 | $7,107.00 | $10,271.00 | $0.00 | $0.00 | $623,389.00 |
| 2 | 3 | Provide collaboration time for teachers to support student learning. | $43,348.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $256,120.00 |
| 2 | 4 | Provide staff professional development, conferences, and workshops to support the educational program. | $277,322.00 | $160,978.00 | $6,193.00 | $32,838.00 | $0.00 | $0.00 | $2,211,364.00 |
| 2 | 5 | Provide additional instructional minutes to deliver an intensive instructional program. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,695,700.00 |
| 2 | 6 | Support for teachers with the implementation of summative English Language Proficiency Assessment for California. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $11,383.00 |
| | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2 | 7 | Provide and train staff to administer the initial English Language Proficiency Assessment for California. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $4,878.00 |
| 2 | 8 | Provide outside of the school year intervention and enrichment opportunities for students. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $6,192,646.00 |
| 2 | 9 | Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 2 | 10 | Library Resource Technicians support student learning. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $321,884.00 |
| 2 | 11 | Teachers will provide coaching and intervention support for teachers. | $0.00 | $0.00 | $104,030.00 | $0.00 | $0.00 | $0.00 | $472,357.00 |
| 2 | 12 | Implement and provide materials to support the visual and performing arts (VAPA) plan. | $0.00 | $0.00 | $0.00 | $6,902.00 | $0.00 | $0.00 | $70,641.00 |
| 2 | 13 | Provide devices to enhance student learning. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $541,720.00 |
| 2 | 14 | Provide and train Computer Lab Assistants at all sites to support student learning. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $209,978.00 |
| 2 | 15 | Provide opportunities for integration for students with | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $333,130.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | special needs. | | | | | | | |
| 2 | 16 | Increase student achievement by providing intervention support and coaching to teachers. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $3,927,661.00 |
| 2 | 17 | Increase English Language Development for English Learners and long-term English Learners. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,000.00 |
| 2 | 18 | Provide Science Lab Assistants to support student learning. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $117,669.00 |
| 3 | 1 | Increase home/school communication and engagement for families. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $89,609.00 |
| 3 | 2 | Provide translation services to families of English Learners. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $225,520.00 |
| 3 | 3 | Advisory groups will provide input to Administration in the schools' and District's plans. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 3 | 4 | Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 3 | 5 | Student and Family Wellness Collaborative, supporting and providing resources to further | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $22,711.00 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | strengthen social/emotional well-being of students and families. | | | | | | | |
| 4 | 1 | Students reporting positive relationships and safety. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 4 | 2 | Counseling Services for Students in need. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $249,991.00 |
| 4 | 3 | Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $12,733.00 |
| 4 | 4 | Strengthen student connectedness and access to the core program. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $336,134.00 |
| 4 | 5 | Social Workers will provide services and resources to low income, Foster Youth, and homeless students. | $688,687.00 | $0.00 | $0.00 | $30,167.00 | $0.00 | $0.00 | $1,235,147.00 |
| 4 | 6 | Positive Behavior Programs that promote student engagement. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $25,500.00 |
| 4 | 7 | Promote school climate to enhance student connectedness and increase academic success. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 4 | 8 | Strengthen student connectedness and access to the core program for students. | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $1,753,508.00 |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

## Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

## *Requirements and Instructions*

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

## Reflections: Technical Assistance

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

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

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

### Comprehensive Support and Improvement

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

## *Requirements*

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

### Metric #

- Enter the metric number.

### Metric

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

### Baseline

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

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

**For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).