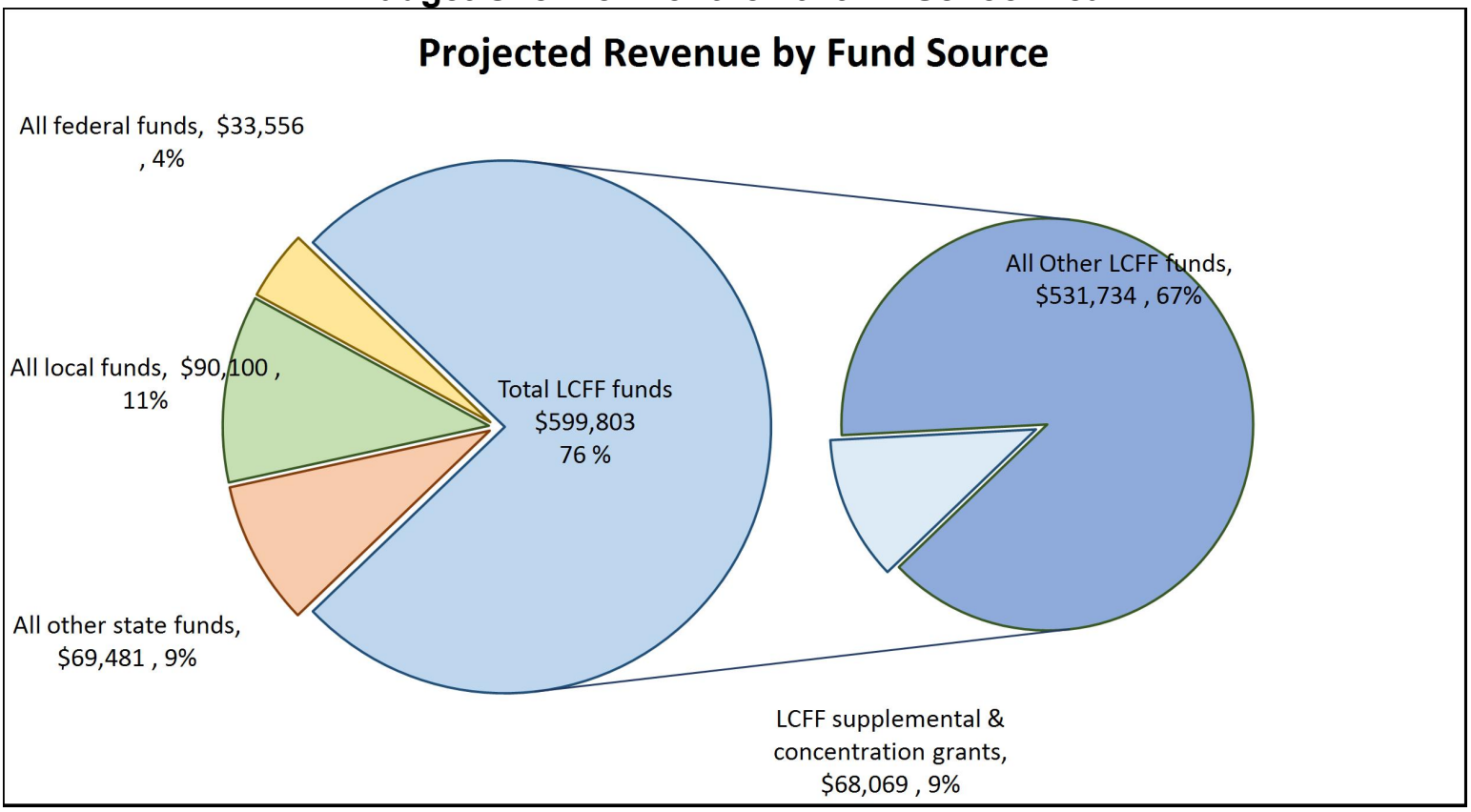
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union Elementary School District
CDS Code: California
School Year: 2026-27
LEA contact information:
Scott Pickle, Ed.D.
Superintendent/Principal
spickle@sequoiaunion.org
(559) 564-2106

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

## Budget Overview for the 2026-27 School Year

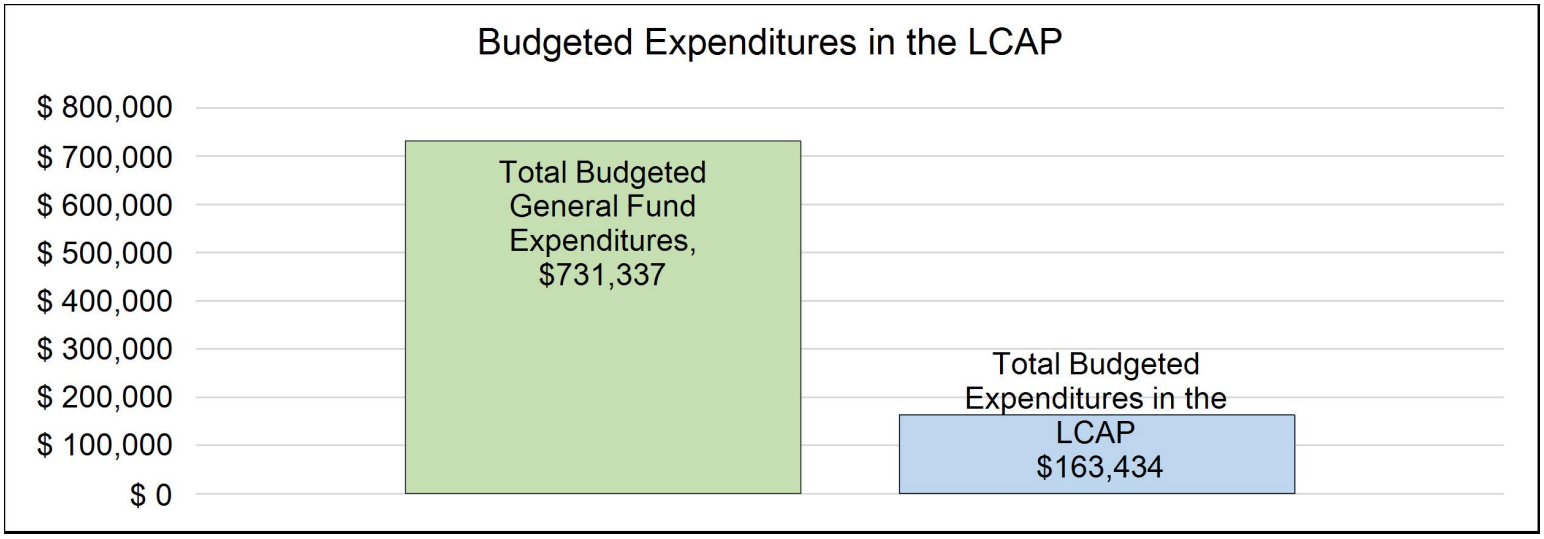



This chart shows the total general purpose revenue Sequoia Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union Elementary School District is $792,940, of which $599,803.00 is Local Control Funding Formula (LCFF), $69,481 is other state funds, $90,100.00 is local funds, and $33,556.00 is federal funds. Of the $599,803.00 in LCFF Funds, $68,069.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: Sequoia Union Elementary School District plans to spend $731,337 for the 2026-27 school year. Of that amount, $163,434.00 is tied to actions/services in the LCAP and $567,903 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

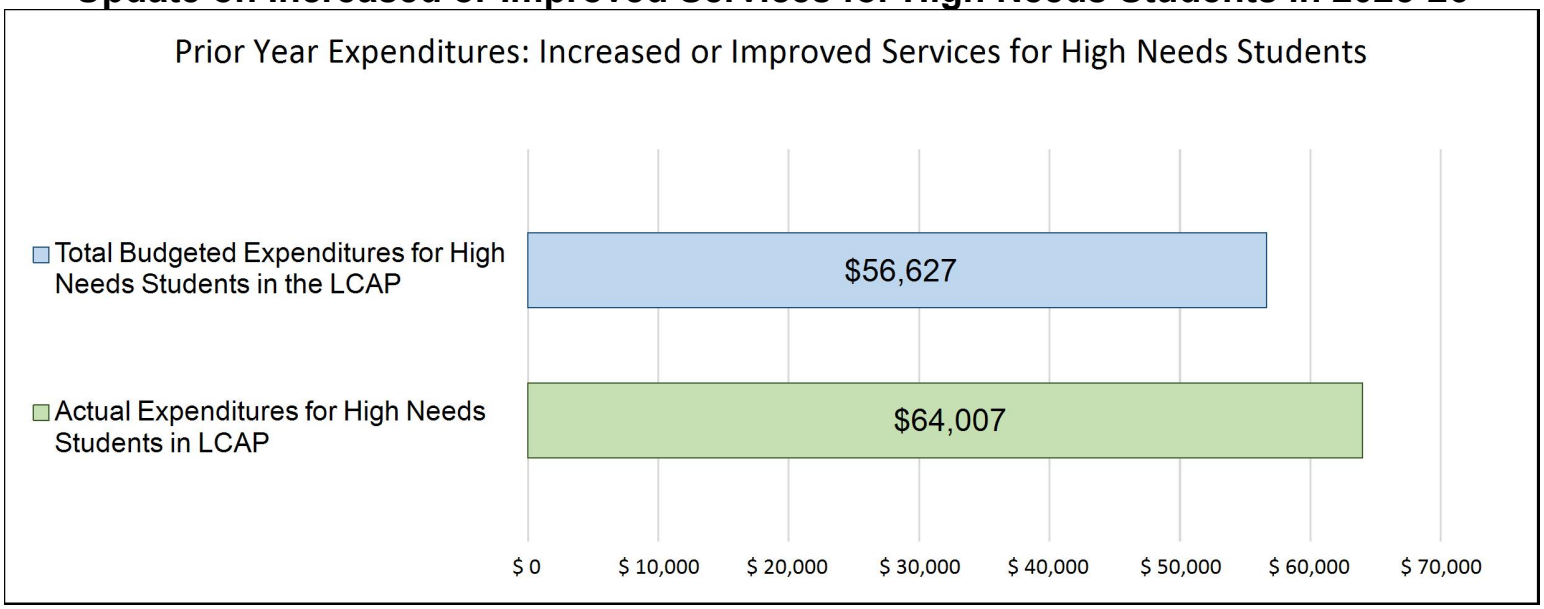
General Funds expenditures not reproted in the LCAP are tied to  labor costs.

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

In 2026-27, Sequoia Union Elementary School District is projecting it will receive $68,069.00 based on the enrollment of Foster Youth, English learner, and low-income students. Sequoia Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Sequoia Union Elementary School District plans to spend $70,127 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 Sequoia Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sequoia Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Sequoia Union Elementary School District's LCAP budgeted $56,627 for planned actions to increase or improve services for high needs students. Sequoia Union Elementary School District actually spent $64,007.00 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 |
|---|---|---|
| Sequoia Union Elementary School District | Scott Pickle, Ed.D.<br>Superintendent/Principal | spickle@sequoiaunion.org<br>(559) 564-2106 |

# Plan Summary [2026-27]

## General Information

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

Sequoia Union Elementary School District is a rural single site district consisting of a traditional Elementary School (grade 8), which shares a school site with a dependant Charter School (grades K-7). The campus has a rich history and serves as the center of the small agricultural community of Lemon Cove. Many local families have had multiple generations attend our school, and roughly half of our staff either attended Sequoia Union themselves, or had children matriculate through the district. Typical enrollment for the Elementary School fluctuates in size from 30 to 45 students depending on the year. Currently 27% of the student body comes from outside district boundaries. Families who choose to attend from outside the district cite the small class size, rural location, and family atmosphere of our campus. Events such as our annual carnival, track meet, drama production and multi-day eighth grade trip are cherished traditions in our community.

Sequoia Union enjoys active parent volunteer groups including the Parent Teacher Club and the Sports Boosters organization. These groups collectively raise upwards of $40,000 each year which they split between the Elementary School and the dependant Charter to fund school field trips and other extracurricular activities.

The with the renewal of the district's charter school in 2020, Sequoia Union Elementary School District adopted an agricultural focus; in 2023 the district realized the long held goal of hiring a credentialed agricultural teacher and in 2025 a farm manager. Students at Sequoia Union Elementary have the opportunity to take both Agricultural Biology as their main science course and an agriculture elective. In 2024 a junior high chapter of FFA was chartered and FFA members participated in both local and state wide FFA conferences and competitions. Development of our school farm have continued this year with fencing and irrigation plans in place and the purchase of a brand new tractor. The district has begun writing grants as part of the farm development process and plans to develop a three course CTE agricultural pathway

for middle school students. The vision for the district as a whole is to provide a robust education in all academic areas enhanced by hands-on learning on the farm site with option of a deeper dive into agricultural education for middle school students. Surveys of educational partners continue to show that this type of active, experiential instruction is valued by our parents and community partners.

The Elementary School serves a population that is currently 64.1% socioeconomically disadvantaged and 15.3% English Learners. Demographically the Elementary School is made up of 51.2% White/Caucasian and 43.5% Hispanic.

For the purposes of this LCAP the total enrollment, allocated funds and actions are for the 8th Grade only; the Elementary School and the Charter have separate LCAPs and are funded as separate entities.

# Reflections: Annual Performance

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

Based on a review of the California School Dashboard and local measures, Sequoia Union Elementary School District experienced mixed academic outcomes alongside significant improvements in school culture and climate.

Academic performance in English Language Arts demonstrated accelerated growth, with overall performance increasing and maintaining an “orange” status on the Dashboard. Mathematics performance showed orange also. Science performance also showed yellow, reinforcing the need for continued alignment of curriculum, assessment, and intervention systems.

In the area of student engagement, chronic absenteeism declined 13.6%, placing the district in the “green” category. However, more recent local data reflects substantial improvement, suggesting that interventions and systems implemented in the current year are beginning to positively impact attendance trends.

School climate indicators show significant positive movement. Parent survey data reflects students reporting that they enjoy school (73.9%) and 87% of parents indicated their child feels a sense of belonging, which is a large increase from last year. Staff data also shows notable improvement in organizational culture, including increased optimism about the school’s direction and stronger perceptions of collegial support.

These outcomes continue indicate that while academic systems require refinement, the district has successfully established a stronger foundation of culture, relationships, and engagement, which are critical precursors to sustained academic improvement.

The district will continue to prioritize:

Targeted academic interventions, particularly in Mathematics
Expansion of MTSS systems, including the Student Success Center
Continued focus on school climate and student connectedness
Strategic use of Learning Recovery Emergency Block Grant funds to accelerate learning in ELA and Math

Additionally, analysis of the needs of unduplicated pupils indicates that schoolwide implementation of services remains the most effective and efficient approach given the district's size and student population.

The district had remaining Learning Recovery Emergency Block Grant Funds, and expended approximately $11,237 during the 2025-26 school year in Goal 1. Primary actions funded were 1.1, 1.3. Educational partners had input during or meetings January 21, February 18, and March 11 and through surveys. Following is an explanation in detail:

Action 1.1- Student success center- students were given targeted academic support in the areas of Math, ELA, and Science. Intervention was built into the school day.

Action 1.3- ELD training was provided to support teacher classroom instruction.

By increasing funds in these 4 areas, we hope to improve intervention opportunities, reclassification rates, teacher training, and benchmarks for quality formative data to support instruction. Research and strategies found on the ED What Works Clearinghouse suggest that targeted small group instructions, use of assessment data, and coordination among intervention staff and ELD staff will improve reading and math outcomes leading to reduced achievement gaps. Allowable use B: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: i Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff and ii Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

Remaining LREBG funds will continue to be applied toActions 1.1 and 1.3 in the 2026-27 LCAP.

# Reflections: Technical Assistance

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

Not Applicable

# 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.

Not Applicable

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Teachers, Administrators, Certificated Bargaining Unit | Teachers were invited to engage with the LCAP process in the following ways:<br><br>Teachers were asked to take a the annual LCAP survey (survey sent April 27, 2026): 80% participation rate among staff  A new LCAP input survey was also given to staff. This survey provided multiple opportunities for open ended comments and feedback. Survey date: February 25, 2026.<br><br>An all staff meeting was held on May 6, 2026 where teachers were presented with basic information about LCAP and the budget, then asked to review and/or make suggestions for revisions of goals and actions.  Teachers were encouraged to give feedback both in person and via a Google Form that was available during the meeting.<br><br>School Site Council meetings dedicated to input were held on January 21, February 18, and March 11. |
| School Staff (other school classified staff), No Classified Bargaining Unit exists | School staff were invited to engage with the LCAP process in the following ways:<br><br>School staff were asked to take a the annual LCAP/Climate and Culture survey: 61% participation rate among staff.  The survey provided multiple opportunities for open ended comments and feedback. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | An all staff meeting was held on March 18, 2026 where staff members were presented with basic information about LCAP and the budget, then asked to review and/or make suggestions for revisions of goals and actions. Staff were encouraged to give feedback both in person and via a Google Form that was available during the meeting.<br><br>School Site Council meetings dedicated to input were held on January 21, February 18, and March 11. |
| Parents and Families | Parents and Families were invited to engage with the LCAP process in the following ways:<br><br>Parents were asked to take a the annual LCAP/Climate and Culture survey. Though the participation rate was not as high as that of the staff surveys, the data collected was informative. The survey provided multiple opportunities for open ended comments and feedback. Survey was administered on April 27, 2026.<br><br>A parent meeting to discuss and elicit feedback for LCAP/Budget from parents was held on May 21, 2026<br><br>School Site Council meetings dedicated to input were held on January 21, February 18, and March 11. |
| Parents With Students Receiving Special Services, Including Parents of English Learners | Parents with students receiving special services, including parents of English Learners, were invited to engage with the LCAP process in the following ways:<br><br>In addition to the surveys administered to Parents and Families, a survey asking about satisfaction with special services was sent to all parents whose students receive those services. This survey on April 27, 2026 also allowed for open ended comments.<br><br>The LCAP was the main topic of discussion at the ELA committee. The district Superintendent also responds in writing to comments shared by members of ELAC/DELAC and the PAC. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Parent Advisory Committee (PAC) and the English Learner Parent Advisory Committee (ELPAC) were presented the draft to review for input and comment. A meeting was held on January 22, 2026. A draft was the starting point of the review and input was taken through email thereafter. |
| Students | Students were invited to engage with the LCAP process. Small classroom meetings were held to solicit input and respond to feedback. Students from the Leadership class were appointed to the Student Advisory Council to meet with the principal to review, understand, and give input on the LCAP. Meetings were held in the Fall and Spring with students. The students were also given an LCAP survey on April 27, 2026. |

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

In scheduled and posted meetings, the parents and community were afforded the opportunity for input. Surveys were used solicit information and guidance. Input gathered was used to inform on the Action(s) within 2.6 (After School Sports Program), and 3.8 (School Nurse LVN). Parents and staff strongly supported the need to continue to address student health and well-being. Students and parents appreciate the opportunities for students to participate in sports programs and are encourage by the new communication. The feedback from educational partner consultation in development of the LCAP strongly supported the continuance of the Actions developed from their input in the 2025-26 LCAP. In survey responses parents reported their child feels safe at school, they feel comfortable communicating with the school, the school supports their child's social and emotional well-being.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All students will increase achievement in Mathematics, English Language Arts and Science through targeted and comprehensive academic support. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This is a long standing goal in the LEA's LCAP, as we are focused on academic achievement with overall achievement levels at 47.62% of all students meeting or exceeding standard in ELA and 23.82% of all students meeting standard in Math. Though improved, only 45% of Socioeconomically Disadvantaged students met or exceeded standard in ELA and 25% met or exceeded standard in Math. Achievement in Science was also an area in which percentages of students meeting or exceeding standard were low. Educational partners shared a need to continue with actions addressing the academic needs of all students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Grade 8 on the CAASPP | CAASPP Performance 22-23<br><br>All students:<br>45.24% met/exceeded for ELA<br>47.62 % met/ exceeded for Math<br>40.48% met/exceeded for Science<br><br>English Learners:<br>In order to protect student privacy, data is | CAASPP Performance 23-24<br><br>All students:<br>59.38% met/exceeded for ELA<br>34.38% met/ exceeded for Math<br>41.94% met/ exceeded for Science | CAASPP Performance 24-25<br><br>All students:<br>47.62% met/exceeded for ELA<br>23.81% met/ exceeded for Math<br>26.19% met/ exceeded for Science | CAASPP Performance 25-26<br><br>All Students 2025-2026<br>45% will meet or exceed standard for ELA<br>43% will meet or exceed standard for Math | Overall:<br>ELA increased by 2.38% in 24-25<br>Math decreased 23.81% in 24-25<br>Science 26% met or exceeded in 24-25<br><br>Hispanic<br>ELA +7.69<br>Math -15.83<br>Science -7.69 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | suppressed because fewer than 11 students tested.<br><br>Hispanic<br>23.07% met/exceeded for ELA<br>15.38% met/exceeded for Math<br>15.38% met/exceeded for Science<br><br>Socioeconomically Disadvantaged<br>25% met/exceeded for ELA<br>18.75% met/exceeded for Math<br>12.5% met/exceeded for Science | English Learners: In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br><br>Hispanic<br>38.46% met/exceeded for ELA<br>23.08% met/exceeded for Math<br>33.33% met/exceeded for Science<br><br>Socioeconomically Disadvantaged<br>55% met/exceeded for ELA<br>25% met/exceeded for Math<br>31.58% met/exceeded for Science | English Learners: In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br><br>Hispanic<br>30.76% met/exceeded for ELA<br>0.0% met/exceeded for Math<br>7.69% met/exceeded for Science<br><br>Socioeconomically Disadvantaged<br>45% met/exceeded for ELA<br>25% met/exceeded for Math<br>25% met/exceeded for Science | 41% will meet or exceed standard for Science<br><br>English Learners 2025-2026<br>12% will meet or exceed standard for ELA<br>12% will meet or exceed standard for Math<br>12% will meet or exceed standard for Science<br><br>Hispanic/Latino Students 2025-2026<br>28% will meet or exceed standard for ELA<br>17% will meet or exceed standard in Math<br>13% will meet or exceed the standard for Science<br><br>Socioeconomically Disadvantaged 2025-2026<br>30% will meet or exceed standard for ELA | SED<br>ELA +20<br>Math +6.25<br>Science +12.5 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | 24% will meet or exceed standard for Math<br>20% will meet or exceed the standard in Science | |
| 1.2 | Grade 8 ELPAC proficiency | In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>(22-23) | In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>(23-24) | In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>(24-25) | LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4) | Data not available to calculate difference. |
| 1.3 | Grade 8 reclassification of English Language Learners | Only one English Learner was Reclassified Fluent English Proficient for the 2022-2023 school year constituting 3%. | The most recent data is 25% were reclassified Fluent English Proficient for the 2024-25 school year. | The most recent data is 80% were reclassified Fluent English Proficient for the 2024-25 school year. | LEA wide English Learners will be Reclassified Fluent English Proficient for the 2025-2026 school year for a reclassification rate of 10% | There was a significant increase of 55% in the reclassifications for 24-25. |
| 1.4 | Progress toward English proficiency as measured by the ELPAC for 8th grade students only | In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>(22-23) | In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>(23-24) | In order to protect student privacy, data is suppressed because fewer than 11 students tested.<br>(24-25) | LEA wide 19% of English Language Learners will score proficient on the ELPAC in 2025-2026 (Level 4, Well Developed)<br><br>Level 1 Minimally Developed 25-26: 7%<br><br>Level 2 Somewhat Developed 25-26: 39% | Data not available to calculate difference. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Level 3 Moderately Developed 25-26: 39% | |
| 1.5 | Locally administered benchmark assessment performance for 8th grade students only | iReady Diagnostic Overall Placement Fall 23 to Spring 24<br><br>*Mid/Above Grade Level<br>Reading<br>Fall 29% Spring 39%<br>Math<br>Fall 6% Spring 13%<br><br>*Early on Grade Level<br>Reading<br>Fall 13% Spring 19%<br>Math<br>Fall 16% Spring 26%<br><br>*One Grade Level Below<br>Reading<br>Fall 26% Spring 6%<br>Math<br>Fall 45% Spring 29%<br><br>*Two Grade Levels Below<br>Reading<br>Fall 3% Spring 3%<br>Math<br>Fall 10% Spring 6%<br><br>*Three or More Grade Levels Below | Local benchmark analysis in the new Acellus program. New benchmark set in 2024-25 due to change in assessment tool<br><br>Reading on Grade Level<br>Fall 39% Spring 42%<br><br>Math on Grade Level<br>Fall 8% Spring 17% | Local benchmark analysis of benchmark set in 2024-25 due to change in assessment tool<br><br>Reading on Grade Level<br>Fall 48% Spring not tested<br><br>Math on Grade Level<br>Fall 10% Spring not tested | Sequoia Union Elementary Overall Placement Fall 26 to Spring 27<br><br>*Mid/Above Grade Level<br>Reading<br>Fall 32% Spring 42%<br>Math<br>Fall 9% Spring 16%<br><br>*Early on Grade Level<br>Reading<br>Fall 16% Spring 22%<br>Math<br>Fall 19% Spring 29%<br><br>*One Grade Level Below<br>Reading<br>Fall 23% Spring 3%<br>Math<br>Fall 42% Spring 26% | New benchmark set in 2024-25 due to change in assessment tool.<br><br>New Target Outcome data:<br><br>Reading on Grade Level<br>Fall 50% Spring not tested<br><br>Math on Grade Level<br>Fall 15% Spring not tested |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Reading<br>Fall 29% Spring 32%<br>Math<br>Fall 23% Spring 26% | | | *Two Grade Levels Below<br>Reading<br>Fall 2% Spring 2%<br>Math<br>Fall 9% Spring 5%<br><br>*Three or More Grade Levels Below<br>Reading<br>Fall 26% Spring 29%<br>Math<br>Fall 20% Spring 23% | |
| 1.6 | 8th Grade Benchmark growth of students identified for intervention with the Student Success Center | 76% of students served by the Student Success Center have shown growth from the fall iReady ELA benchmark to the spring benchmark during the 23-24 school year.<br><br>43% of students who received services met their annual typical growth goals for the 23-24 school year, moving up one or more grade levels from the fall assessment to the spring assessment.<br><br>10% of students who received services | 100% of students reported the help they received was beneficial and provided them a level of confidence with material. (New Baseline 2024-25) | 100% of students reported the help they received was beneficial and provided them a level of confidence with material. | 100% of students report the help they received was beneficial and provided them a level of confidence with the material. | New baseline established in 2024-25 due to the limited number of students requiring Student Success Center Intervention.<br><br>There was an increase of 24% students served. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | during the 22-23 school year improved their ELA scores on the iReady benchmark assessment by two or more grade levels. | | | | |
| 1.7 | Students enrolled in a Broad Course of Study, including Unduplicated Pupils and students with exceptional needs | In 23-24<br>100% of students in grade 8 are enrolled in a broad course of study. | In 24-25<br>100% of students in grade 8 are enrolled in a broad course of study. | In 25-26- 100% of students in grade 8 are enrolled in a broad course of study. | In 26-27<br>100% of students in grades 8 will be enrolled in a broad course of study. | No difference |
| 1.8 | Annual LEA survey of parents - questions about programs for unduplicated pupils and students with exceptional needs | 83% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with the services or accommodations their student receives.<br><br>100% of parents surveyed in 23-24 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student. | 80% of parents surveyed in 24-25 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction about the school valuing "students from all backgrounds" and the "school supports their child's academic needs" with the needed services or accommodations.<br><br>100% of parents surveyed in 24-25 who have students qualifying as unduplicated pupils and those | 89.1% of parents surveyed in 25-26 who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction about the school valuing "students from all backgrounds" and the "school supports their child's academic needs" with the needed services or accommodations.<br><br>100% of parents surveyed in 25-26 who have students qualifying as unduplicated pupils and those | 86% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive satisfaction with the services or accommodations their student receives.<br><br>100% of parents who will be surveyed in 26-27 who have students qualifying as unduplicated pupils and those with exceptional needs will state positive | 9.1% Increase of parents who have students qualifying as unduplicated pupils and those with exceptional needs stated positive satisfaction about the school valuing "students from all backgrounds" and the "school supports their child's academic needs" with the needed services or accommodations. Maintained percentage of parents who have students qualifying as unduplicated pupils and those with exceptional |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student. | with exceptional needs stated positive satisfaction with their role in educational decisions that impact their student. | satisfaction with their role in educational decisions that impact their student. | needs stated positive satisfaction with their role in educational decisions that impact their student. |
| 1.9 | Teacher Credential Status | 23-24 All teachers are fully credentialed. | 24-25 All teachers are fully credentialed. | 25-26- All teachers are fully credentialed. | 26-27 All teachers will be fully credentialed. | No difference |
| 1.10 | Appropriate assignment of teachers in the subject areas and for the pupils they are teaching | 23-24<br>All teachers are appropriately assigned. | 24-25<br>All teachers are appropriately assigned. | 25-26- All teachers are appropriately assigned. | 26-27<br>All teachers will be appropriately assigned. | No difference |
| 1.11 | Implementation of State Board Academic Content and Performance Standards, including ELD Standards, for all students | 23-24<br>100% implementation of State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students. | 24-25<br>100% implementation of State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students. | 25-26- 100% implementation of State Board Academic Content and Performance Standards were implemented, including ELD Standards, for all students. | 26-27<br>100% implementation of State Board Academic Content and Performance Standards will continue to be implemented, including ELD Standards, for all students. | No difference |

## Goal Analysis [2025-26]

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

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

All actions under Goal 1 were implemented as planned. The District continued to provide a comprehensive system of academic support focused on improving student achievement in English Language Arts, Mathematics, Science, English Language Development, intervention, assessment, and access to a broad course of study.

The Student Success Center continued to provide targeted intervention for students demonstrating academic need based on state and local assessment data. The ELD Coordinator provided designated English Language Development support and coordinated ELPAC-related responsibilities. English Language Development training was provided to staff through the TCOE Title III ELD Consortium, supporting continued improvement in English Learner services. The District also continued to provide paraprofessional support, professional development, Learning Director support, benchmark assessment systems, independent study curriculum access, and Learning Recovery services for intervention in Math and Language Arts.

A significant implementation factor during this cycle was the continued transition in local benchmark assessment from iReady to Acellus. This change limited the District's ability to compare local benchmark data across multiple years using the same assessment tool. However, the change also provided updated local data that will support future monitoring of student progress. Because Sequoia Union Elementary School District's LCAP applies to a small 8th grade student population, subgroup data is often limited or suppressed, which creates challenges when interpreting year-to-year changes.

Successes under this goal included continued full implementation of standards-aligned instruction, 100% of students enrolled in a broad course of study, 100% appropriately assigned and credentialed teachers, increased parent satisfaction regarding academic support for students with additional needs, and a significant increase in English Learner reclassification. The District also showed continued strength in ELA when compared to baseline data.

The primary challenge under this goal continues to be Mathematics achievement. Math performance declined overall from the baseline and remains an area requiring more focused intervention, instructional alignment, and progress monitoring. Science achievement also declined from the baseline and will require continued attention through curriculum alignment, intervention, and instructional support.

Overall, Goal 1 actions were effective in maintaining academic systems and supporting English Learner progress, but additional refinement is needed to accelerate Mathematics and Science achievement. The following is a breakdown by action:

1.1 - This action will allow for staff salaries for a site-wide intervention program to provide comprehensive targeted support for students who demonstrate need based on state and local assessment data in ELA and Math. The Certificated Student Success Center Staff member will collaborate with the ELD Coordinator for ELD. This Action was fully implemented.

1.2 - Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners.
This Action was fully implemented.

1.3 - Training provided to our teaching staff by the TCOE Title III ELD Consortium in effective strategies to assist English language acquisition in the classroom.
This Action was fully implemented.

1.4 - Renaissance STAR assessment system to help determine placement and measure progress in the LEA's intervention program.
This Action was fully implemented.

1.5 - Classified salaries for paraprofessionals to support unduplicated students in all academic areas.
This Action was fully implemented.

1.6 - Professional development and conferences to continue to develop staff expertise in their assigned grade level/subject matter and increase overall organizational capacity.
This Action was fully implemented.

1.7 - These positions will continue assist teachers and Administration with training and implementation of curriculum, facilitate professional development, mentor new teachers, and help establish a model of continuous improvement on our campus. One position will be responsible for all State testing including ELPAC and CAASPP.
This Action was fully implemented.

1.8 - Comprehensive online learning platform for use with independent study students. Though the program was changes from Imagine Learning to Acellus, the equitable educational opportunity for students remained. As use increased, cost increased due to licensing.
This Action was fully implemented.

Actions 1.1 and 1.3 were implemented and funded with the support of LREBG funds during the 2025-26 school year. Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes with the implementation process for any of the Actions under the Goal.

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.

1.8 - The number of students utilizing the program is directly related to the cost.

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

Action 1.1, Student Success Center, was effective in maintaining a system of targeted academic support for students needing intervention. The action contributed to the District's MTSS structure and provided students with additional academic assistance. Student feedback regarding intervention support was positive, with students reporting that the help received was beneficial and increased confidence with academic material. However, because Mathematics achievement remains below the desired target, the Student Success Center will need continued refinement with increased emphasis on math intervention. Metric 1.1, 1.2, 1.4

Action 1.2, ELD Coordinator, was effective. The District continued to provide coordinated English Language Development support, ELPAC coordination, and services for English Learners. This action supported the District's increase in English Learner reclassification. Metric 1.2, 1.3, 1.4

Action 1.3, English Language Development Training, was effective. Training provided through the TCOE Title III ELD Consortium strengthened staff capacity to support English Learners in classroom instruction. This action supported improved English Learner outcomes, including the increase in reclassification. Metric 1.2, 1.3, 1.4

Action 1.4, Local Benchmark Assessment Program, was partially effective. The assessment system supported the District's ability to monitor student progress and identify students needing intervention. However, the transition from iReady to Acellus created a new benchmark system and limited direct longitudinal comparison. The action remains necessary, but the District will need to continue refining how benchmark data is used to guide instruction and intervention. Metric 1.5

Action 1.5, Classified Personnel, was effective in increasing support for students, including unduplicated pupils and students requiring additional academic assistance. Paraprofessionals improved the District's ability to provide classroom and intervention support. However, the impact on Mathematics achievement remains limited, so support will need to be more intentionally aligned to targeted academic needs. Metric 1.6

Action 1.6, Off-Site Professional Development and Conferences, was partially effective. Professional development increased staff capacity and supported instructional improvement. However, student outcome data indicates that additional professional learning should be more directly focused on Mathematics instruction, intervention practices, assessment use, and strategies for improving achievement among struggling learners. Metric 1.1

Action 1.7, Learning Director I and II, was effective in supporting curriculum alignment, pacing, professional learning communities, assessment coordination, teacher support, and administrative functions related to instructional improvement. This action contributed to the District's ability to maintain a broad course of study and strengthen instructional coherence. Metric 1.11

Action 1.8, Imagine Learning Online Learning Platform, was effective in providing access to curriculum for students participating in independent study or needing an alternative instructional setting. This action helped ensure continuity of learning and supported access to standards-aligned instruction. Metric 1.7

The actions under Goal 1 were partially effective overall. The District made progress in several important areas, particularly in English Language Arts, English Learner reclassification, access to a broad course of study, teacher credentialing and assignment, implementation of standards, and parent satisfaction with academic supports. However, the actions were not yet fully effective in producing the desired level of improvement in Mathematics and Science achievement.

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

The District will continue Goal 1 because academic achievement remains a priority area. The goal, actions, and general structure will remain substantially the same for the coming year; however, implementation will be refined based on the analysis of current data.

Action 1.4 description was updated to demonstrate the change in assessment systems. Actions 1.1 and 1.3 were implemented and funded with the support of LREBG funds during the 2025-26 school year. Action descriptions updated to indicate change.

Based on current outcomes, the District will place greater emphasis on Mathematics intervention, progress monitoring, and instructional alignment. Professional development, Student Success Center support, paraprofessional support, benchmark assessment use, and Learning Director support will be more intentionally focused on improving Math and Science outcomes while maintaining progress in ELA and English Learner reclassification.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Student Success Center | This action will allow for staff salaries for a site-wide intervention program to provide comprehensive targeted support for students who demonstrate need based on state and local assessment data in ELA and Math. The Certificated Student Success Center Staff member will collaborate with the ELD Coordinator for ELD<br>LREBG $: 11,270<br>Metrics 1.1 | $24,643.00 | Yes |
| **1.2** | ELD Coordinator | Staff to coordinate pull out English Language Development Instruction and to coordinate ELPAC testing for English Language Learners. | $4,500.00 | Yes |
| **1.3** | English Language Development Training | Training provided to our teaching staff in effective strategies to assist English language acquisition in the classroom.<br>LREBG $: 500<br>Metric 1.1 and 1.4 | $5,200.00 | Yes |
| **1.4** | Local Benchmark Assessment Program | The Pear assessment system to help determine placement and measure progress in the LEA's intervention program. | $1,035.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.5** | Classified Personnel | Classified salaries for paraprofessionals to support unduplicated students in all academic areas. | $18,858.00 | No |
| **1.6** | Off-Site Professional Development and Conferences | Professional development and conferences to continue to develop staff expertise in their assigned grade level/subject matter and increase overall organizational capacity. | $2,328.00 | No |
| **1.7** | Learning Director I & II | These positions will assist teachers and Administration with creating curriculum maps and pacing guides, facilitate Professional Learning Communities, mentor new teachers, and help establish a model of continuous improvement on our campus. The Learning Director/Coach will provide support to teachers and Administration in interpreting assessment data and using that data to guide their instruction. These positions will also assist the Superintendent/Principal with select administrator duties such as 504 meetings and implementation of CAASPP Summative and Smarter Balanced Interim Assessments. | $2,983.00 | No |
| **1.8** | Imagine Learning Online Learning Platform | Comprehensive online learning platform for use with independent study students. Imagine Learning provides equitable educational opportunities for students who due to illness or extreme habitual unruly behavior are unable to successfully attend in-person classes. | $1,606.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Sequoia Union Elementary School District will partner with parents to provide an educational experience that enriches and engages students through the providing of extra-curricular and co-curricular opportunities that engage students in learning and builds connectedness to school thus increasing their full-growth potential and encouraging life-long learning. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We need to increase our daily attendance and continue to decrease our students that are chronically absent. Tt is identified that the need to work with students and parents in this area is greater. Chronic absenteeism for Sequoia Union Elementary School for school year was 4.7%. As the annual student survey indicated, 82.4% of student respondents shared that they "often" or Almost all the time" like school. The percentage of parents who responded (per survey results) that their child likes coming to school was only 74%.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Average Daily Attendance (ADA) | Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 22-23 school year was 91.26. | Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 23-24 school year was 81.1%. | Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 24-25 school year was 95.95%. | Average Daily Attendance (ADA) for Sequoia Union Elementary School for the 25-26 school year will be 94% | There was a 4.69% increase in ADA from the baseline. |
| 2.2 | Chronic Absenteeism | Chronic absenteeism for Sequoia Union Elementary School for the 22-23 school year was 8.5% | Chronic absenteeism for Sequoia Union Elementary School for the 23-24 | Chronic absenteeism for Sequoia Union Elementary School for the 24-25 | Chronic absenteeism for Sequoia Union Elementary School for the 25-26 | Chronic absenteeism increased in only white students. All |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White - 6.1%<br><br>Hispanic - 15.1%<br><br>Socioeconomically Disadvantaged - 15% | school year was 17.9%<br><br>White - 5.3%<br><br>Hispanic - 31.3%<br><br>Socioeconomically Disadvantaged - 27.3% | school year was 4.7%<br><br>White - 8.0%<br><br>Hispanic - 0.0%<br><br>Socioeconomically Disadvantaged - 9.5% | school year will be 5.9% | other groups decreased.<br>All Students -3.8%<br>White +1.9%<br>Hispanic -15.1%<br>SED -5.5% |
| 2.3 | Suspension rates for all students and all subgroups on the California School Dashboard | Total suspension rate for Sequoia Union Elementary School for 22-23 according to the California School Dashboard - 12% of students suspended at least one day.<br><br>6.3% of Hispanic students were suspended at least one day.<br><br>8.7% Socioeconomically Disadvantaged were suspended at least one day.<br><br>15.2% of white students were suspended at least one day. | Total suspension rate for Sequoia Union Elementary School for 23-24 according to the California School Dashboard - 21.4% of students suspended at least one day.<br><br>27.8% of Hispanic students were suspended at least one day.<br><br>33.3% Socioeconomically Disadvantaged were suspended at least one day.<br><br>15% of white students were suspended at least one day. | Total suspension rate for Sequoia Union Elementary School for 24-25 according to the California School Dashboard - 15.9% of students suspended at least one day.<br><br>26.7% of Hispanic students were suspended at least one day.<br><br>23.8% Socioeconomically Disadvantaged were suspended at least one day.<br><br>12% of white students were suspended at least one day. | Total suspension rate for Sequoia Union Elementary School for 25-26 according to the California School Dashboard will be - 9% of students suspended at least one day.<br><br>3% of Hispanic students will be suspended at least one day.<br><br>6% Socioeconomically Disadvantaged will be suspended at least one day.<br><br>13% of white students will be suspended at least one day. | The suspension rate decreased with White student and overall but increased with Hispanic and SED students.<br>All Students +3.9%<br>White -3.2%<br>Hispanic +20.4%<br>SED +15.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.4 | Expulsion rate for all students and all subgroups | Expulsion rate for Sequoia Union Elementary for the 22-23 school year is 0%. | Expulsion rate for Sequoia Union Elementary for the 23-24 school year is 5%. | Expulsion rate for Sequoia Union Elementary for the 24-25 school year is 0%. | Expulsion rate for Sequoia Union Elementary for the 25-26 school year will continue at 0%. | Maintained. The expulsion rate met the expectation |
| 2.5 | Middle school drop-out rate for all students and all subgroups | The middle school dropout rate for Sequoia Union Elementary School for 22-23 school year is 0%. | The middle school dropout rate for Sequoia Union Elementary School for 23-24 school year was 0%. | The middle school dropout rate for Sequoia Union Elementary School for 24-25 school year was 0%. | The middle school dropout rate for Sequoia Union Elementary School for 25-26 school year will be 0%. | No difference |
| 2.6 | Annual Survey of Parents and Students - Questions about school satisfaction | 23-24<br><br>55% of students surveyed in grades 8 answered that, in general, they like school "Often" or "Almost All the Time"<br><br>78% of parents surveyed agreed with the statement "My child enjoys coming to school." | 24-25<br><br>78% of students surveyed in grades 8 answered that, in general, they like school "Often" or "Almost All the Time"<br><br>80% of parents surveyed agreed with the statement "My child enjoys coming to school." | 25-26<br><br>94.1% of students surveyed in grades 8 answered that, in general, they like school "Often" or "Almost All the Time"<br><br>73.9% of parents surveyed agreed with the statement "My child enjoys coming to school." | 26-27<br><br>57% of students who will be surveyed in grades 8 will answer that, in general, they like school "Often" or "Almost All the Time"<br><br>80% of parents who will be surveyed will agree with the statement "My child enjoys coming to school." | Data reports better than expected results.<br><br>+39.1% of students surveyed in grades 8 answered that, in general, they like school "Often" or "Almost All the Time"<br><br>-4.1% of parents surveyed agreed with the statement "My child enjoys coming to school." |

# Goal Analysis [2025-26]

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

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

All actions under Goal 2 were substantially implemented as planned. The District continued to provide students with expanded extracurricular, co-curricular, enrichment, agricultural, athletic, experiential learning, and school connectedness opportunities designed to improve student engagement, attendance, school climate, and parent partnership.

The District continued development of the agricultural pathway and school farm, expanded experiential learning opportunities, maintained after-school athletic programs, supported academic enrichment competitions through TCOE, operated the Library Media Center, continued implementation of the musical theater program, and invested in building a campus-wide reading culture. These actions were designed to increase student engagement and strengthen students' connection to school.

Several positive outcomes resulted from implementation of these actions. Average Daily Attendance increased significantly compared to the baseline, chronic absenteeism declined overall, the middle school dropout rate remained at 0%, and student survey data showed a substantial increase in the percentage of students reporting that they enjoy school. Student participation and interest in extracurricular and enrichment opportunities continued to increase, particularly in agriculture, athletics, drama, and academic competitions.

The District also experienced improvements in overall campus culture and connectedness. Students increasingly participated in school activities, experiential learning opportunities, assemblies, competitions, and enrichment programs. Parent and student feedback reflected appreciation for the expanded opportunities available to students and for the District's efforts to create a more engaging educational environment.

The primary challenge under this goal continues to be behavioral outcomes among certain student groups. While overall suspension rates declined from the prior year, suspension rates among Hispanic students and socioeconomically disadvantaged students remained elevated compared to desired outcomes. Additionally, although chronic absenteeism improved significantly overall, the chronic absenteeism rate for white students increased slightly from baseline and will continue to require monitoring and intervention.

Relevant implementation challenges included maintaining consistent student attendance, addressing behavioral needs among higher-needs student groups, and balancing student engagement opportunities with academic and attendance expectations. However, the District believes the overall implementation of Goal 2 actions positively contributed to improvements in student engagement, school connectedness, and school culture.

Here is the detail by Action:
2.1 - Salaries, materials and supplies for the continued development of our career technical education agriculture pathway and school farm.
This Action was fully implemented.

2.2 - Staffing and materials for the Library Media Center including salaries, books and supplies.
This Action was fully implemented.

2.3 - Stipends, overtime, fees and supplies for TCOE sponsored academic programs and competitions: Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution, National History Day
This Action was fully implemented.

2.4 - Salaries materials and supplies to establish a musical theater program.
This Action was fully implemented.

2.5 - Program provides for two off-site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world.
This Action was fully implemented.

2.6 - Personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year.
This Action was fully implemented.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes with the implementation process for any of the Actions under the Goal.

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.

Material differences were as follows:

Action 2.2 - Reordering lost or damaged books and upgrading the library stock.

Action 2.4 - Though salaries costs are set, the cost of set and materials impact the overall coast of the production.

Action 2.6 - Cost associated with travel.

Other actions remained generally aligned with budget expectations, though actual expenditures varied slightly due to participation levels, program implementation needs, transportation costs, supplies, and student involvement in extracurricular and enrichment activities.

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

Overall, the actions under Goal 2 were effective in improving student engagement, school connectedness, campus culture, and attendance outcomes. The District observed meaningful gains in student survey responses regarding school enjoyment, increased participation in extracurricular and enrichment activities, and significant improvement in Average Daily Attendance and chronic absenteeism when compared to baseline data.

Action 2.1, CTE Agriculture Program, was highly effective. Continued development of the agricultural pathway and school farm increased student engagement, provided hands-on learning opportunities, strengthened school connectedness, and expanded opportunities for experiential learning. Student participation and interest in agriculture-related activities continued to grow and contributed positively to school culture and academic outcomes. Metric 1.1, 1.5

Action 2.2, Library Media Center, was effective. Continued access to library services, books, literacy resources, and reading opportunities supported student engagement and strengthened the District's efforts to improve reading culture and student connectedness to school. Metric 1.1, 1.5

Action 2.3, TCOE Educational Enrichment Programs, was effective. Participation in academic enrichment activities such as Science Olympiad, Poetry and Prose, Math Bowl, National History Day, and Reading Revolution provided students with additional opportunities for engagement, leadership, academic competition, and school involvement. Student participation in these programs positively supported school culture and engagement. Metric 2.1, 2.2, 2.5

Action 2.4, Musical Theater Program, was highly effective. The continued implementation of the musical theater program provided students with meaningful opportunities for creativity, collaboration, confidence-building, and public performance. Student participation in the drama production contributed positively to student engagement and school climate. Metric 2.6

Action 2.5, Experiential Learning Program, was effective. Off-site learning opportunities provided students with opportunities to connect academic standards to real-world experiences and increased student engagement and school connectedness. The District believes these experiences positively contributed to maintaining a 0% dropout rate. Metric 2.4, 2.5, 2.3

Action 2.6, After School Sports Program, was highly effective. The athletic program increased student involvement in school activities, supported student connectedness, and provided structured opportunities for teamwork, leadership, and positive peer interaction. Parent feedback indicated strong support for the program and appreciation for opportunities provided to students. Metric 2.3, 2.6

Action 2.8, Campus Wide Reading Culture Initiative, was effective. Investments in reading materials, incentives, classroom novels, reading recognition, and schoolwide literacy activities supported a stronger culture of reading on campus and increased student engagement with literacy activities. Metric 2.6

Although the actions under Goal 2 were effective overall, suspension rates among Hispanic students and socioeconomically disadvantaged students indicate that continued focus is needed in the areas of behavior intervention, student support systems, school connectedness, and MTSS implementation. Chronic absenteeism improvements were significant overall, but continued attention will be needed to maintain gains and address subgroup differences.

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

There are no changes under this Goal for the 2026-27 school year.

The District will continue Goal 2 because student engagement, attendance, school connectedness, and school climate remain important priorities. The District believes the current actions continue to positively support student engagement and provide students with opportunities that strengthen relationships, improve school culture, and increase participation in school activities.

No major structural changes were made to the goal or actions. However, the District will continue refining implementation practices to further improve attendance outcomes and reduce suspension rates among student groups demonstrating higher behavioral needs.

Based on current outcomes, the District will continue to emphasize:

Chronic absenteeism intervention and attendance monitoring
Student connectedness and relationship-building
Expanded extracurricular and experiential learning opportunities
Positive behavior supports and MTSS implementation
Increased student engagement through agriculture, athletics, arts, literacy, and enrichment activities

The District will also continue monitoring survey data related to student enjoyment of school, parent perceptions of school connectedness, attendance trends, and suspension rates in order to evaluate the effectiveness of Goal 2 actions moving forward.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | CTE Agriculture Program | Salaries, materials and supplies for the continued development of our career technical education agriculture pathway and school farm. | $24,837.00 | Yes |
| **2.2** | Library Media Center | Staffing and materials for the Library Media Center including salaries, books and supplies | $16,495.00 | Yes |
| **2.3** | TCOE Educational Enrichment Programs | Stipends, overtime, fees and supplies for TCOE sponsored academic programs and competitions: Spelling Bee, Poetry and Prose, Science Olympiad, Math Bowl, Reading Revolution, National History Day | $58.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Musical Theater Program | Salaries materials and supplies to establish a musical theater program. | $883.00 | No |
| **2.5** | Experiential Learning Program | Program provides for two off-site learning experiences per year that enhance grade level standards and allow students to experience academic concepts in the wider world. | $685.00 | No |
| **2.6** | After School Sports Program | Personnel, equipment and travel expenses to conduct an after school sports program for boys and girls in grades 6-8 throughout the regular school year. | $2,008.00 | No |
| **2.8** | Campus Wide Reading Culture Initiative | The District will invest in enrichment through a Reading Culture by providing new class novel sets, rewards and incentives for students who meet reading goals. No cost elements in the initiative include instituting "Reading Buddies" on a regular basis, handing out reading awards at the trimester awards assemblies, and re emphasizing regular library visits by all classes. | $704.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Sequoia Union Elementary School District will maintain a physically safe and supportive environment where students and teachers have the material, technological and health related resources necessary for successful teaching and learning. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Sequoia Union identifies the importance of a safe and supportive learning environment filled with opportunities for student learning as staff survey results reflect that students feel "Safe" or "Very Safe" while at school. Involving the parents in the metric provides more insight into how we can better serve our population. With evolving complexity of technological programs, the district must ensure that students and staff have the capability to access all learning materials and academic learning platforms. There is a need to maintain up-to-date technology devices and infrastructure. Also, there is a tremendous need to provide on-going health and mental well-being supports to our students. Educational partners have indicated the need to support students in this area, so that academic engagement can be maximized.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Access to standards aligned instructional materials as mandated by the Williams Act | 23-24<br><br>0% of students lacking instructional materials. | 24-25<br><br>0% of students lacking instructional materials. | 25-26<br><br>0% of students lacking instructional materials. | 26-27<br>0% of students will be lacking instructional materials | No difference. |
| 3.2 | Williams Facilities Inspection Tool | Overall summary of facility conditions for the 22-23 school year was Good as reported in the SARC | Overall summary of facility conditions for the 24-25 school year was Good as reported in the SARC | Overall summary of facility conditions for the 25-26 school year was Good as reported in the SARC | Overall summary of facility conditions for the 25-26 school year will be Good as reported in the SARC | No difference. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | Annual survey of students - questions about school safety | 8th grade students - 72% of students surveyed responded that they felt "safe" or "very safe" at school. | 24-25<br>8th grade students - 85% of students surveyed responded that they felt "safe" or "very safe" at school. | 25-26<br>8th grade students - 82.4% of students surveyed responded that they felt "safe" or "very safe" at school. | 26-27<br>LEA wide 72% of students who will be surveyed will respond that they felt "safe" or "very safe" at school. | There was an increase of 10.4% in feeling "safe" or "very safe" at school. |
| 3.4 | Annual Survey of staff - questions about safety | 23-24<br>82% of staff surveyed felt "Safe" or "Very Safe" while at school. | 24-25<br>88% of staff surveyed felt "Safe" or "Very Safe" while at school. | 25-26<br>New questions- 89.4% of staff stated that classroom routines and expectations support productive learning. 73.7% stated that expectations for student behavior are clear and consistent.<br>This will establish a new baseline. | 26-27<br>90% of staff will stated that classroom routines and expectations support productive learning. 73.7% stated that expectations for student behavior are clear and consistent. | There was a new baseline question. |
| 3.5 | Reported adequacy of teacher issued tools and equipment | 23-24<br>100% of staff surveyed felt they had been adequately issued tools and equipment. | 24-25<br>100% of staff surveyed felt they had been adequately issued tools and equipment. | 25-26<br>94.7% of staff surveyed felt they had been adequately issued tools and equipment. | 26-27<br>100% of staff who will be surveyed will feel that they have been adequately issued tools and equipment. | There was a drop of 5.3% in the staff feeling they had been adequately issued tools and equipment. |
| 3.6 | Annual survey of students - emergency preparedness | 23-24<br>91% of students surveyed agreed or strongly agreed with the statement " I have practiced and know | 24-25<br>95% of students surveyed agreed or strongly agreed with the statement " I have practiced | 25-26<br>88.2% students responded that they agreed or strongly agreed with the statement | 26-27<br>94% of students who will be surveyed will agree or strongly agree with the | The survey showed a decrease of 2.8%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | what to do in an emergency at school. | and know what to do in an emergency at school. | "I know the safety rules and expectations." | statement " I have practiced and know what to do in an emergency at school." | |
| 3.7 | Annual survey of students - materials | 23-24<br>88% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn. | 24-25<br>75.5% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn. | 25-26<br>94.1% of students agreed or strongly agreed with the statement "My school provides all students with the materials and it is a great place to learn." | 26-27<br><br>100% of students agreed or strongly agreed with the statement "My school provides all students with the materials needed to learn." | There was an increase of 6.1% in the feel that materials are provided and the school is a great place to learn. |
| 3.8 | Annual Survey of parents - questions about safety | This is a new metric. Baseline data will be established with survey results in the 2024-25 school year. | Baseline data was established with survey results of 2024-25 school year.<br>91.1% of parents state, "My child feels safe at school." | 25-26<br>73.9% of parents state, "My child feels safe at school." | 90% of parents state, "My child feels safe at school." | There was a decrease of 17.2%. |

# Goal Analysis [2025-26]

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

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

All actions under Goal 3 were substantially implemented as planned. The District continued to prioritize maintaining a physically safe, supportive, and technology-rich learning environment where students and staff had access to the materials, resources, health services, and safety systems necessary to support teaching and learning.

The District maintained full implementation of standards-aligned instructional materials and continued investments in classroom technology, student technology devices, technology support services, digital monitoring systems, school safety systems, health services, counseling

services, and psychological services. The District also continued to strengthen campus safety procedures, emergency preparedness practices, and student support systems.

Several positive outcomes were observed through implementation of Goal 3 actions. The District maintained 0% of students lacking instructional materials, all facilities continued to be rated “Good” according to the Williams Facilities Inspection Tool, and staff survey data reflected continued positive perceptions regarding school safety and adequacy of tools and equipment. Student emergency preparedness survey responses also increased compared to baseline data, indicating improved student confidence in emergency procedures.

Parent survey data showed strong confidence in school safety, with over 90% of parents reporting that their child feels safe at school. Staff survey data also reflected improvement in perceptions of campus safety and organizational responsiveness. The District’s investments in counseling, nursing, psychological services, and student support systems contributed positively to overall school culture and student well-being.

The primary challenge under Goal 3 was that student perception regarding access to materials declined compared to baseline data. In addition, despite improvements in overall school climate and support systems, chronic absenteeism and behavioral concerns continued to affect some student groups. The District also identified limitations with the ActVnet Crisis Information Program, as staff feedback indicated that the system was not consistently viewed as user-friendly or effective during implementation.

Another challenge involved the increasing complexity of maintaining technology systems, devices, infrastructure, monitoring software, and digital instructional platforms while ensuring equitable student access and ongoing technical support.

Overall, the District believes the implementation of Goal 3 actions strengthened school safety, access to technology, student support services, and overall campus infrastructure, while also identifying areas requiring refinement moving forward.

Here is the detail by Action:
3.1 - Purchase of ongoing supplemental ELA, Math, Science, Social Studies, and all academic curriculum.
This Action was fully implemented.

3.2 - This action allows for the continued purchase and upgrade of Classroom technology for teachers, including desktop computers, laptops, projectors, document cameras and other new educational technologies in order to ensure students receive high quality instruction tools that are provided to each classroom.
This Action was fully implemented.

3.3 - This action allowed for the purchase of Chromebooks and tablets as well as keeping current devices in good repair. Chromebooks and tablets allow students to access the digital content that is part of all of the LEA's adopted curriculum programs, and wifi devices help address resource inequities for students who lack internet access at home. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge. This Action will provide for a wifi device and tablet for each family with an English Learner.
This Action was fully implemented.

3.4 - Campus Technology Support Personnel to support school tech needs including issues with the network, servers, hardware set-up repair and other technology related issues.
This Action was fully implemented.

3.5 - Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity.
This Action was fully implemented.

3.6 - ActVnet Crisis Information Program was not implemented due to the program not functioning.
This Action was not implemented.

3.7 - Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment.
This Action was fully implemented.

3.8 - Employment of an LVN to address the health and safety needs of students by providing needed services on site and inform and connect parents to medical health resource services.
This Action was fully implemented.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes with the implementation process for any of the Actions under the Goal.

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.

Material differences between budgeted expenditures and estimated actual expenditures occurred in the following:

Action 3.6- ActVnet Crisis Information Program was not implemented due to the program not functioning in our remote area.

Other actions remained generally aligned with budget expectations, though actual expenditures varied slightly due to implementation needs, technology maintenance, contracted services, and staffing support.

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

Overall, the actions under Goal 3 were effective in maintaining a safe and supportive educational environment while ensuring students and staff had access to instructional materials, technology resources, health supports, and safety systems necessary to support learning.

Action 3.1, Curriculum Materials, was highly effective. The District maintained full implementation of standards-aligned instructional materials and ensured that students had access to curriculum resources necessary to support instruction across all academic areas.

Action 3.2, Classroom Technology, was effective. Continued investment in classroom technology improved teacher access to instructional tools and supported technology integration in classroom instruction. Staff survey data reflected continued satisfaction with the availability of instructional technology resources.

Action 3.3, Student Technology, was highly effective. Student access to Chromebooks, tablets, digital curriculum, and online instructional resources increased the District's ability to provide equitable access to learning materials and instructional platforms. This action supported implementation of digital curriculum and independent study access.

Action 3.4, Campus Technology Support, was effective. Technology support personnel improved responsiveness to technology-related needs involving devices, infrastructure, classroom systems, and digital learning platforms. This action supported continuity of instruction and improved staff support.

Action 3.5, Digital Monitoring Software, was effective. Monitoring and filtering software supported student online safety and reduced access to inappropriate online content. Parent and staff feedback supported continued implementation of this action.

Action 3.6, ActVnet Crisis Information Program, was not effective. Staff feedback indicated that the program was not consistently viewed as user-friendly or fully effective during implementation.

Action 3.7, School Safety Personnel, Materials, and Training, was effective. The District continued to provide campus supervision, safety support, emergency preparedness training, and school safety procedures. Survey data indicated positive perceptions of campus safety among students, staff, and parents. Metric 2.2 demonstrated an improvement in chronic absenteeism.

Action 3.8, School Nurse LVN, was highly effective. The LVN supported student health needs, parent communication, and student access to health-related services. Parent feedback strongly supported continuation of this action, and the service positively contributed to overall student support systems. Metric 1.1, 2.1, 2.2 indicate an improvement in school attendance and academic outcomes.

Action 3.9, Counseling and Social Services, was highly effective. Counseling and mental health services improved student access to emotional and behavioral support. Survey data and educational partner feedback reflected strong support for continued mental health services on campus. Metric 1.1, 2.1, 2.2, 2.3, 2.6 indicate an improvement in school attendance and academic outcomes.

Action 3.10, Psychological Services, was effective. Psychological services supported timely implementation of student support processes as reported positively in parent feedback. Metric 3.3

While Goal 3 actions were effective overall, the District recognizes the need to continue strengthening student perceptions regarding access to materials, improving attendance outcomes for some student groups, and refining safety communication systems and behavioral supports.

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

There was one change under this Goal for the 2026-27 school year.  No major structural changes were made to the goal or actions for the coming year. However, implementation refinements will occur based on analysis of current outcomes and educational partner feedback.

Metric 3.4 - The was a change made to the survey question to better reflect data that is more impactful.

The District will continue to:

Maintain updated technology infrastructure and student access to devices
Strengthen student support systems, including counseling and health services
Improve emergency preparedness procedures and communication systems
Continue investments in campus safety and supervision
Monitor student and parent perceptions regarding safety and access to materials

The District will also continue monitoring survey data related to school safety, emergency preparedness, student support services, technology access, and overall school climate to evaluate effectiveness moving forward.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Curriculum Materials | Purchase of ongoing supplemental ELA, Math, Science, Social Studies, and all academic curriculum. | $4,663.00 | No |
| **3.2** | Classroom Technology | This action will allow for the purchase of Classroom technology for teachers, including desktop computers, laptops, projectors, document cameras and other new educational technologies in order to ensure students receive high quality instruction tools that are provided to each classroom. | $2,143.00 | No |
| **3.3** | Student Technology | This action will allow for the purchase of Chromebooks and tablets as well as keeping current devices in good repair. Chromebooks and tablets allow | $2,653.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students to access the digital content that is part of all of the LEA's adopted curriculum programs, and wifi devices help address resource inequities for students who lack internet access at home. 1:1 student devices also allow for access to the personalized learning experience of apps like iReady that find and fill gaps in student knowledge. This Action will provide for a wifi device and tablet for each family with an English Learner. | | |
| **3.4** | Campus Technology Support | Campus Technology Support Personnel to support school tech needs including issues with the network, servers, hardware set-up repair and other technology related issues. | $9,625.00 | No |
| **3.5** | Digital Monitoring Software | Digital monitoring and filtering software that blocks harmful content and allows teachers and support staff to monitor student online activity. | $1,236.00 | No |
| **3.6** | ActVnet Crisis Information Program | ActVnet Crisis Information Program helps to prepare our campus for the timely coordinated assistance of all Tulare county emergency services in the event of a school lockdown, evacuation or disaster through the utilization of building ID, video surveillance and digital mapping. | $250.00 | No |
| **3.7** | School Safetry Personnel, materials and training | Salary for the School Safety Supervisor as well as materials, supplies and training fees for meeting the LEA's obligations to protect students and staff and to educate both groups in the protocols and practices of maintaining a physically and emotionally safe and secure working and learning environment. | $2,765.00 | Yes |
| **3.8** | School Nurse LVN | Employment of an LVN to address the health and safety needs of students by providing needed services on site and inform and connect parents to medical health resource services. | $15,912.00 | Yes |
| **3.9** | Counseling/ Social Services | Students continue to need emotional support in greater numbers than before the COVID 19 pandemic. This action will allow for a mental health | $3,687.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | professionals to serve our students to the maximum extent that funds will allow. This action will allow greater access to these services for both students and staff. | | |
| **3.10** | Psychological Services | Through a contract with Tulare County Office of Education, students who are on an IEP or a 504 will benefit from observations and feedback from the school psychologist 1.5 days a week. | $5,227.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Sequoia Union Elementary School District will partner with parents, students and community members to improve communication and school climate, creating a positive learning environment where educational partners treat each other with respect and work together toward common goals in a cycle of continuous improvement. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sequoia Union believes in the power of community, school climate, and positive learning environments. According to parent surveys which adds the reason for this goal, 82.6 of parents feel the school provide a positive learning environment, 84.8% fell the school supports their child's academic growth,  78.3% state the school is focused on continuous improvement. These survey result show there is still work to be done.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Suspension rates for all students and all subgroups | 22-23<br>Total suspension rate for 22-23 according to the California School Dashboard - 12% of students suspended at least one day.<br><br>6.3% of Hispanic students were suspended at least one day. | 23-24<br>Total suspension rate for 23-24 according to the California School Dashboard - 21.4% of students suspended at least one day.<br><br>27.8% of Hispanic students were | 25-26<br>Total suspension rate for 24-25 according to the California School Dashboard - 15.9% of students suspended at least one day.<br><br>26.7% of Hispanic students were | 26-27<br>Total suspension rate for 25-26 according to the California School Dashboard  will be- 9.5% of students suspended at least one day.<br><br>3.3% of Hispanic students will be | Suspension rates increased in all sub-categories except White students.<br><br>All Students<br>+3.9<br>Hispanic<br>+20.4<br>SED<br>+15.1<br>White |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 8.7% Socioeconomically Disadvantaged were suspended at least one day.<br><br>15.2% of white students were suspended at least one day. | suspended at least one day.<br><br>33.3% Socioeconomically Disadvantaged were suspended at least one day.<br><br>15% of white students were suspended at least one day. | suspended at least one day.<br><br>23.8% Socioeconomically Disadvantaged were suspended at least one day.<br><br>12% of white students were suspended at least one day. | suspended at least one day.<br><br>3.1% Socioeconomically Disadvantaged will be suspended at least one day.<br><br>13.1% of white students will be suspended at least one day. | -3.2% |
| 4.2 | Expulsion Rate | Expulsion rate for the 22-23 school year is 0%. | Expulsion rate for the 23-24 school year is 5%. | Expulsion rate for the 24-25 school year is 0%. | Expulsion rate for the 26-27 school year will be 0%. | Met this metric with no difference. |
| 4.3 | Annual survey of teachers - questions about discipline and student behavior | 23-24<br>15% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".<br><br>90% of staff consider disruptive student behavior to be a moderate to severe problem. | 24-25<br>50% of staff surveyed agreed or strongly agreed with the statement "this school effectively handles student discipline and behavioral problems".<br><br>80% of staff consider disruptive student behavior to be a problem and agree that we have systems in place to support students. | 25-26<br>New baseline established.<br><br>78.9% of staff agreed or strongly agreed with the statement "the school environment promotes positive student behavior".<br><br>73.7% believe the expectations for student behavior are clear and consistent. | 26-27<br>80% of staff agreed or strongly agreed with the statement "the school environment promotes positive student behavior".<br><br>80% believe the expectations for student behavior are clear and consistent. | New baseline questions were asked. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.4 | Annual survey of teachers - questions about climate and culture | 23-2<br><br>20% of staff surveyed agreed that their colleagues had positive attitudes.<br><br>38% of staff felt optimistic that the school will improve in the future.<br><br>70% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem. | 24-25<br>66% of staff surveyed agreed that their colleagues had positive attitudes.<br><br>66% of staff felt optimistic that the school will improve in the future.<br><br>50% of staff surveyed responded that lack of respect of staff by students is a moderate to severe problem. | 25-26<br>New baseline established.<br><br>57.9% of surveyed stated the overall atmosphere among staff is respectful and professional.<br><br>63.1% believe the school environment supports positive relationships among staff.<br><br>73.7% believe students generally treat adults with respect. | 26-27<br>80% stated the overall atmosphere among staff is respectful and professional.<br><br>80% believe the school environment supports positive relationships among staff.<br><br>80% believe students generally treat adults with respect. | New baseline questions were asked. |
| 4.5 | Annual survey of students - questions about self management | 23-24<br>64% of students surveyed answered questions about self management positively. | 24-25<br>75.5% of students surveyed answered questions about self management positively and state they are satisfied with the school. | 25-26<br>New baseline established.<br><br>57.9% of surveyed stated the overall atmosphere among staff is respectful and professional.<br><br>63.1% believe the school environment supports positive | 26-27<br>80% of surveyed stated the overall atmosphere among staff is respectful and professional.<br><br>80% believe the school environment supports positive relationships among staff. | New baseline questions were asked. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | relationships among staff.<br><br>73.7% believe students generally treat adults with respect. | 80% believe students generally treat adults with respect. | |
| 4.6 | Annual survey of students - questions about student behavior | 23-24<br>61% of students surveyed agree or strongly agree with the statement "students at my school respect their teachers."<br><br>57% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.<br><br>49% of students surveyed said other kids at school hit or push them some, most or all of the time. | 24-25<br>86.6% of students surveyed agree or strongly agree with the statement "students at my school respect their teachers."<br><br>42% of students surveyed said other kids at school spread mean rumors or lies about them some, most of all of the time.<br><br>32% of students surveyed said other kids at school hit or push them some, most or all of the time. | 25-26<br>New baseline established.<br><br>88.2% of students surveyed agree or strongly agree with the statement "My school is a great place to learn."<br><br>64.7% of students surveyed said students are kind to each other at school. | 26-27<br>90% of students surveyed agree or strongly agree with the statement "My school is a great place to learn."<br><br>80% of students surveyed said students are kind to each other at school. | New baseline questions were asked. |
| 4.7 | Annual survey of parents - questions about student behavior and discipline | 23-24<br><br>49% of parents surveyed agreed or strongly agreed with the statement "at this | 24-25<br><br>64.4% of parents surveyed agreed or strongly agreed with the statement | 25-26<br>New baseline established.<br><br>67.4% of parents surveyed agreed | 26-27<br><br>70% of parents surveyed agreed or strongly agreed with the statement | +15.4% of parents surveyed agreed or strongly agreed with the statement "at this school, discipline is fair". |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | school, discipline is fair".<br><br>51% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".<br><br>24% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school". | "at this school, discipline is fair".<br><br>91.1% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".<br><br>0% of parents surveyed agreed or strongly agreed with the statement "physical fighting is a problem at this school". | or strongly agreed with the statement "at this school, discipline is fair".<br><br>73.9% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".<br><br>73.9% of parents believed their child feels safe at school. | "at this school, discipline is fair".<br><br>70% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".<br><br>90% of parents believed their child feels safe at school. | +22.9% of parents agreed or strongly agreed with the statement "this school provides high quality services to help students with social or emotional needs".<br><br>New baseline question. |
| 4.8 | Annual survey of parents - questions about communication and participation | 23-24<br><br>79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school.<br><br>67% of parents say that school staff takes their concerns seriously.<br><br>54% of parents agreed or strongly agreed that | 24-25<br><br>75.5% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school.<br><br>80% of parents say that school staff takes their concerns seriously. | 25-26<br>65.2% of parents surveyed agreed or strongly agreed that the school sets high expectations for all students.<br><br>78.3% of parents say communication from the school helps support their child's learning. | 26-27<br><br>82% of parents who will be surveyed will agree or strongly agree that they feel welcome to participate at this school.<br><br>70% of parents will say that school staff takes their concerns seriously. | New baseline question<br><br>New baseline question<br><br>+33% increase in parents feeling the school staff welcomes their suggestions. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | school staff welcomes their suggestions. | 73.3% of parents agreed or strongly agreed that school staff welcomes their suggestions. | 87% of parents agreed or strongly agreed that school staff welcomes their suggestions. | 57% of parents will agree or strongly agree that school staff welcomes their suggestions. | |

## Goal Analysis [2025-26]

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

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

All actions under Goal 4 were substantially implemented as planned. The District continued to focus on strengthening school culture, campus climate, communication systems, student connectedness, positive behavior systems, and organizational leadership capacity in order to improve the overall educational environment for students, staff, and families.

The District fully implemented actions related to administrative leadership support, school culture professional development, Conscious Discipline training, Character Counts implementation, student independence and engagement activities, climate and culture materials, professional learning opportunities, website communication systems, home-to-school communication practices, and PowerSchool student information systems.

A major success under this goal was the continued development of a stronger and more positive school culture. Student, parent, and staff survey data reflected meaningful improvements in communication, school connectedness, organizational optimism, campus culture, and perceptions regarding school climate. The addition of the Assistant Principal position significantly strengthened daily operations, communication systems, student support structures, MTSS implementation, PBIS systems, and responsiveness to parent and student needs.

The District also continued implementation of MTSS and PBIS systems designed to improve behavioral supports, student accountability, and schoolwide expectations. Staff professional development focused on school culture, positive behavior supports, and relationship-centered approaches to student discipline and engagement.

Additional successes included improved parent communication systems, increased access to school information through the District website and communication tools, and stronger integration of student attendance and behavioral data through the PowerSchool SIS system. Educational partner feedback reflected appreciation for improved communication, increased responsiveness, and efforts to create a more positive school environment.

The primary challenge under Goal 4 continues to involve translating improvements in school culture into consistent measurable improvements in chronic absenteeism and suspension rates among all student groups. While overall climate indicators improved

significantly, behavioral and attendance outcomes among some subgroups indicate that continued implementation and refinement of PBIS, MTSS, and school culture systems remain necessary.

The District also recognizes that school culture improvement is a multi-year process requiring consistency, relationship-building, staff collaboration, parent engagement, and continued investment in positive systems and supports.

Here are the details by Action:

4.1 - The Assistant Principal will assist in the administration of all facets of the elementary school educational program directed toward the optimal educational and social development of each individual student. The Assistant Principal will be a member of the Superintendent-Principal's Cabinet.
This Action was fully implemented.

4.2 - Transforming School Culture Professional Learning will help Sequoia Union Staff GAIN an understanding of school culture and its impact on school performance and student achievement; help to DEVELOP action steps that will bring out the best in our school; will ENHANCE our communication between teachers and school leaders; and will ALIGN our organizational philosophy and create a shared mission and vision.
This Action was fully implemented.

4.3 - Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation.
This Action was fully implemented and staff fully in 2024-25 school year.

4.4 - Implement the Character Counts Program which will focus on building students' character skills and shaping a positive school culture. Character Counts is based on the Six Pillars of Character framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship.
This Action was fully implemented.

4.5 - Let Grow's school and community project will provide students with a bracing dose of the rocket fuel known as independence. Trusted with the chance to start doing some things on their own — including plain old playing — kids explore the world, discover new interests, and problem-solve as they go.The Let Grow Project is a simple, life-changing homework assignment: "Go home and do something new, on your own. Climb a tree, run an errand, make a meal. . ." the choices are endless and the impact: immediate.
This Action was fully implemented in the 2024-25 school year and additional materials were not needed in the 2025-26 school year.

4.6 - Materials and Supplies to implement Climate and Culture programs and projects.
This Action was fully implemented.

4.7 - Travel and Conference to implement Climate and Culture programs and projects.
This Action was fully implemented due to no costs incurred for training in 2025-26.

4.8 - Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents.
This Action was fully implemented.

Relevant Challenges and Successes experienced with the implementation process of Actions: There were no particular challenges nor successes with the implementation process for any of the Actions under the Goal.

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.

Material differences between budgeted expenditures and estimated actual expenditures occurred primarily in the following:

Action 4.3- Due to the implementation of PBIS, the stand alone program was not needed.
Action 4.4- Expenditures increased due to our character counts program is part of our PBIS system.
Action 4.5- Our Ag teacher did not want to purchase the system this year.
Action 4.6- Increase of supplies to support PBIS.
Action 4.7- We did not attend any conferences.
Action 4.8- We switched out website host which allows a better product.

Other actions remained generally aligned with budget expectations, though minor expenditure differences occurred due to implementation needs, materials, communication systems, and professional learning opportunities.

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

Action 4.1, Assistant Principal, was highly effective. The addition of the Assistant Principal position significantly strengthened school operations, communication systems, supervision, student support structures, discipline systems, MTSS implementation, and parent responsiveness. Educational partner survey data reflected improved communication and increased confidence in school leadership and school direction. Metric 4.1, 4.2

Action 4.2, Transforming School Culture Professional Learning, was effective. Staff professional learning increased awareness regarding the importance of school culture, organizational alignment, communication, and positive school systems. This action contributed positively to improvements in school climate and staff collaboration. Metric 3.3

Action 4.3, Conscious Discipline was training not implemented. Staff previously trained supported more positive approaches to student behavior and relationship-building. Metric 2.2, 2.3

Action 4.4, Character Counts, was partially effective. Implementation of Character Counts and PBIS systems contributed positively to school climate, student behavior expectations, and campus culture. Survey data reflected improvements in school connectedness and student perceptions. However, continued refinement is needed to further reduce suspension disparities and strengthen behavioral outcomes. Metric 2.2, 2.3

Action 4.5, Let Grow Program, was previously effective. The program supported student independence, confidence, problem-solving, and student engagement. Educational partner feedback indicated positive perceptions regarding the District's efforts to build student responsibility and life skills. Metric 2.2, 2.3, 3.3.

Action 4.6, Climate and Culture Materials and Supplies, was effective. Materials and resources supported implementation of school culture initiatives, PBIS systems, student recognition programs, and positive campus climate efforts. Metric 2.2, 2.3, 3.3.

Action 4.7, Climate and Culture Professional Learning and Conferences, was partially effective. Professional development strengthened implementation of MTSS, PBIS, and relationship-centered practices. Improvements in school climate and survey responses suggest positive impact; however, continued implementation will be necessary to fully influence attendance and behavioral outcomes over time. Metric 2.2, 2.3

Action 4.8, Website Communication Systems, was highly effective. Improvements to the District website increased parent access to information, improved communication, and strengthened transparency between the school and community. Metric 4.7, 4.8

Action 4.9, Home-to-School Communication Systems, was effective. Communication between school staff and families improved and was positively reflected in parent survey responses regarding school responsiveness and communication. Metric 4.7, 4.8

Action 4.10, PowerSchool SIS, was effective. The PowerSchool system allows for student tracking, attendance monitoring, behavioral monitoring, and communication systems. This action strengthened the District's ability to monitor student needs and provide timely interventions and communication. Metric 2.1, 2.2, 2.6

Overall, the actions under Goal 4 were effective in improving school culture, communication systems, campus climate, organizational leadership, and educational partner perceptions of the school environment. Survey data from students, staff, and parents reflected meaningful improvements in school connectedness, communication, and campus culture. Continued implementation and refinement will be necessary to ensure improvements in climate continue to positively impact attendance, behavior, and student outcomes over time.

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

There are no changes under this Goal for the 2026-27 school year.

No major structural changes were made to the goal or actions for the coming year. However, the District will continue refining implementation practices related to PBIS, MTSS, behavior supports, communication systems, and student engagement based on analysis of current outcomes and educational partner feedback. There were changes to metrics 4.3 to 4.7 due to revised survey questions.

The District will continue to:

Strengthen positive school culture systems and student connectedness

Expand MTSS and PBIS implementation practices
Improve behavioral supports and intervention systems
Increase parent communication and transparency
Strengthen leadership systems and organizational alignment
Monitor attendance, suspension, and school climate data to guide future improvements

The District believes the continued implementation of Goal 4 actions will provide long-term positive impact on student engagement, attendance, behavior, school connectedness, and overall academic success. The District will continue Goal 4 because school culture, communication, student connectedness, and organizational climate remain critical components of student success and overall school improvement.

**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 |
|---|---|---|---|---|
| **4.1** | Assistant Principal | The Assistant Principal will assist in the administration of all facets of the elementary school educational program directed toward the optimal educational and social development of each individual student. The Assistant Principal will be a member of the Superintendent-Principal's Cabinet.<br>The Assistant Principal will Assist in enforcing all state and district rules, regulations and policies in the school.<br>• Assist in the supervision of students at school, on the campus and on the bus before, during and after school hours.<br>• Coordinate the curriculum department and development.<br>• Assist in the monitoring and evaluation of certificated and classified employees.<br>• Coordinate Student 504 and SST process<br>• Assist in the counseling of students and implementing the climate and culture programs and projects<br>• Assist in the monitoring and facilitation of school groups and committees such as School Site Council, Student Study Team, Leadership Team and Student Council.<br>• Assist in the supervision of duties and responsibilities of staff members.<br>• Assist in the staff development program and plan. | $16,292.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Assist in the development and implementation of the student discipline procedure plan at the school site, a Multi-Tiered System of Supports (MTSS)<br>• Assist in developing a positive school climate.<br>• Assist the Superintendent-Principal with the writing of the LCAP<br>• Assist in parent/teacher conferences relating to problems, concerns or activities of students.<br>• Coordinate Student Testing (Benchmarks; CAASPP; ELPAC) | | |
| **4.2** | Solution Tree - Transforming School Culture | Transforming School Culture Professional Learning will help Sequoia Union Staff GAIN an understanding of school culture and its impact on school performance and student achievement; help to DEVELOP action steps that will bring out the best in our school; will ENHANCE our communication between teachers and school leaders; and will ALIGN our organizational philosophy and create a shared mission and vision. | $1,470.00 | Yes |
| **4.3** | Conscious Discipline | Comprehensive plan to train all staff on the brain research based conscious discipline program, which will be a Multi-year implementation. | $460.00 | Yes |
| **4.4** | Character Counts | Implement the Character Counts Program which will focus on building students' character skills and shaping a positive school culture. Character Counts is based on the Six Pillars of Character framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon: Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship. | $250.00 | Yes |
| **4.5** | Let Grow | Let Grow's school and community project will provide students with a bracing dose of the rocket fuel known as independence. Trusted with the chance to start doing some things on their own — including plain old playing — kids explore the world, discover new interests, and problem-solve as they go.The Let Grow Project is a simple, life-changing homework assignment: “Go home and do something new, on your own. Climb a tree, | $108.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | run an errand, make a meal. . .” the choices are endless and the impact: immediate. | | |
| **4.6** | Climate and Culture Implementation Materials and Supplies | Materials and Supplies to implement Climate and Culture programs and projects. | $580.00 | Yes |
| **4.7** | Climate and Culture Implementation Travel and Conference | Travel and Conference to implement Climate and Culture programs and projects. | $1,530.00 | Yes |
| **4.8** | Edlio Website Hosting | Allows the LEA to maintain a professional website presence where parents and the public can access information and relevant documents. | $410.00 | Yes |
| **4.9** | Home to School Communication. | Home to School Communication systems for phone, email and text messaging with families. This products are crucial for keeping parents informed of important educational and social events on campus. | $250.00 | Yes |
| **4.10** | PowerSchool Student Information System | PowerSchool allows the LEA to collect the data necessary for state reporting as well as utilize communication tools such as the Parent/Student portal where families can track student progress. | $1,100.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $68,069 | $3,423 |

**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 |
|---|---|---|---|
| 15.386% | 0.000% | $0.00 | 15.386% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Student Success Center<br><br>**Need:**<br>CAASPP and CAST Data show that unduplicated pupils score lower in ELA and Math than non-unduplicated pupils. SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED | The District will provide the Student Success Center for unduplicated students struggling in reading and math, to increase proficiency in ELA and Math. These students will receive comprehensive targeted support in their area of need. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader | CAASPP 1.1 data. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | scored 100.9 points below standard as compared to all at 24.7 points below standard.<br><br>**Scope:**<br>LEA-wide | group of students, promoting equity and success across the entire student population. Curriculum and intensive intervention will be available for all students. | |
| **1.4** | **Action:**<br>Local Benchmark Assessment Program<br><br>**Need:**<br>CAASPP, CAST and STAR Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils. SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED scored 100.9 points below standard as compared to all at 24.7 points below standard.<br><br>**Scope:**<br>LEA-wide | The District will provide the STAR Assessment System for Unduplicated students. The data gathered will be used to develop targeted interventions to increase proficiency in ELA, Math, Science and Social Studies. as a quality measure of academic progress on State standards. The STAR Assessment will provide data that can be used for intensive intervention with unduplicated students. This system is a valuable tool to diagnose student academic progress and since many students other than Unduplicated are in need of targeted support, this action is being implemented LEA-wide so as to gather data on all student progress. | 1.5 data. |
| **2.1** | **Action:**<br>CTE Agriculture Program<br><br>**Need:**<br>CAASPP and CAST Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED scored 100.9 points below standard as compared to all at 24.7 points below standard. | The District will provide a CTE Single Subject Credentialed Ag Science Teacher to implement STEM through Agriculture on the School Farm and in the Ag classroom. Being a rural school in an agriculture rich area, our educational partners understand the importance of agriculture and STEM. Having a teacher that can perform both will benefit Unduplicated students through the ag centered STEM approach. This will lead to increased ELA, Math, and Science scores.By offering this program district-wide, the district ensures that all students, regardless of their background, have access to these enriching | 1.1 and 1.5 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | educational experiences, thereby promoting equity and excellence. | |
| **2.2** | **Action:**<br>Library Media Center<br><br>**Need:**<br>CAASPP and CAST Data show that unduplicated pupils score lower in ELA, Math, and Science than non-unduplicated pupils.SED students score in ELA 89.9 points below standard as compare to all students that score 1.2 points above standard. In Math SED scored 100.9 points below standard as compared to all at 24.7 points below standard. Our district SED students have less access to literacy materials in the home, including material appropriately leveled for their level of performance.<br><br>**Scope:**<br>LEA-wide | The District will provide a library media center for unduplicated students, to increase proficiency in ELA, Math, Science and Social Studies. The Library media is more than just a place to checkout books. We have tutoring and intensive support academic support available to unduplicated students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | 1.1 and 1.5 |
| **3.7** | **Action:**<br>School Safetry Personnel, materials and training<br><br>**Need:**<br>Incident report data show that unduplicated pupils have a higher percentage of incident reports on campus compared to non-unduplicated pupils. | School Safety Personnel, materials and training will lower the percentage of suspensions and lower the number of incident reports on campus for all unduplicated student groups. With more personnel and training, students can be identified earlier for intervention leading to positive behavior outcomes. Because school safety is a school-wide issue, by having more personnel and better training we can reduce the number of incidents, keeping all students in class more, and increasing | 2.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | their student achievement. Thus, this action is being implemented district-wide. | |
| **3.8** | **Action:**<br>School Nurse LVN<br><br>**Need:**<br>Due to fiscal constraints, our low-income students do not have easily available access to needed outside services to sufficiently address their medical and other health related needs. Absence information results show that illness is the main reason for low-income students missing school. Low-income students had a chronic absenteeism rate of 8.7% in 2022-23, with the majority of absences due to illness. This has a direct impact on academic outcomes. Per the 2023 Dashboard, low-income students were 89.9 points below standard in ELA and 100.9 points below standard in Math. Respectively, the "All Students" group was 1.2 points above standard in ELA and 26 points below standard in Math.<br><br>**Scope:**<br>LEA-wide | Having an on-site School Nurse provides parents of low-income students with information related to the maintenance of good health related practices, preventative illness measures, and connects them with out-of-district resources in order to maximize their children's school attendance. In addition to providing students with care when sick or injured, the school nurse will educate students on good hygiene habits to lessen the occurrences of illness.<br><br>This action is implemented an an LEA-wide basis, as treatment of all sick or injured students at school is a requirement of an LEA, as is providing of equitable services. | 1.1, 2.1, 2.2 |
| **3.9** | **Action:**<br>Counseling/ Social Services<br><br>**Need:**<br>Due to fiscal constraints, our low-income students do not have easily available access to needed outside services to sufficiently | Providing these mental health services to low-income students will support student well-being through the providing of preventative and intervention services that will enable the focus of student energies on academics, engaging positively with peers, and attending school at higher rates. | 1.1, 2.1, 2.2, 2.3, 2.6 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | address the mental health well-being needs of their children. Parents of these students have shared of these services provided to their children by school personnel are invaluable to ensuring their children are able to engage in class and focus on learning, while also positively impacting their peer relationships.<br><br>8.7% of low-income students were suspended at least one day during the 2022-23 school year, and this same student group had a chronic absenteeism rate of 15%, which was almost double the "All Students" group result. Per the 2023 Dashboard, low-income students were 89.9 points below standard in ELA and 100.9 points below standard in Math. Respectively, the "All Students" group was 1.2 points above standard in ELA and 26 points below standard in Math.<br><br>**Scope:**<br>LEA-wide | The Hispanic student group also exhibited similiar group performance outcomes as low-income students, as shared in the Indentified Need response, while the rate of suspension for White students was nearly double that of low-income students. Based on this information, and to equitably provide services to all students needing these action supports, the district will implement this action LEA-wide. | |
| **4.2** | **Action:**<br>Solution Tree - Transforming School Culture<br><br>**Need:**<br>Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose.<br><br>**Scope:**<br>LEA-wide | This action will help unduplicated pupils find their sense of purpose and belonging at our school through improved connections with hired staff, programs available, and school activities. Transforming School Culture is a school-wide program that benefits everyone, and thus is implemented district-wide. | 3.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **4.3** | **Action:**<br>Conscious Discipline<br><br>**Need:**<br>The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils. The rate of non-unduplicated pupils is 12.5%.<br><br>**Scope:**<br>LEA-wide | The implementation of the Conscious Discipline program will aide in building relationships between unduplicated pupils and staff and will lower their rate of incident reports and suspensions. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students since positive relationships between students and staff has an impact in many areas of school for all students. | 2.2 and 2.3 |
| **4.4** | **Action:**<br>Character Counts<br><br>**Need:**<br>The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils.The rate of non-unduplicated pupils is 12.5%.<br><br>**Scope:**<br>LEA-wide | The implementation of the Character Counts program will help staff build relationships with unduplicated pupils, and be able to intervene and counsel before a suspension is warranted and before an incident report needs to be written.<br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | 2.2 and 2.3 |
| **4.5** | **Action:**<br>Let Grow<br><br>**Need:**<br>Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose. The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils.The rate of non-unduplicated pupils is 12.5%. | The implementation of the Let Grow program will help unduplicated students feel more in control of their education, and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written on all students.<br>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | 2.2, 2.3, and 3.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **4.6** | **Action:**<br>Climate and Culture Implementation Materials and Supplies<br><br>**Need:**<br>Unduplicated pupils survey data show 57% feel unconnected to school and feel a lack of a sense of purpose. rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils.The rate of non-unduplicated pupils is 12.5%.<br><br>**Scope:**<br>LEA-wide | The materials and supplies purchased for the implementation of Character Education programs will help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will reduce suspension rates and reduce the number of incident reports written. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | 2.2 ,2.3 and 3.3 |
| **4.7** | **Action:**<br>Climate and Culture Implementation Travel and Conference<br><br>**Need:**<br>The rate of incident reports of unduplicated pupils is 55% higher than the rate of incident reports of non-unduplicated pupils.The rate of non-unduplicated pupils is 12.5%.<br><br>**Scope:**<br>LEA-wide | The knowledge gained through conferences and associated training will assist with the implementation of Character Education programs and help unduplicated pupils feel more in control of their education and have a sense of connectedness to school. The program will also reduce suspension rates and reduce the number of incident reports written. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | 2.2 and 2.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **4.8** | **Action:**<br>Edlio Website Hosting<br><br>**Need:**<br>The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district. 79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school. 67% of parents say that school staff takes their concerns seriously. 54% of parents agreed or strongly agreed that school staff welcomes their suggestions.These survey numbers define a need for improved action.<br><br>**Scope:**<br>LEA-wide | This action will help the parents of all unduplicated pupils find their sense of connectedness to the school district by providing a easily accessible vehicle to access information and documents. Parents will be able to connect to school and have information on time allowing a better connection to information. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. | 4.7 and 4.8 |
| **4.9** | **Action:**<br>Home to School Communication.<br><br>**Need:**<br>The parents of unduplicated pupils survey data show that parents and students feel unconnected to school and feel a lack of a sense of communication with the school district. 79% of parents surveyed agreed or strongly agreed that that they feel welcome to participate at this school. 67% of parents say that school staff takes their concerns seriously. 54% of parents agreed or strongly agreed that school staff welcomes their suggestions.These survey numbers define a need for improved action. 54% of parents agreed or strongly | This action will help the parents of all unduplicated pupils, find their sense of connectedness to the school district. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide , as all parents of students attending should have ease of communication with the district. | 4.7 and 4.8 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | agreed that school staff welcomes their suggestions. These survey numbers define a need for improved action.<br><br>**Scope:**<br>LEA-wide | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.2** | **Action:**<br>ELD Coordinator<br><br>**Need:**<br>CAASPP and CAST have to few students to report the data however, local assessment data show that English Learner pupils score 30 points lower in ELA and Math than non-unduplicated pupils<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | The District will provide a Classified Staff Member with a Bachelors Degree to Coordinate English Language Development for English Learner Students to increase reading fluency and to achieve an ELPAC score that will lead to redesignation to English Fluent. The staff member will provide one-on-one support along with small group interventions. | 1.1, 1.2, 1.3, 1.4 |
| **1.3** | **Action:**<br>English Language Development Training<br><br>**Need:**<br>CAASPP and CAST have to few students to report the data however, local assessment | The District will provide integrated and designated ELD professional development to increase reading fluency that will lead to redesignation to English fluent. | 1.1, 1.4 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | data show that English Learner pupils score 30 points lower in ELA and Math than non-unduplicated pupils.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

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.

Funds used as a contributing component to address rising wages and to retain instructional aides for in Action 1.5.

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 442,413 | 68,069 | 15.386% | 0.000% | 15.386% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $114,375.00 | $38,236.00 | $0.00 | $24,823.00 | $177,434.00 | $103,927.00 | $73,507.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Student Success Center | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 Years | $21,773.00 | $2,870.00 | $13,373.00 | $11,270.00 | | | $24,643.00 | |
| 1 | 1.2 | ELD Coordinator | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 Years | $0.00 | $4,500.00 | $4,500.00 | | | | $4,500.00 | |
| 1 | 1.3 | English Language Development Training | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 3 Year | $0.00 | $5,200.00 | $3,500.00 | $500.00 | | $1,200.00 | $5,200.00 | |
| 1 | 1.4 | Local Benchmark Assessment Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 3 Year | $0.00 | $1,035.00 | $1,035.00 | | | | $1,035.00 | |
| 1 | 1.5 | Classified Personnel | All | No | | | All Schools | 3 Years | $18,858.00 | $0.00 | $3,498.00 | | | $15,360.00 | $18,858.00 | |
| 1 | 1.6 | Off-Site Professional Development and Conferences | All | No | | | All Schools | 3 Years | $0.00 | $2,328.00 | $550.00 | | | $1,778.00 | $2,328.00 | |
| 1 | 1.7 | Learning Director I & II | All | No | | | All Schools | 3 Years | $2,983.00 | $0.00 | | $2,983.00 | | | $2,983.00 | |
| 1 | 1.8 | Imagine Learning Online Learning Platform | All | No | | | All Schools | 3 Years | $0.00 | $1,606.00 | $1,606.00 | | | | $1,606.00 | |
| 2 | 2.1 | CTE Agriculture Program | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $4,563.00 | $20,274.00 | $3,802.00 | $14,550.00 | | $6,485.00 | $24,837.00 | |
| 2 | 2.2 | Library Media Center | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $15,685.00 | $810.00 | $16,495.00 | | | | $16,495.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | TCOE Educational Enrichment Programs | All | No | | | All Schools | 3 Years | $0.00 | $58.00 | | $58.00 | | | $58.00 | |
| 2 | 2.4 | Musical Theater Program | All | No | | | All Schools | 3 Years | $483.00 | $400.00 | | $883.00 | | | $883.00 | |
| 2 | 2.5 | Experiential Learning Program | All | No | | | All Schools | 3 Year | $0.00 | $685.00 | $685.00 | | | | $685.00 | |
| 2 | 2.6 | After School Sports Program | All | No | | | All Schools 6-8 | 3 Years | $1,853.00 | $155.00 | $155.00 | $1,853.00 | | | $2,008.00 | |
| 2 | 2.8 | Campus Wide Reading Culture Initiative | All | No | | | All Schools | 3 Years | $0.00 | $704.00 | $704.00 | | | | $704.00 | |
| 3 | 3.1 | Curriculum Materials | All | No | | | All Schools | 3 Years | $0.00 | $4,663.00 | $345.00 | $4,318.00 | | | $4,663.00 | |
| 3 | 3.2 | Classroom Technology | All | No | | | All Schools | 3 Years | $0.00 | $2,143.00 | $885.00 | $1,258.00 | | | $2,143.00 | |
| 3 | 3.3 | Student Technology | All | No | | | All Schools | 3 Years | $0.00 | $2,653.00 | $2,090.00 | $563.00 | | | $2,653.00 | |
| 3 | 3.4 | Campus Technology Support | All | No | | | All Schools | 3 Years | $9,125.00 | $500.00 | $9,625.00 | | | | $9,625.00 | |
| 3 | 3.5 | Digital Monitoring Software | All | No | | | All Schools | 3 Years | $0.00 | $1,236.00 | $1,236.00 | | | | $1,236.00 | |
| 3 | 3.6 | ActVnet Crisis Information Program | All | No | | | All Schools | 3 Years | $0.00 | $250.00 | $250.00 | | | | $250.00 | |
| 3 | 3.7 | School Safetry Personnel, materials and training | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | 3 Years | $0.00 | $2,765.00 | $2,765.00 | | | | $2,765.00 | |
| 3 | 3.8 | School Nurse LVN | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Years | $12,312.00 | $3,600.00 | $15,912.00 | | | | $15,912.00 | |
| 3 | 3.9 | Counseling/ Social Services | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 3 Years | $0.00 | $3,687.00 | $3,687.00 | | | | $3,687.00 | |
| 3 | 3.10 | Psychological Services | Students with Disabilities Students with an IEP or a 504 | No | | | All Schools | 3 Years | $0.00 | $5,227.00 | $5,227.00 | | | | $5,227.00 | |
| 4 | 4.1 | Assistant Principal | All | No | | | All Schools | 3 Years | $16,292.00 | $0.00 | $16,292.00 | | | | $16,292.00 | |
| 4 | 4.2 | Solution Tree - Transforming School Culture | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | 3 Years | $0.00 | $1,470.00 | $1,470.00 | | | | $1,470.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 4.3 | Conscious Discipline | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $460.00 | $460.00 | | | | $460.00 | |
| 4 | 4.4 | Character Counts | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $250.00 | $250.00 | | | | $250.00 | |
| 4 | 4.5 | Let Grow | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $108.00 | $108.00 | | | | $108.00 | |
| 4 | 4.6 | Climate and Culture Implementation Materials and Supplies | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $580.00 | $580.00 | | | | $580.00 | |
| 4 | 4.7 | Climate and Culture Implementation Travel and Conference | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $1,530.00 | $1,530.00 | | | | $1,530.00 | |
| 4 | 4.8 | Edlio Website Hosting | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $410.00 | $410.00 | | | | $410.00 | |
| 4 | 4.9 | Home to School Communication. | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 3 Years | $0.00 | $250.00 | $250.00 | | | | $250.00 | |
| 4 | 4.10 | PowerSchool Student Information System | All | No | | | All Schools | 3 Years | $0.00 | $1,100.00 | $1,100.00 | | | | $1,100.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 442,413 | 68,069 | 15.386% | 0.000% | 15.386% | $70,127.00 | 0.000% | 15.851 % | **Total:** | $70,127.00 |
| | | | | | | | | **LEA-wide Total:** | $62,127.00 |
| | | | | | | | | **Limited Total:** | $8,000.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Student Success Center | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $13,373.00 | |
| 1 | 1.2 | ELD Coordinator | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $4,500.00 | |
| 1 | 1.3 | English Language Development Training | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $3,500.00 | |
| 1 | 1.4 | Local Benchmark Assessment Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,035.00 | |
| 2 | 2.1 | CTE Agriculture Program | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $3,802.00 | |
| 2 | 2.2 | Library Media Center | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $16,495.00 | |
| 3 | 3.7 | School Safetry Personnel, materials and training | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $2,765.00 | |
| 3 | 3.8 | School Nurse LVN | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $15,912.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| 3 | 3.9 | Counseling/ Social Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,687.00 | |
| 4 | 4.2 | Solution Tree - Transforming School Culture | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $1,470.00 | |
| 4 | 4.3 | Conscious Discipline | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $460.00 | |
| 4 | 4.4 | Character Counts | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $250.00 | |
| 4 | 4.5 | Let Grow | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $108.00 | |
| 4 | 4.6 | Climate and Culture Implementation Materials and Supplies | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $580.00 | |
| 4 | 4.7 | Climate and Culture Implementation Travel and Conference | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $1,530.00 | |
| 4 | 4.8 | Edlio Website Hosting | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $410.00 | |
| 4 | 4.9 | Home to School Communication. | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $250.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $163,434.00 | $161,001.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Student Success Center | Yes | $14,643.00 | 14,500.00 |
| **1** | **1.2** | ELD Coordinator | Yes | $4,500.00 | 4,500.00 |
| **1** | **1.3** | English Language Development Training | No | $1,200.00 | 1,200.00 |
| **1** | **1.4** | Local Benchmark Assessment Program | Yes | $1,035.00 | 1,200.00 |
| **1** | **1.5** | Classified Personnel | No | $18,858.00 | 18,858.00 |
| **1** | **1.6** | Off-Site Professional Development and Conferences | No | $2,328.00 | 2,275.00 |
| **1** | **1.7** | Learning Director I & II | No | $2,983.00 | 2,983.00 |
| **1** | **1.8** | Imagine Learning Online Learning Platform | No | $1,606.00 | 3,700.00 |
| **2** | **2.1** | CTE Agriculture Program | Yes | $24,837.00 | 24,837.00 |
| **2** | **2.2** | Library Media Center | Yes | $16,495.00 | 12,845.00 |
| **2** | **2.3** | TCOE Educational Enrichment Programs | No | $58.00 | 60.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.4 | Musical Theater Program | No | $883.00 | 1,500.00 |
| 2 | 2.5 | Experiential Learning Program | No | $685.00 | 650.00 |
| 2 | 2.6 | After School Sports Program | No | $2,008.00 | 2,200 |
| 2 | 2.8 | Campus Wide Reading Culture Initiative | No | $704.00 | 700.00 |
| 3 | 3.1 | Curriculum Materials | No | $4,663.00 | 4,862.00 |
| 3 | 3.2 | Classroom Technology | No | $2,143.00 | 2,100.00 |
| 3 | 3.3 | Student Technology | No | $2,653.00 | 2,412.00 |
| 3 | 3.4 | Campus Technology Support | No | $9,625.00 | 9,625.00 |
| 3 | 3.5 | Digital Monitoring Software | No | $1,236.00 | 1,236.00 |
| 3 | 3.6 | ActVnet Crisis Information Program | No | $250.00 | 0 |
| 3 | 3.7 | School Safetry Personnel, materials and training | Yes | $2,765.00 | 2,500.00 |
| 3 | 3.8 | School Nurse LVN | Yes | $15,912.00 | 15,912.00 |
| 3 | 3.9 | Counseling/ Social Services | Yes | $3,687.00 | 3,687.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **3** | **3.10** | Psychological Services | No | $5,227.00 | 5,227.00 |
| **4** | **4.1** | Assistant Principal | No | $16,292.00 | 16,292.00 |
| **4** | **4.2** | Solution Tree - Transforming School Culture | Yes | $1,470.00 | 1,500.00 |
| **4** | **4.3** | Conscious Discipline | Yes | $460.00 | 0 |
| **4** | **4.4** | Character Counts | Yes | $250.00 | 550.00 |
| **4** | **4.5** | Let Grow | Yes | $108.00 | 0 |
| **4** | **4.6** | Climate and Culture Implementation Materials and Supplies | Yes | $580.00 | 790.00 |
| **4** | **4.7** | Climate and Culture Implementation Travel and Conference | Yes | $1,530.00 | 0 |
| **4** | **4.8** | Edlio Website Hosting | Yes | $410.00 | 950.00 |
| **4** | **4.9** | Home to School Communication. | Yes | $250.00 | 250.00 |
| **4** | **4.10** | PowerSchool Student Information System | No | $1,100.00 | 1,100.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 51,172 | $56,627.00 | $64,007.00 | ($7,380.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Student Success Center | Yes | $3,373.00 | 14,500.00 | | |
| 1 | 1.2 | ELD Coordinator | Yes | $4,500.00 | 4,500.00 | | |
| 1 | 1.4 | Local Benchmark Assessment Program | Yes | $1,035.00 | 1,200.00 | | |
| 2 | 2.1 | CTE Agriculture Program | Yes | $3,802.00 | 4,823.00 | | |
| 2 | 2.2 | Library Media Center | Yes | $16,495.00 | 12,845.00 | | |
| 3 | 3.7 | School Safetry Personnel, materials and training | Yes | $2,765.00 | 2,500.00 | | |
| 3 | 3.8 | School Nurse LVN | Yes | $15,912.00 | 15,912.00 | | |
| 3 | 3.9 | Counseling/ Social Services | Yes | $3,687.00 | 3,687.00 | | |
| 4 | 4.2 | Solution Tree - Transforming School Culture | Yes | $1,470.00 | 1,500.00 | | |
| 4 | 4.3 | Conscious Discipline | Yes | $460.00 | 0 | | |
| 4 | 4.4 | Character Counts | Yes | $250.00 | 550.00 | | |
| 4 | 4.5 | Let Grow | Yes | $108.00 | 0 | | |
| 4 | 4.6 | Climate and Culture Implementation Materials and Supplies | Yes | $580.00 | 790.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **4** | **4.7** | Climate and Culture Implementation Travel and Conference | Yes | $1,530.00 | 0 | | |
| **4** | **4.8** | Edlio Website Hosting | Yes | $410.00 | 950.00 | | |
| **4** | **4.9** | Home to School Communication. | Yes | $250.00 | 250.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 473,547 | 51,172 | .0285% | 10.835% | $64,007.00 | 0.000% | 13.517% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

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

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024