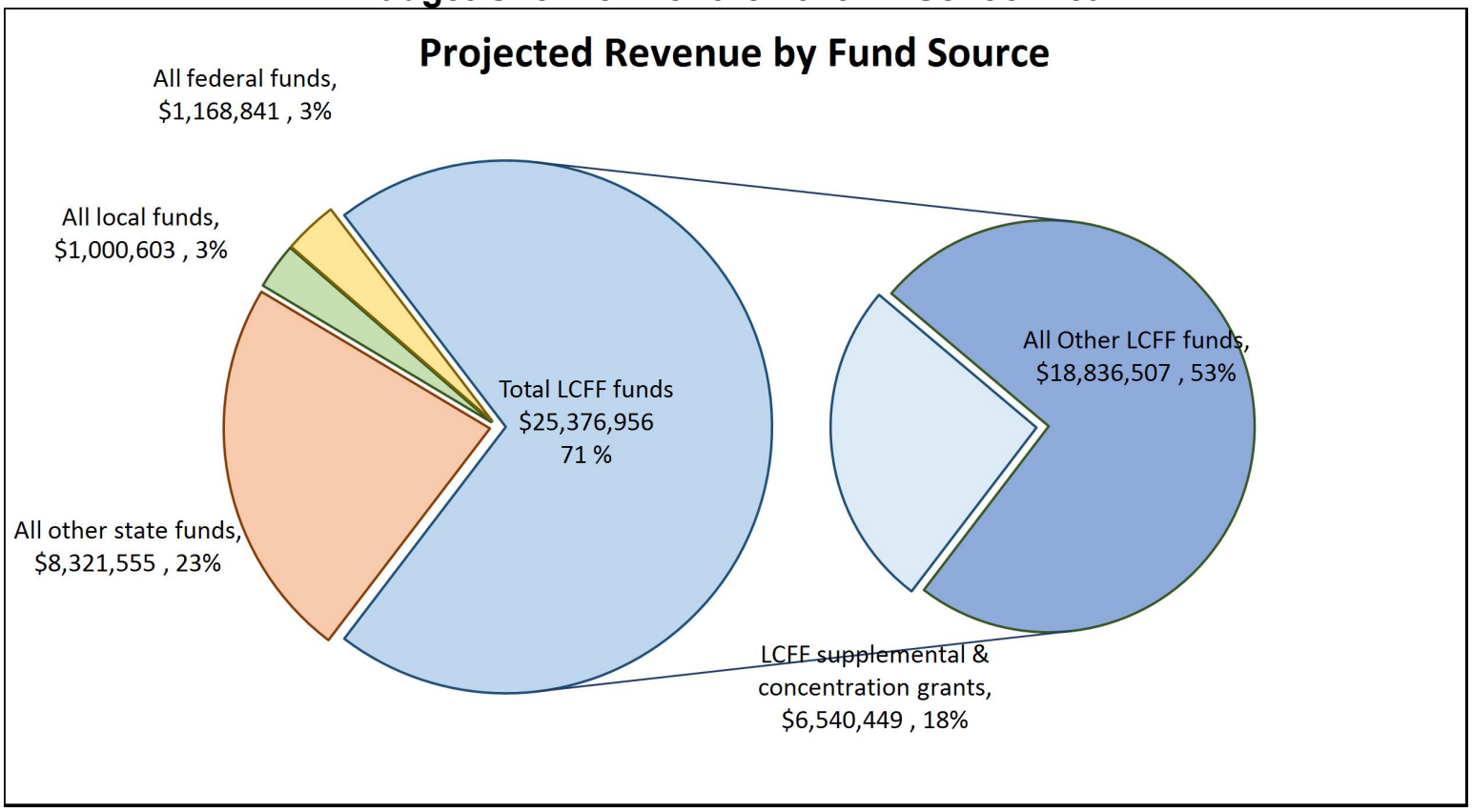
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Savanna Elementary School District
CDS Code: 30666960000000
School Year: 2026-27
LEA contact information:
Dr. Sue Johnson
Superintendent
superintendent@savsd.org
(714) 236-3805

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

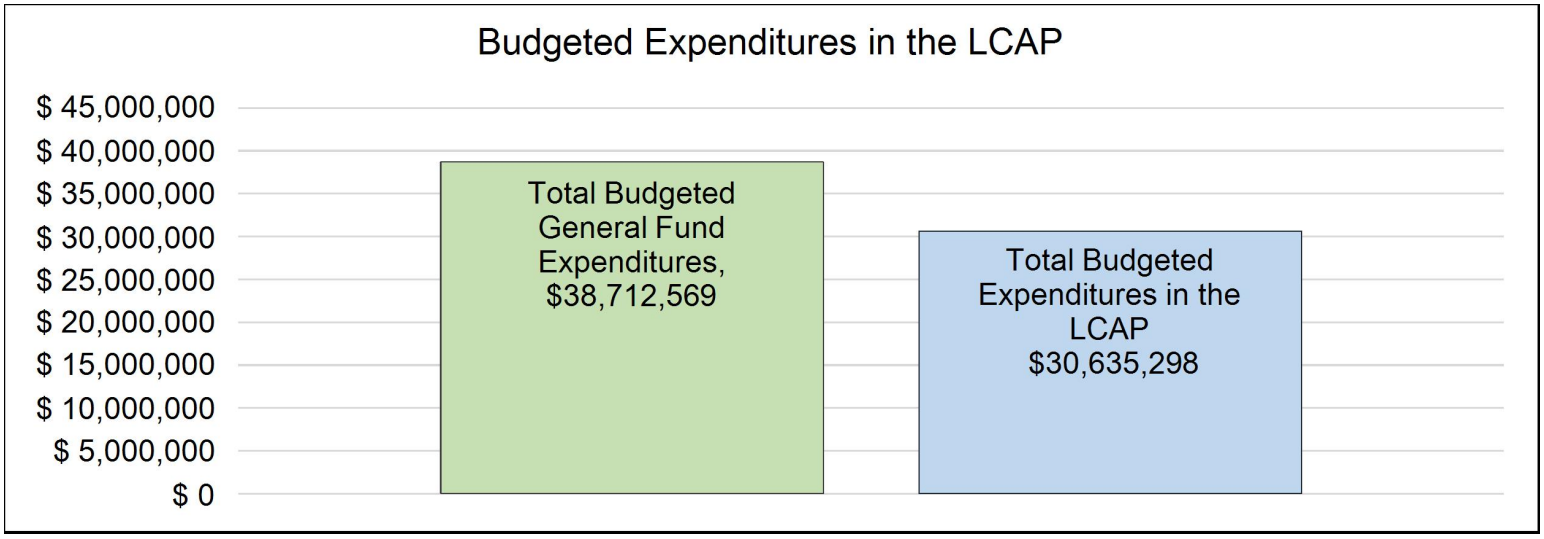


This chart shows the total general purpose revenue Savanna Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Savanna Elementary School District is $35,867,955, of which $25,376,956 is Local Control Funding Formula (LCFF), $8,321,555 is other state funds, $1,000,603 is local funds, and $1,168,841 is federal funds. Of the $25,376,956 in LCFF Funds, $6,540,449 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 Savanna 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: Savanna Elementary School District plans to spend $38,712,569 for the 2026-27 school year. Of that amount, $30,635,298 is tied to actions/services in the LCAP and $8,077,271 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

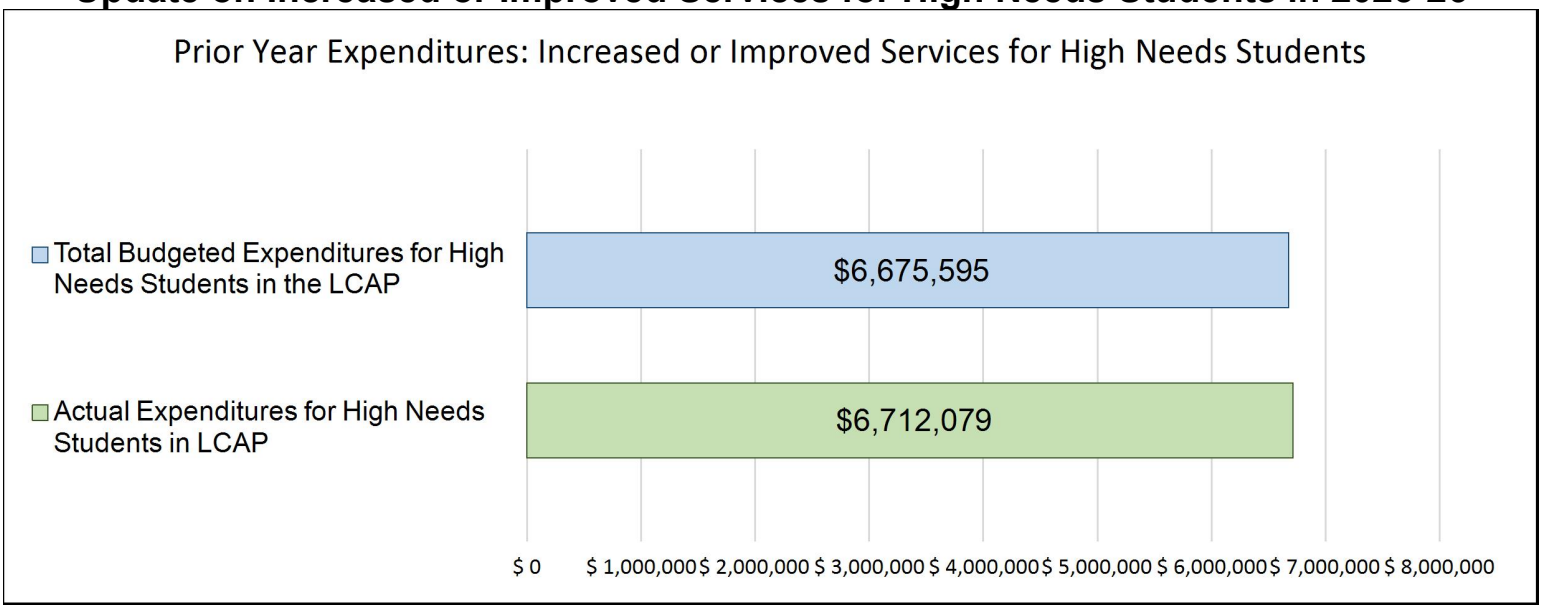
Expenditures not tied to specific LCAP Goals and Actions, including general operating expenditures, utilities, service agreements, capital outlay, and other outgo.

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

In 2026-27, Savanna Elementary School District is projecting it will receive $6,540,449 based on the enrollment of Foster Youth, English learner, and low-income students. Savanna Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Savanna Elementary School District plans to spend $6,696,853 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 Savanna 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 Savanna 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, Savanna Elementary School District's LCAP budgeted $6,675,595 for planned actions to increase or improve services for high needs students. Savanna Elementary School District actually spent $6,712,079 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $36,484 had the following impact on Savanna Elementary School District’s ability to increase or improve services for high needs students:

it allowed the District to expand access to health and counseling services, thereby increasing support for high needs students’ physical, emotional, and mental health needs.

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
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805

Plan Summary [2026-27]

General Information

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

The Savanna School District serves approximately 1,622 students in transitional kindergarten through sixth grade. The District's four elementary schools draw students from the surrounding communities of Anaheim, Cypress, Stanton, and Buena Park, reflecting the cultural and linguistic diversity of the region. The student population includes approximately 60% Hispanic, 14% Asian, 9% Caucasian, 5% Filipino, and 4% African American students. About 31% of students are identified as English Learners, and approximately 81% are socio-economically disadvantaged. In addition, about 9% of students experience homelessness, 15% receive special education services, and 0.6% are identified as foster youth.

Serving a diverse student population requires thoughtful planning and responsive support systems. Savanna School District remains committed to ensuring that all students have access to meaningful educational opportunities and the resources needed to succeed. This includes providing targeted language development support for English learners, strengthening communication and partnerships with families, and expanding access to academic supports and enrichment opportunities. The District also works to provide stability and assistance for students experiencing housing instability while continuing to address achievement gaps related to socioeconomic challenges and language development.

Savanna School District employs approximately 408 staff members and operates four elementary schools: Cerritos School, Hansen School, Holder School, and Twila Reid School. Cerritos School is the smallest campus with approximately 350 students, while Hansen School and Holder School enroll roughly 395 and 440 students respectively. Twila Reid School is the largest campus in the District, serving approximately 437 students.

In addition to its elementary programs, the District operates the B.R.I.G.H.T. Learners Preschool program on each campus, providing early learning opportunities that help prepare young children for a successful transition into transitional kindergarten and kindergarten. The District also offers the W.I.N.G.S. Expanded Learning Program, an after school program available at all four campuses that provides students with academic support, enrichment activities, and a safe, structured environment beyond the regular school day.

Instruction throughout the District is aligned to California's academic standards and designed to support all learners. Particular attention is given to ensuring English learners have access to both the core curriculum and English Language Development (ELD) instruction. In recent years, teachers have participated in professional learning focused on the OCDE Project GLAD® model, which provides research-based strategies to support language development and academic engagement for multilingual learners. Ongoing professional learning opportunities continue to reinforce these instructional practices.

The District also utilizes a Multi-Tiered System of Supports (MTSS) framework to address students' academic, behavioral, and social-emotional needs. Through collaboration, data analysis, and targeted interventions, educators work to ensure students receive the appropriate level of support to meet their individual needs. Staff members participate in curriculum and instructional task forces to evaluate programs, review data, and recommend improvements to support student achievement.

Technology integration continues to be an important component of teaching and learning. Community-supported bond measures have allowed the District to modernize all four school campuses with updated facilities and technology infrastructure. Each school includes STEM Centers and Technology Learning Centers, and classrooms are equipped with modern instructional technology. Students use one-to-one iPads in the classroom to support daily instruction, and students in grades two through six may check out a Chromebook for home use at no cost.

Creating a safe and supportive learning environment remains a top priority. All school campuses operate as closed campuses with controlled entry points to ensure student safety. Volunteer screening procedures, including fingerprinting and database checks, are in place to maintain a secure environment for students and staff. During the 2025–2026 school year, staff participated in Prepared, Aware & Ready: Safety Response Training. This training, facilitated by law enforcement professionals from Knowledge Saves Lives and the Anaheim Police Department, focused on situational awareness, threat recognition, emergency response strategies, and compliance with California safety requirements.

Savanna School District values strong partnerships with families and the community. Parent and community input plays an important role in shaping district programs and priorities, including the development and refinement of the Local Control and Accountability Plan (LCAP). Through collaboration with families, staff, and community members, the District continues to work toward improving outcomes and opportunities for all students.

Total Local Funds exceed Other Local Revenue as a result of the District utilizing Medi-Cal reimbursement carryover funds from prior fiscal years.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data provides Savanna School District with valuable insight into areas of strength as well as areas that require continued focus. The California School Dashboard reports district performance using a color-coded system ranging from red (lowest) to blue (highest) across multiple state indicators. These indicators, along with locally collected data, help guide the District's planning, resource allocation, and continuous improvement efforts.

2024 - 2025 Successes:
Savanna School District demonstrated areas of progress based on the 2024-2025 CA Dashboard indicators and local data. The District achieved a green performance level in English Learner Progress, indicating that a significant percentage of English learners are making expected progress toward English language proficiency. This reflects a continued focus on designated English Language Development instruction, the use of strategies such as Project GLAD®, and ongoing professional learning to support multilingual learners.

The District also saw improvement in student attendance, with chronic absenteeism decreasing by 2.2% in the 2024–2025 school year and 14.9% over the past three years. In addition, most students in grades 4–6 demonstrated academic growth on the SBAC assessment, with 79.7% improving in ELA and 76.1% in Math, when compared to the prior year assessment data.

Expanded learning opportunities further supported student engagement and readiness. Programs such as the WINGS Expanded Learning Program provide additional academic support and enrichment beyond the school day, while the BRIGHT Learners Preschool program strengthens early learning and school readiness, helping to build a strong foundation for students entering the TK–6 system.

2024 – 2025 Challenges:
Despite areas of progress, Dashboard indicators and local data highlight several areas requiring continued improvement. The District received yellow performance levels in chronic absenteeism, suspension rate, English Language Arts, and mathematics, indicating the need for additional supports and targeted interventions to improve student outcomes.

Chronic absenteeism remains an area of focus. The current rate of 16.3% reflects a 2.2 percentage point improvement from the previous year and a significant decrease from 31.2% in 2021–2022, and is now below the state average. While this demonstrates meaningful progress, ongoing barriers such as transportation challenges, housing instability, and higher absenteeism among vulnerable student groups continue to impact consistent attendance.

The District also received a yellow performance level in suspension rate. The current rate of 1.1% represents an increase of 0.5 percentage points from the prior year, though it remains below the state average of 2.9%. The District continues to prioritize safe and supportive learning environments through social-emotional learning, Positive Behavioral Interventions and Supports, and tiered behavioral supports.

English Language Arts remains an area requiring additional support. Although there was a two percentage point increase in students meeting or exceeding standards, overall performance remains 6.4 points below standard on the Dashboard. Targeted support is needed for student groups including African American students, White students, students experiencing homelessness, and students with disabilities.

Mathematics performance also indicates a continued need for improvement. While the District saw a 1.04% increase in students meeting or exceeding standards and continues to perform above the state average, overall performance remains 16.3 points below standard. Strengthening foundational skills and providing targeted intervention remains a priority, particularly for African American students, Hispanic students, and students experiencing homelessness.

Performance gaps for students experiencing homelessness remain significant. Homeless students scored 40.5 points below standard in ELA and 37.7 points below standard in Math, highlighting the need for continued targeted support and intervention.

In the 2025-2026 school year, we experienced a decline in parent participation at districtwide events such as Reach The Reader and Saturday Parenting classes. Contributing factors include limited parent availability due to work schedules, transportation barriers, and language differences. Additionally, current political events, created a level of uncertainty for some families around accessing public spaces, which may have had an impact their level of participation in school activities.

Identification of Lowest Performance Levels:
As required by EC Section 52064.4, the District reviewed the 2023 California School Dashboard to identify schools and student groups that received the lowest performance level on one or more state indicators. The following schools and student groups were identified:

English Learner Progress
Hansen Elementary School received the lowest performance level on the state indicator for English Learner Progress.

English Language Arts
Districtwide, the student group Students with Disabilities received the lowest performance level in English Language Arts, including at Cerritos Elementary School and Twila Reid Elementary School.

Mathematics
At Twila Reid Elementary School, the student group Students with Disabilities received the lowest performance level in mathematics.

Chronic Absenteeism
Two schools received the lowest performance level for chronic absenteeism: Cerritos Elementary School and Twila Reid Elementary School. At Twila Reid Elementary School, the student group Students with Disabilities received the lowest performance level in chronic absenteeism. At Cerritos Elementary School, the student group Homeless Students received the lowest performance level in chronic absenteeism.

Next Steps and Continuous Improvement:
In response to the needs identified through Dashboard and local data, Savanna School District continues to align actions within the Local Control and Accountability Plan to strengthen academic outcomes, increase student engagement, and provide targeted supports for student groups experiencing the greatest needs.

The District will continue to strengthen early literacy instruction, enhance mathematics intervention supports, and expand targeted academic assistance through the Multi-Tiered System of Supports (MTSS) framework. Ongoing professional learning will support teachers in implementing effective instructional strategies that meet the needs of diverse learners, including English learners and students with

disabilities. Attendance improvement strategies, family engagement efforts, and expanded student support services will also remain priorities in order to reduce chronic absenteeism and improve student engagement. The priorities identified through this reflection are directly aligned with the District's LCAP goals and actions, including efforts to strengthen academic achievement, provide targeted intervention and student support services, and ensure safe and supportive learning environments. By aligning resources and services to the areas of greatest need, the District continues to work toward improving outcomes and expanding opportunities for all students.

Learning Recovery Emergency Block Grant (LREBG):
In compliance with Education Code Section 32526(c), Savanna School District continues to utilize Learning Recovery Emergency Block Grant (LREBG) funds to support student wellness and recovery efforts following pandemic-related disruptions. These funds are intended to address academic and social-emotional needs, particularly for students who were disproportionately impacted by COVID-19. A needs assessment was conducted to identify areas of greatest need, allowing the district to strategically allocate resources and implement targeted supports that address both academic learning loss and students' social-emotional well-being.

The District will utilize $448,788 of LREBG funds during the 2026–2027 school year.

The following LCAP action is partially funded through LREBG:

Action 1.5 – Counseling Services - Allocation: $448,788
LREBG funds also support counseling services that provide social-emotional and mental health support for students during the school day. Research from CASEL and other educational organizations demonstrates that students who receive consistent social-emotional learning and mental health support show improvements in academic performance, behavior, and emotional regulation. Providing counseling services during the school day ensures equitable access for students who need additional support and helps create a strong foundation for both academic and personal success.

The District's needs assessment identified ongoing social-emotional and behavioral needs among students, as reflected in both service utilization and suspension data. During the 2024–2025 school year, 24% of all students accessed counseling services, with higher rates among vulnerable student groups, including Foster Youth (56%), Homeless students (36%), and Socioeconomically Disadvantaged students (25%).

In addition, suspension data indicates continued behavioral and regulatory needs, with an overall suspension rate of 1.1% (yellow on the California Dashboard), and higher rates among certain student groups, including Homeless students at 1.4%.

These data points demonstrate a continued need for targeted social-emotional and behavioral supports. As a result, LREBG funds are used to provide and expand counseling services to support students' emotional regulation, improve engagement, and reduce behavioral incidents that impact learning.

Metric being used to monitor the action: Metric 1.7

There will be a remaining balance of $67,494 in unexpended LREBG funds, which will be spent in the 2027-2028 school year.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Other School Personnel, Local Bargaining Units, and Parents.	The School Site Council and English Learner Advisory Committees meet at minimum three times per year. This year, meetings were held on or near the following dates: Meeting #1, October 30 or November 6, 2025, Meeting #2, January 15, 2026, and Meeting #3, April 23 or April 28, 2026. During the 1st meeting of the year, the current LCAP goals and actions were shared with committee members to provide an overview and establish a foundation for ongoing input. Feedback for the 2026–2027 LCAP was requested at the January meetings and documented in the meeting minutes. The proposed 2026–2027 LCAP was then shared at the April meetings.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, and Parents.	District Advisory & District English Learner Advisory Committees meet at minimum 3 times a year. This year they met on the following dates: November 13, 2025, January 22, 2026, and April 30, 2026. At the November meeting, the current LCAP goals and actions were shared with committee members to provide an overview and establish a foundation for ongoing input. Feedback for the 2026-2027 LCAP was requested at the January meeting and information was recorded in the meeting minutes. The new proposed LCAP was shared with educational partners attending the April DAC/DELAC meeting.
Teachers, Principals, Administrators, Other School Personnel and Local Bargaining Units.	The California School Staff Survey is administered annually to staff and assesses the perceptions of staff related to school climate, student achievement and school safety. This survey was administered to all staff the week of November 17, 2025. The data from this survey was used to help set goals and plan actions in the LCAP.

Educational Partner(s)	Process for Engagement
Parents	The California Schools Parent Survey is administered annually to parents and assesses the perceptions of parents related to school climate, parent outreach, student achievement and school safety. This survey was emailed to parents on November 24, 2025. The data from this survey was used to help set goals and plan actions in the LCAP. On December 18th, the Savanna School Board held its first “Light Up the Holidays” event. This event served as both a seasonal celebration and an opportunity for family and community engagement. Attendees were invited to speak directly with Board Members and were able to provide feedback on district programs and services, offering valuable input to support continuous improvement and responsive decision-making across the district. Feedback was recorded and included with the LCAP survey data.
Students	The California Schools Healthy Kids Survey is administered annually to students at grades five and six. The survey enables the District to collect and analyze data regarding students health risks and behaviors, school connectedness, school climate, and school safety. This survey was administered to students with parent permission during the week of November 17, 2025. The data from this survey was used to help set goals and plan actions in the LCAP.
Teachers, Principals, Administrators, Other School Personnel, SELPA Administrator, Local Bargaining Units, Parents and Students.	The Savanna School District annually administers the District LCAP Survey. This year the surveys opened on December 18, 2025 for parents and the week of February 15, 2026 for staff and students. This survey is a tool used to help set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This survey inquires about successes and challenges and provides educational partners the opportunity to share ideas for what they would like to see in the future. The data from this survey was used to help set goals and plan actions in the LCAP.

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

The development of our goals and actions has been heavily influenced by input from our educational partners. This feedback, derived from state and local data as well as continuous dialogue through meetings and surveys, has been critical. Our partners place a high value on creating a safe and supportive learning environment that fosters student academic achievement, a principle that is woven throughout Goals 1 - 4.

Goal 1:
The primary focus of Goal 1 is to foster parent engagement and promote the academic success and active participation of students. This goal encompasses various strategies such as facilitating parental involvement in education, providing health and counseling services, and ensuring a safe educational setting. Data from the 2025-2026 LCAP, where 78% of parents, 67% of staff, and 58% of students emphasized the significance of parent involvement and student success, played a key role in shaping this goal. To foster parent engagement and enhance academic success, we have identified six key actions.

Action 1 focuses on providing parents with the opportunity to be involved and provide input in site level and District committees. This action is aligned with the results from the 2025-2026 LCAP survey, where 96% of parents, 66% of staff, and 59% of students emphasized the importance of providing parents the opportunity for involvement and input. We will measure the outcomes of this action through local data which includes attendance sheets for the following parent events: Saturday Academy Parenting Classes, The Annual Reach the Reader Event and SSC/ELAC and PTA meetings. Our goal is to encourage more parents, to become involved in the school community, with a targeted focus on engaging and elevating the participation of parents of our unduplicated students.

Action 2 intends to support parents of diverse student groups like English learners, foster youth, and low-income families through the appointment of community liaisons. These liaisons are tasked with offering services such as language assistance, educational support for parents, and identifying unique student needs. In this area we are planning on increasing the services provided to families. This initiative is driven by the fact that 31% of our students are English Language Learners, and a significant number of their parents face language barriers. Furthermore, 81% of our students are from socioeconomically disadvantaged backgrounds, with 9% experiencing homelessness. This action will be measured by data from the CA parent survey in which parents are asked whether or not they feel welcome to participate at their designated school. Our goal is to annually increase the percentage of parents who feel that they are welcomed to participate in their school community.

Action 3 is to provide health services to all students needing intervention. The establishment of this goal was guided by feedback from educational partners in the 2025-2026 LCAP survey, where 95% of parents, 75% of staff, and 64% of students advocated for expanded health services for those in need. Our goal is to increase the number of students who receive health services and support from our health services team.This will be measured through local data by monitoring the percentage of students who are receiving health services each year.

Action 4 involves the implementation of Positive Behavior Interventions and Supports (PBIS) within the Multi-Tiered System of Supports (MTSS) to establish a secure and welcoming school environment. This approach focuses on providing tiered support for unduplicated students, including English learners, foster youth, and those from low-income backgrounds. This action responds to teachers' feedback from the 2025-2026 LCAP survey highlighting an increase in challenging student behaviors and mental health issues. In this survey, 97% of parents, 70% of staff, and 78% of students see the need for this secure and inclusive approach. This action will be measured through overall District suspension and expulsion rates. We hope that by improving services in this area it will result in a decrease of students being suspended.

Action 5 proposes counseling services during school hours for students requiring social-emotional support. This action is aligned with insights from the 2025-2026 LCAP survey, where 96% of parents, 90% of staff, and 64% of students emphasized the need for these services. Notably, this was the second highest-ranked area of importance for staff in the LCAP survey. We hope to increase counseling services for

our unduplicated students which will be measured annually through local data and reports. Specifically, we will look at the percentage of students who are receiving counseling services across the District.

Action 6 focuses on providing communication tools such as websites and messaging systems to engage effectively with parents. The 2025-2026 LCAP survey underscores the value placed by parents and the community on these communication methods, with 86% preferring email, 72% text messages, and 40% phone calls. This action aligns with the additional findings in this survey, where 96% of parents and 70% of staff highlighted the importance of utilizing these types of communication resources to enhance parent involvement and engagement. We will measure this goal annually by using data from the CA parent survey in which parents are asked if the school keeps them well informed about school activities. We hope to increase the percentage of parents who feel that they are well informed by the school in regards to school events.

Goal 2:

The overarching focus of goal 2 is to boost academic performance among all student groups. This will be achieved through a comprehensive and challenging educational program that covers a wide array of subjects. It intends to cultivate critical thinking and promote a deep understanding of these subjects. Moreover, the development of this goal has been significantly influenced by meticulous data analysis and the valuable feedback from our educational partners. Data from the 2025-2026 LCAP survey, where 79% of parents, 59% of staff, and 60% of students emphasized the significance of enhancing academic performance across all student groups, played a key role in shaping this goal. We have delved into academic performance data, identifying trends and areas in need of enhancement, while also gathering insights from educators, parents, and community members. Their perspectives have been instrumental in shaping a goal that is responsive to the needs of our diverse student population. In order to boost academic performance among all student groups we have identified six key actions for success.

Action 1 involves setting aside non-student days for certificated staff to access resources tailored to meet the diverse needs of students. The significance of this action is underscored by feedback from educational partners, with 76% of parents, 75% of staff, and 64% of students highlighting its importance. We will measure progress on this action by looking at data from the CA Dashboard. Specifically we measure the percentage of responses rated at least 3 or above on priority 2 (Implementation of State Academic Standards). We hope to increase from 74% (baseline) to 91% by the 2025-2026 school year.

Action 2 focuses on providing professional development for educators on implementing SMART goals and differentiated small group instruction, with an emphasis on supporting English Learners. In 2022–2023, the District received an orange performance level in English Learner Progress, reflecting a 4.4% decrease in students making progress toward proficiency. In that same year, Hansen Elementary School received the lowest performance level on the state indicator, with an 11.9% decline in progress. Additionally, Districtwide results from the Summative ELPAC showed that only 13.8% of students achieved Level 4. Since that time, the District and Hansen Elementary have made meaningful progress. In 2023–2024, the District achieved a green performance level, increasing by 4.3%, while Hansen improved significantly with a 21.2% increase, also reaching green. In 2024–2025, the District continued to improve by an additional 3.2%, and Hansen saw a further 2% increase. Despite this growth, continued focus in this area remains essential. English Learners make up 31% of the District’s student population, and increasing the percentage of students progressing toward proficiency continues to be a priority. Input from

educational partners further reinforced this need, with 79% of parents and 69% of students identifying support for English Learners as an area of importance. Progress on this action will be measured annually using Summative ELPAC results and the English Learner Progress Indicator (ELPI) for both the District and Hansen Elementary School. The District will monitor increases in the percentage of students achieving Levels 3 and 4, while also working to reduce the number of students scoring at Levels 1 and 2, ensuring continued improvement in outcomes for English Learners.

Action 3 was introduced to expand professional development in the area of History-Social Science. The District recognized the need to update its curricular, as the last adoption in this subject area occurred 19 years ago. This action marked an important step toward modernizing and strengthening our instructional program. The initiative focused on refreshing one of the oldest curriculum areas across the District, ensuring that social studies instruction remained relevant, engaging, and aligned with current standards. Progress on this action was monitored using data from the California Dashboard local indicators under Priority 2. Specifically, the District tracked the percentage of responses rated 3 or higher in the professional development section. The goal was to increase from 80% in 2022–2023 to maintaining 100% by the 2025–2026 school year. With the History-Social Science adoption now complete, the District will shift its focus to adopting a new mathematics curriculum by the end of the 2026–2027 school year, as the current program is now 10 years old. This next step is supported by educational partner feedback, including input from the January DAC/DELAC meeting, where the need for a new math curriculum was identified. District math performance data further reinforces this need, with only 45.78% of students currently meeting or exceeding standards.

Action 4 focuses on providing extra intervention resources and materials for unduplicated students, such as English learners, foster youth, and those from low-income backgrounds. In this area, the District seeks to improve services for unduplicated students. The development of this action is based on iReady mid-year assessment data from 2025–2026, which shows that less than half of students are meeting grade-level standards in ELA and Math. This need is even more pronounced for English Learners, as only about a quarter are meeting standards in these areas, highlighting a significant opportunity to strengthen targeted supports. Over half of our educational partners, including 76% of parents, 70% of staff, and 80% of students, have identified intervention as a critical area for attention. This action will be measured through iReady Mid-Year Data in which we measure the percentage of students who are meeting the overall standard in both ELA and math. In addition to looking at the overall scores, we will break down the data to specifically focus on the scores of English Learners in both ELA and Math. Looking at this data mid-year, will allow us to see if we are making appropriate progress towards our goals.

Action 5 focuses on maintaining reduced class sizes across various grade levels. This strategy is intended to enable teachers to provide more individualized attention and support, particularly to unduplicated students. By doing this we will be improving services for our unduplicated students by keep the staff to student ratio lower than required. This initiative is driven by state assessment results, which alarmingly indicate that less than half of our students are achieving or surpassing standards in core academic areas. The overwhelming support from 85% of parents and 88% of staff for this approach highlights the community's acknowledgment of its importance. Notably, this was the highest-ranked area of importance for staff and parents in regards to state standards and student achievement on the 2025-2026 LCAP survey. We will measure our progress on this action through both local and state data. We will use the Average Class Size Reports to monitor class sizes. In addition we will look at our CAASPP Data to make sure that students are making progress annually in the areas of ELA, Math and Science.

Action 6 continues our commitment to strengthening the technological infrastructure, including both hardware and software support, aimed at decreasing the achievement gap among our unduplicated students. This group comprises English learners, foster youth, and economically

disadvantaged students. The necessity of this goal is echoed by the voices of our educational partners, with 77% of parents, 60% of staff, and 82% of students consistently pointing out the need for robust technological support in our education system. By increasing services to students in this area we hope to increase the number of devices that are checked out to students annually. The progress on this action will be measured annually through local reports which monitor the number of devices checked out to students.

Goal 3:

Goal 3 is dedicated to crafting an ideal learning environment for every student. This goal encompasses providing a comprehensive curriculum aligned with academic standards, recruiting and retaining highly capable educators, and ensuring our educational facilities are maintained at a high standard. The emphasis is on creating an atmosphere conducive to learning for all students, with materials and resources that meet their diverse needs. Data from the 2025-2026 LCAP survey, where 77% of parents, 79% of staff, and 76% of students emphasized the significance of providing an ideal learning environment for all students, played a key role in shaping this goal. In order to provide an ideal learning environment for every student we have identified nine key actions for success.

Action 1 involves a continuous effort to hire, place, and appropriately compensate highly qualified certificated and classified staff. This approach is geared toward fulfilling the diverse educational needs of our students. Endorsed by 85% of parents, 87% of staff, and 69% of students on the LCAP survey, this action reflects our commitment to staffing our schools with top-tier educators. This action will be measured through local data in which we will monitor the number teachers who are considered: Misassignments of English Learners, Total Teacher Misassignments, and vacant teacher positions. Our goal is to have 0 teachers to report in each of these categories in the future.

Action 2 prioritizes recruiting and compensating certificated and classified staff, particularly for students with high needs, including English learners, foster youth, those from low-income or homeless backgrounds, and those in special education. Supported on the LCAP survey by 84% of parents, 83% of staff, and 69% of students, this action underscores our commitment to providing exceptional care and education to our most vulnerable students. This action will be measured through local data in which we will monitor the number teachers who are considered: Misassignments of English Learners, Total Teacher Misassignments, and vacant teacher positions. Our goal is to have 0 teachers to report in each of these categories in the future.

Action 3 is the ongoing maintenance of classified staff dedicated to supporting instructional efforts in Transitional Kindergarten classrooms and other support areas. This action is critical in improving services and ensuring that our youngest learners receive the foundational support they need at this crucial stage in their educational journey. We will monitor progress in this area through local data by monitoring the percentage of transitional kindergarten classrooms that are fully staffed to meet the 10:1 ratio in 2025-2026. This was supported on the LCAP survey by 87% of parents, 73% of staff, and 56% of students, this action underscores our commitment to provide the much needed classified staff members who are dedicated to supporting instructional efforts in Transitional Kindergarten classrooms and other support areas.

Action 4 focuses on providing specialized support through Title I teachers at schools funded by Title I. Acknowledged on the LCAP survey as a sustained need by 83% of our parents and 77% of our staff, this action is essential in ensuring targeted support and resources are available where they are most needed. At each Title I school, 1.5 Title I teachers will be provided to deliver targeted support for at-risk students. We will monitor progress of this action by monitoring the percentage of sub groups who are meeting or exceeding standards on the

Smarter Balanced Summative Assessments in English Language Arts and math. Specifically, we will monitor the scores for our English Learners, Homeless, and Socioeconomically Disadvantaged. Our goal is to see an approximate 1% - 2% increase of students meeting or exceeding the standard each year for each sub group listed.

Action 5 focuses on offering professional development and support to certificated staff for the effective integration of technology into our curriculum. Recognized by 83% of parents and 58% of students on the LCAP survey as a necessary area of focus, this action intends to equip all students with the technological skills and knowledge needed in today's digital age. To meet this goal, our District will provide a Technology Teacher On Special Assignment (T.O.S.A.) to support educators in the area of technology. We will monitor progress for this action through local data by evaluating the number of teachers who participate in targeted professional development. Our goal is to increase the number of teachers who participate in professional development opportunities focused on the effective use of technology across the curriculum.

Action 6 is about providing professional development for certificated staff, focusing on meeting the unique needs of English learners. This action, which 82% of parents on the LCAP survey have identified as crucial, strives to enhance the educational experience and outcomes for our second language learners. To meet this goal, our District will provide an English Language Development T.O.S.A. to support educators in the area of ELD. We will monitor progress for this action through local data by evaluating the percentage of Redesignated Fluent English Proficient students meeting or exceeding standards on the Smarter Balanced Assessment for English Language Arts. Our goal is to increase the number percentage of students meeting or exceeding the standards each year.

Action 7 ensures that all students have access to Common Core State Standards-aligned instructional materials. Special emphasis is placed on providing unduplicated students with access to resources like a STEM Learning Center and supplemental materials, including Mystery Science, to encourage hands-on learning. Students with disabilities will benefit from a broad curriculum supported by specialized resources like the Sonday system. This comprehensive approach, highlighted on the LCAP survey as important by 84% of parents and 71% of students, focuses on inclusivity and engagement in learning. Students with disabilities will have access to a Broad Course of study through supplemental curriculum such as Sonday. We will monitor the progress of this goal by looking at the Local Indicators Section Titles "Basics: Teachers, Instructional Materials, Facilities." More specifically, we will monitor the number of students without access to their own copies of standard align instructional materials for use at school and home. We hope to have 0 students to report each year.

Action 8 involves maintaining safe, clean, and well-equipped facilities through consistent preventative maintenance and necessary repairs and upgrades. The LCAP survey results show that the importance of this goal is shared by 88% of parents, 76% of staff, and 67% of students. It reflects our commitment to providing a learning environment that is both conducive and welcoming. In order to monitor progress on this action we will look at our annual climate survey data which reports the percentage of students, parents, and staff that feel our facilities are in good repair. We hope to improve our percentages of educational partners who feel that are facilities are in good repair. We will also monitor our scores on the annual FIT Tool assessment. Additionally, we hope to continue to have 0 incidents to report on the number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).

Action 9 commits to maintaining specialized educational support in all Special Day Classrooms for students with disabilities. This goal is important because in our LEA, student group, “Students with Disabilities” received the lowest performance level in ELA for both the 2022-2023 school year and the 2023-2024 school year. In addition, in the 2022-2023 school year Cerritos and Twila Reid, their student group, “Students with Disabilities” received the lowest performance level in ELA on the dashboard. In math, students with Disabilities also received

the lowest performance level at Twila Reid Elementary. Acknowledged in the LCAP survey as an area of focus by 89% of parents, 82% of staff, and 64% of students, this action is key to ensuring that students with disabilities receive the comprehensive support they need for their educational development. We will do this by providing instructional aides in all of our Special Day Classrooms in order to support small group and targeted instruction that can be tailored to our students' needs. We will monitor progress on this goal by evaluating the Smarter Balanced Assessment test scores of students who are currently receiving special education support at the District level as well as at Cerritos and Twila Reid. We hope to see score increases for our students with disabilities who are meeting or exceeding the standard in both ELA and Math each school year.

Goal 4:

Goal 4 strives to enhance student engagement and improve attendance rates by creating a stimulating and supportive educational atmosphere. This includes providing additional avenues for students to engage in extracurricular and school-related activities. Growth for these actions will be measured by local data, indicating a correlation between engagement, academic performance and attendance. Data from the 2025-2026 LCAP, where 71% of parents, 77% of staff, and 73% of students emphasized the significance of increasing student engagement and attendance, played a key role in shaping this goal. To achieve this, we have identified five key actions for success.

Action 1 involves offering free transportation for students. Improving services in this area is crucial for ensuring safe and reliable daily transit to and from school. This initiative is rooted in the 2024-2025 LCAP survey results, where 85% of parents, 76% of staff, and 78% of students of students recognized its significance. This service is vital for many families, particularly those who might otherwise struggle with transportation logistics. By improving services and providing students with reliable transportation we hope to see a significant drop in our chronic absenteeism rates each year as well as a rise in our average daily attendance. The progress for this action will be measured annually by our chronic absenteeism rates on the CA Schools Dashboard and through local reports of our average daily attendance rates.

Action 2 is the implementation of attendance incentives such as Saturday Academy. This program is specifically designed for at-risk students, offering them additional academic reinforcement and maintaining attendance incentives. The program also extends outreach to low-income students, English learners, and foster youth. The LCAP survey has shown that 88% of parents, 63% of staff and 82% of students view this as a necessary endeavor. For this action we will be improving services and monitoring progress through local data reports in which we measure the percentage of students attending Saturday Academy. We hope to see the number of students attending Saturday Academy increase annually. In addition, we will also be measuring this action through the analysis of our average daily attendance rates, which we also hope to see an improvement each year.

Action 3 concentrates on providing after-school care and academic support for all students. The 2025-2026 LCAP survey data shows 94% of parents, 77% of staff, and 56% of students recognizing its need, this program is integral in offering extended learning opportunities and support in a safe environment. We will measure progress on this action annually through local data which includes a report on the attendance rates of students who are enrolled in the after school program for the ASES funded school sites.

Action 4 is the establishment of a Summer Academy. This initiative aims to extend academic support beyond the regular school year, focusing on skill reinforcement and closing the achievement gap. It pays special attention to the needs of our unduplicated students, including English learners, foster youth, and those from low-income backgrounds, as highlighted by 90% of parents, 70% of staff, and 56% of

students in the LCAP survey. By increasing services in this area we hope to see an increase of students participating in our Summer Academy Program. The data will be measured annually through the percentage of students attending Summer Academy.

Action 5 offers arts and music programs to provide enrichment opportunities for unduplicated students, including English learners, foster youth, and those from low-income families. These programs serve as creative outlets not otherwise available outside regular school hours. According to LCAP survey data, 96% of parents, 91% of staff, and 76% of students view this as an essential area of focus. In the 2024-2025 school year, only 8% of students were benefiting from our after school music program, highlighting the need for expanded opportunities. In the 2025-2026 school year we rolled out a new VAPA program in which 100% of our students are now receiving Arts instruction during the school day. The three areas of Arts we are focusing on this year are music/choir, dance, and theater.

Action 6 focuses on the implementation of SARB teams at each school site to establish systems for the timely identification of students at risk of frequent absences, with the goal of reducing chronic absenteeism. This action is necessary at the District level, as the chronic absenteeism rate was 22.6% in the 2022–2023 school year. While improvement has been made over the past two years, the current rate remains at 16.3%, indicating that continued efforts are needed. In addition, during the 2022–2023 school year, two school sites received the lowest performance level in Chronic Absenteeism, further highlighting the need for targeted support. Twila Reid School reported a 30% chronic absenteeism rate among students with disabilities, while Cerritos School reported a 35% rate among students experiencing homelessness. These identified student groups will continue to be closely monitored at each site to ensure progress over the three-year LCAP cycle. Progress for this action will be measured using Metrics M4.1 and M4.2. This focus aligns with feedback from the 2025-2026 LCAP survey, in which 87% of parents, 73% of staff, and 60% of students recognized the need to continuing focusing on this area.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Facilitate opportunities for parent engagement and feedback through collaborative partnerships between home, school, and the community, aimed at enhancing student success and involvement both socially and emotionally, within a safe and nurturing educational setting.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Over the past four years, results from the California School Parent Survey show a gradual decline in how strongly parents feel encouraged to be involved in their child's school. In 2019–2020, 100% of parents reported feeling welcomed as partners. That number dropped to 95% in 2021–2022, 90% in 2022–2023, and 88% in 2023–2024. For the 2025–2026 school year, we did see a slight improvement to 91%, which is a positive step, but still shows there is work to do. In addition, only 83% of parents reported that the school seeks their input before making important decisions. Feedback from the LCAP process reflects a similar message, with 78% of parents, 67% of staff, and 58% of students identifying parent engagement as an area the District should continue to strengthen.

The District developed this goal to build stronger connections between home and school and to ensure families feel welcomed, supported, and included. This includes expanding resources for families, particularly in the areas of social, emotional, and physical well-being for both students and parents. Community liaisons play an important role in this work by helping families navigate available supports, connecting them to services, and improving communication between school and home. Creating more opportunities for families to engage and provide input will be key to increasing participation.

At the same time, the District will continue to invest in student supports by expanding access to health and counseling services, which remain in high demand. Strengthening positive behavior intervention and supports will help ensure students experience a consistent, safe, and supportive school environment. When students feel safe and connected, they are more likely to engage academically and socially, which supports both their well-being and overall success.

Through these efforts, the District is committed to creating an environment where all families, including those of English learners, foster youth, low-income students, and students with disabilities, feel valued and encouraged to participate. Building stronger partnerships with families will lead to better communication, increased trust, and improved outcomes for students, while also strengthening the overall school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Data - attendance sheets for the following parent events: 1) Saturday Academy Parenting Classes 2) Annual Reach The Reader Event 3) Parent Participation in SSC, ELAC and PTA meetings.	2023-2024 School Year On Average 7 parents attended the Saturday Academy Parenting Classes. *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A 20% of parents attended the Annual Reach The Reader Event. *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A 4 of 4 school sites have parent representation on site committees including; SSC, ELAC, and PTA.	2024-2025 School Year On Average 5 parents attended the Saturday Academy Parenting Classes. *Parents of EL: TBD *Parents of Foster Youth: TBD *Parents of SED: TBD 20% of parents attended the Annual Reach The Reader Event. *Parents of EL: TBD *Parents of Foster Youth: TBD *Parents of SED: TBD 4 of 4 school sites have parent representation on site committees	2025-2026 School Year On Average 4 parents attended the Saturday Academy Parenting Classes. *Parents of EL: 44% *Parents of Foster Youth: 28% *Parents of SED: 85% 10% of parents attended the Annual Reach The Reader Event. *Parents of EL: 19% *Parents of Foster Youth: .6% *Parents of SED: 44% 4 of 4 school sites have parent representation on site committees	2026-2027 School Year On Average 10 parents attended the Saturday Academy Parenting Classes. *Parents of EL= 25% *Parents of Foster Youth = 10% *Parents of SED = 25% 23% of parents attended the Annual Reach The Reader Event. *Parents of EL = 50% *Parents of Foster Youth = 10% *Parents of SED = 50% 4 of 4 school sites have parent representation on site committees including; SSC, ELAC, and PTA.	Saturday Academy Parent Classes = *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A Reach The Reader Parent Attendance = *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A Parent Representation on School Site Committees = No Change *Parents of EL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A *Parents of SWD: N/A	including; SSC, ELAC, and PTA. *Parents of EL: TBD *Parents of Foster Youth: TBD *Parents of SED: TBD *Parents of SWD: TBD TBD Data will be collected beginning in the 2025-2026 School Year.	including; SSC, ELAC, and PTA. *Parents of EL: 19% *Parents of Foster Youth: 4% *Parents of SED: 50% *Parents of SWD: 8%	*Parents of EL = 50% *Parents of Foster Youth = 2% *Parents of SED = 50% *Parents of SWD: 10%	*Parents of Foster Youth: N/A *Parents of SED: N/A *Parents of SWD: N/A
1.2	CA School Parent Survey	2023-2024 CSPS 90% of parents feel welcome to participate at this school.	2024-2025 CSPS 88% of parents feel welcome to participate at this school.	2025-2026 CSPS 95% of parents feel welcome to participate at this school.	2026-2027 CSPS Original: 93% Adjusted: 96% of parents feel welcome to participate at this school.	CSPS 5 percentage point increase
1.3	CA School Parent Survey	2023-2024 CSPS 92% of parents feel the school keeps me well informed about school activities.	2024-2025 CSPS 89% of parents feel the school keeps me well informed about school activities.	2025-2026 CSPS 88% of parents feel the school keeps me well informed about school activities.	2026-27 CSPS 95% of parents feel the school keeps me well informed about school activities.	CSPS 4 percentage point decrease
1.4	CA School Parent/Student/Staff Surveys	2023-2024 CHKS, CSPS, CSSS School is a safe place for students	2024-2025 CHKS, CSPS, CSSS School is a safe place for students	2025-2026 CHKS, CSPS, CSSS School is a safe place for students	2026-2027 CHKS, CSPS, CSSS School is a safe place for students	School is a safe place for students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents- 97% Staff- 98% Students: Grade 5 = 97% Grade 6 = 94%	Parents- 89% Staff- 88% Students: Grade 5 = 93% Grade 6 = 91%	Parents- 94% Staff- 96% Students: Grade 5 = 99% Grade 6 = 91%	Parents- 98% Staff- 98% Students: Grade 5 = 98% Grade 6 = 98%	Parents = 3 percentage point decrease Staff = 2 percentage point decrease Students: Grade 5 = 2 percentage point increase Grade 6 = 3 percentage point decrease
1.5	CA School Parent/Student/Staff Surveys	2023-2024 CHKS, CSPS, CSSS School has adults who really care about students Parents- 98% Staff- 98% Students: Grade 5 = 98% Grade 6 = 96%	2024-2025 CHKS, CSPS, CSSS School has adults who really care about students Parents- 95% Staff- 98% Students: Grade 5 = 97% Grade 6 = 95%	2025-2026 CHKS, CSPS, CSSS School has adults who really care about students Parents- 96% Staff- 99% Students: Grade 5 = 98% Grade 6 = 95%	2026-2027 CHKS, CSPS, CSSS School has adults who really care about students Parents- 99% Staff- 99% Students: Grade 5 = 99% Grade 6 = 99%	School has adults who really care about students Parents = 2 percentage point decrease Staff = 1 percentage point increase Students: Grade 5 = No Change Grade 6 = 1 percentage point decrease
1.6	Local Data - Health Services Reports	2022-2023 School Year	2023-2024 School Year	2024-2025 School Year	2026-2027 School Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students receiving health services across the District.	All Students = 86% English Learners = 84%	All Students = 87% English Learners = 86%	All Students = 89% English Learners = 90%	All Students = 89% English Learners = 87%	All Students = 3 percentage point increase English Learners = 6 percentage point increase
1.7	Local Data - Counseling Services Records Percentage of students who received services from school site counselors.	2022-2023 School Year All Students = 17.9% Homeless = No Baseline Data English Learners = No Baseline Data Foster Youth = No Baseline Data Socioeconomically Disadvantaged = No Baseline Data *No Baseline Data = Data will be collected in the 2023-2024 school year.	2023-2024 School Year All Students = 26% Homeless = 35% English Learners = 18% Foster Youth = 46% Socioeconomically Disadvantaged = 20%	2024-2025 School Year All Students = 24% Homeless = 36% English Learners = 21% Foster Youth = 56% Socioeconomically Disadvantaged = 25%	2025-2026 School Year All Students = 30% Original Homeless = 20% Original English Learners = 20% Original Foster Youth = 48% Original Socioeconomically Disadvantaged = 22% Adjusted Homeless = 39% Adjusted English Learners = 23% Adjusted Foster Youth = 58% Adjusted Socioeconomically Disadvantaged = 27%	All Students = 6.1 percentage point increase Homeless = 1 percentage point increase English Learners = 3 percentage point increase Foster Youth = 10 percentage point increase Socioeconomically Disadvantaged = 5 percentage point increase
1.8	CA School Dashboard Expulsion Rate	2022-2023 CA Dashboard Pupil Expulsion Rate	2023-2024 CA Dashboard Pupil Expulsion Rate	2024-2025 CA Dashboard Pupil Expulsion Rate	2025-2026 CA Dashboard Pupil Expulsion Rate	CA Dashboard Pupil Expulsion Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%	All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%	All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%	All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%	All Students = No Change English Learners = No Change Homeless = No Change Socioeconomically Disadvantaged = No Change
1.9	CA School Dashboard Suspension Rate	2023 CA Dashboard Suspension Rate All Students = 1% (green) English Learners = 1.3% Homeless = 1.1% Socioeconomically Disadvantaged = 1.1%	2024 CA Dashboard Suspension Rate All Students = 0.6% (green) English Learners = 0.6% Homeless = 0.9% Socioeconomically Disadvantaged = 0.6%	2025 CA Dashboard Suspension Rate All Students = 1.1% (yellow) English Learners = 0.4% Homeless = 1.4% Socioeconomically Disadvantaged = 1.1%	2026 CA Dashboard Suspension Rate All Students = <1% (blue) English Learners = 1% Homeless = <1% Socioeconomically Disadvantaged = <1%	CA Dashboard Suspension Rate All Students = 0.1 percentage point increase English Learners = 0.9 percentage point decrease Homeless = 0.3 percentage point increase Socioeconomically Disadvantaged = No Change
1.10	Local Data - LCAP Parent Survey Percentage of parents who feel providing community liaisons to assist parents of unduplicated students to help their children	2024-2025 LCAP Parent Survey Providing community liaisons to assist parents of unduplicated students to help their children succeed in school is important.	2024-2025 LCAP Parent Survey Providing community liaisons to assist parents of unduplicated students to help their children	2025-2026 LCAP Parent Survey Providing community liaisons to assist parents of unduplicated students to help their children	2026-2027 LCAP Parent Survey Providing community liaisons to assist parents of unduplicated students to help their children	LCAP Parent Survey English Learners = 26 percentage point increase Parents of Foster Youth = 100

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	succeed in school is important.	Parents of English Learners = N/A Parents of Foster Youth = N/A Parents of Socioeconomically Disadvantaged = N/A (Goal Added in 2024-2025)	succeed in school is important. Parents of English Learners = 67% Parents of Foster Youth = 0% Parents of Socioeconomically Disadvantaged = 50%	succeed in school is important. Parents of English Learners = 93% Parents of Foster Youth = 100% Parents of Socioeconomically Disadvantaged = 90%	succeed in school is important. Parents of English Learners = 75% Parents of Foster Youth = 50% Parents of Socioeconomically Disadvantaged = 75%	percentage point increase Parents of Socioeconomically Disadvantaged = 40 percentage point increase

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.

Overall, the implementation of this goal was carried out as planned, with no substantive differences between the intended actions and actual implementation. All key initiatives were implemented as planned, allowing the District to make consistent progress toward the identified outcomes.

While implementation remained aligned to the plan, several challenges impacted outcomes related to family engagement. The District experienced a 4% decrease over the past three years in the number of parents who reported that schools keep them informed about school activities. In addition there has been a decline in participation at districtwide events such as Reach The Reader and Saturday Parenting classes. Contributing factors include limited parent availability due to work schedules, transportation barriers, and language differences. Additionally, current political events have created a level of uncertainty for some families around accessing public spaces, which may impact their level of participation in school activities.

Despite these challenges, there were notable areas of success. Counseling and health services have increased for our unduplicated students across the District, increasing student access to critical supports. This expansion has contributed to better access for student wellness opportunities and a more supportive learning environment. Another success reported from the survey data indicates that a greater number of parents report feeling welcome at school sites, reflecting continued progress in creating inclusive and supportive school communities.

Overall, while barriers to family engagement remain, the District has continued to respond thoughtfully to identified needs, maintaining steady progress in expanding student supports and strengthening connections with families.

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.

For Goal #1, the following action items had a variance of 10% or more, either over or under the budgeted amount:

- 1.2 Community Liaisons - we had an overage of approximately +28.8% this year due to an increase in scheduled work hours.
- 1.3 Health Services - we had an overage of approximately +17.5% this year due to an increase in school nurse positions.
- 1.6 Parental and Community Communication - we had an overage of approximately +32.4% this year due to an increase in survey system and website fees.
- 1.5 Counseling Services - we had a shortfall of approximately -13.1% this year due to a decrease in counselor positions.

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

The specific actions implemented to support this goal have all proven effective in making measurable progress across several key areas.

Action 1.1 – Parent Opportunities:
This action has been effective in fostering meaningful parent engagement. Each school site successfully secured full parent participation on site committees, and we also saw some parent involvement in Saturday Academy parenting classes. The percentage of parents who feel welcome to participate at the school sites has increased by 5% over the past 3 years. These outcomes reflect a strong partnership between schools and families, contributing to a more connected and supportive school environment.

Action 1.2 – Community Liaisons:
Our two community liaisons, one fluent in Spanish and one in Vietnamese, have significantly improved outreach to families who face language or access barriers. They have been instrumental in building connections with parents who may otherwise have difficulty engaging with school sites, strengthening equity and communication across the District. As reflected in the 2025–2026 LCAP survey, 93% of parents of English Learners, 100% of parents of Foster Youth, and 90% of parents of socioeconomically disadvantaged students expressed strong support for the continued presence of community liaisons in our schools.

Action 1.3 – Health Services:
Providing 3.4 Registered Nurses and four Licensed Vocational Nurses to rotate across school sites has expanded access to critical health services. As a result, the percentage of students receiving health services increased by 3% overall and by 6% among English Learners, indicating improved reach and support for student well-being.

Action 1.4 – Positive Behavioral Interventions and Supports (PBIS):
The continued implementation of PBIS supports and incentives has contributed to a positive school climate and improved student behavior across the District. The districtwide expulsion rate remains at 0%. While suspension rates have varied across student groups, there has been a notable decrease of 0.9% among English Learners. Suspension rates for socioeconomically disadvantaged students have remained relatively unchanged, while rates for students experiencing homelessness have shown a slight increase of 0.3%. When comparing our suspension rates to the state average we have about 1.8% fewer suspensions.

Action 1.5 – Counseling Services:

This action has shown strong effectiveness, with a 6.1% increase in students receiving counseling services when compared to our baseline year. The expanded support has helped address student behavior, strengthen social-emotional learning, and support both restorative and preventative practices. These outcomes reflect growing student trust in available resources and a more proactive approach to student wellness.

Action 1.6 – Parental and Community Communications:
The transition to more accessible platforms, including ParentSquare for direct communication (email, text and phone calls), Qualtrics for surveys, and updates made to our District website, has significantly strengthened communication with families and stakeholders. These tools have enabled broader outreach and engagement, helping more families stay informed and involved in the school community. While we have made improvements with these platforms, we still had only 88% of parents who felt the school keeps them well informed about school activities.

Over the past two years, the District has demonstrated measurable growth across several important areas. Parent participation in school site committees has remained steady, while access to health and counseling services has expanded to serve more students when compared to the baseline year. Suspension rates have continued to remain low among historically underserved student groups. Collectively, these outcomes reflect the effectiveness of the District's targeted actions and affirm the strategies implemented to strengthen student engagement, family involvement, wellness, and overall school climate. The District remains committed to ongoing progress as we continue to monitor and refine our goals and actions within the three-year LCAP cycle.

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.

Based on reflection and analysis of current year data, minor adjustments were made to select metrics and action 1.3 to ensure continued growth and maintain a focus on continuous improvement. No other changes were made to the overall goal or actions; however, target outcomes were revised to reflect higher expectations based on demonstrated success.

For Metric 1.2, the District met the established target for the percentage of parents who feel welcome to participate in school activities. In an effort to build on this progress and further strengthen family engagement, the target was increased from 93% to 96%.

Similarly, for Metric 1.7, the District met its original targets related to the percentage of students receiving services from school site counselors. To continue expanding access and support for key student groups, the following adjustments were made: the target for English Learners was increased from 20% to 23%, Foster Youth from 48% to 58%, and Socioeconomically Disadvantaged students from 22% to 27%.

These revisions reflect the District's commitment to ongoing growth and its intention to build upon prior successes by setting more ambitious targets for the coming year.

Action 1.3 - Health Services - was updated to reflect that it will no longer be partially supported by LREBG funding.

As part of our reflection process, we reviewed both qualitative and quantitative data, monitored progress from baseline measures, and assessed the impact of current strategies. This review confirmed that the existing plan continues to align with the District's goals and is producing the intended outcomes. While continuous improvement remains a priority, the data indicates that the current approach is effective and does not warrant significant changes at this time.

The District will continue to monitor progress and remain responsive to new data and emerging needs. Maintaining a consistent approach will support continued growth and allow us to build on the progress already achieved.

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	Parent Input Opportunities	Provide all parents the opportunity for involvement and input through site level and district committees that foster parental engagement and promote the success of every student.	$0.00	No
1.2	Community Liaisons	Provide community liaisons to support the parents of students with disabilities as well as the parents of unduplicated students, such as English learners, foster youth, and those from low-income backgrounds, in aiding their children's academic success. This support includes language translation, parental education, and assistance in recognizing the specific needs of students.	$81,104.00	Yes
1.3	Health Services	Provide health services for unduplicated students including English learners, foster youth and low-income, who are in need of intervention.	$839,500.00	Yes
1.4	Positive Behavioral Interventions and Supports	Provide a safe and welcoming school environment through the implementation of PBIS-Positive Behavior Interventions and Supports as part of the MTSS Framework to provide tiered supports for unduplicated students including English learners, foster youth and low-income.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Counseling Services	LREBG Action Provide counseling programs that provide resources for for unduplicated students including English learners, foster youth and low-income, in need of intervention and social emotional support to ensure students receive services during their regular school day. Research supports that integrating counseling and social-emotional support into the regular school day increases student access to services, improves academic outcomes, and reduces behavioral issues. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), students who participate in school-based SEL programs demonstrate improved classroom behavior, better stress management, and an average 11 percentile-point gain in academic achievement. Providing these services during the school day ensures equitable access and allows for timely intervention, particularly for students who might not receive support outside of school. Metric being used to monitor the action: Metric 1.7 LREBG Funds supporting this action: $448,788 for the 2026-2027 School Year	$974,829.00	Yes
1.6	Parental and Community Communication	Provide communication resources (website, messaging system, etc) to communicate effectively with parents.	$34,000.00	No
1.7	Community Resource Officer	Provide a part-time Community Resource Officer to promote a safe and supportive school environment through positive relationship-building with students, families, and staff. The officer will provide a consistent presence on campuses, attend school events, assist with safety planning, and serve as a bridge between the school and local law enforcement.	$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Enhance academic performance across all student groups by delivering a well-rounded, rigorous educational program that encompasses a broad range of subjects, fosters critical thinking, and encourages in-depth understanding.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of the 2024–2025 CAASPP data indicates a continued need to strengthen academic outcomes across student groups. In English Language Arts, 49.73% of students met or exceeded standards; however, only 25% of English Learners reached this level. A similar trend is evident in mathematics, where 45.78% of students met or exceeded standards, compared to 28.52% of English Learners. These gaps highlight the need for targeted supports to ensure all students, particularly English Learners, have equitable access to rigorous instruction and opportunities for success.

Input from educational partners throughout the LCAP process further reinforces this need. Improving student academic performance remains a priority, as identified by 79% of parents, 60% of students, and 59% of staff in the 2025–2026 LCAP survey. This consistent feedback highlights the importance of strengthening instructional practices and expanding supports to meet the diverse needs of all learners.

To address these needs, the District has developed this goal to focus on enhancing instruction through high-quality professional development, strategic curriculum implementation, and targeted student support. Professional development, particularly in English Language Development, will build teacher capacity to effectively support English Learners. The use of SMART goals and differentiated small group instruction will allow teachers to better respond to individual student needs, supporting both language acquisition and academic achievement.

Additionally, the piloting and implementation of a new mathematics curriculum aligned to the current framework will strengthen instructional rigor across grade levels. Targeted interventions will provide critical support for English Learners, foster youth, and socioeconomically disadvantaged students, helping to address learning gaps and remove barriers to achievement.

Efforts to reduce class sizes in targeted settings will further support differentiated instruction and provide optimal learning environments for closing achievement gaps. Expanding access to technology will also help address disparities in home resources, ensuring all students can fully engage with instructional materials and assignments.

Finally, the addition of metrics 2.9 and 2.10 will allow the District to more closely monitor the progress of English Learners toward English language proficiency at both the district level and at Hansen Elementary School. These metrics were added in response to prior performance

data. During the 2022-2023 school year, our students with disabilities sub-group at Hansen Elementary School scored in the red tier on the CA Dashboard, and it is important to monitor this data for growth over the next few years.

In conclusion, by enhancing professional development, implementing a new curriculum, offering targeted interventions, and providing necessary technology, we can create an equitable and supportive educational environment. These efforts will ensure that all students, especially those facing additional challenges, have the resources and support they need to succeed and thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Local Indicators (Self Reflection Tool) Priority 2 - Implementation of State Academic Standards: Percentage of total responses rated at least 3 (initial implementation) or above.	2022-2023 School Year 74%	2023-2024 School Year 74%	2024-2025 School Year 91%	2025-2026 School Year Original = 87% Adjusted = 91%	17 percentage point increase
2.2	ELPAC Summative Test Results	2022-2023 ELPAC Summative Results All English Learners: Level 4 (Well Developed) = 13.80% Level 3 (Moderately Developed) = 39.52% Level 2 (Somewhat Developed) = 30.49% Level 1 (Beginning to Develop) = 16.18%	2023-2024 ELPAC Summative Results All English Learners: Level 4 (Well Developed) = 16.37% Level 3 (Moderately Developed)= 33.63% Level 2 (Somewhat Developed) = 29.32%	2024-2025 ELPAC Summative Results All English Learners: Level 4 (Well Developed) = 18.99% Level 3 (Moderately Developed)= 36.29% Level 2 (Somewhat Developed) = 30.17%	2025-2026 ELPAC Summative Results All English Learners: Level 4 (Well Developed) = 17% Level 3 (Moderately Developed)= 43% Level 2 (Somewhat Developed) = 27% Level 1 (Beginning to Develop) = 13%	ELPAC Summative Results All English Learners: Level 4 (Well Developed) = 5.19 percentage point increase Level 3 (Moderately Developed)= 3.23 percentage point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: Level 4 (Well Developed) = 4.35% Level 3 (Moderately Developed) = 39.13% Level 2 (Somewhat Developed) = 47.83% Level 1 (Beginning to Develop) = 8.70%	Level 1 (Beginning to Develop) = 20.68% Long-Term English Learners: Level 4 (Well Developed) = 5.88% Level 3 (Moderately Developed) = 52.94% Level 2 (Somewhat Developed) = 29.41% Level 1 (Beginning to Develop) = 11.76%	Level 1 (Beginning to Develop) = 14.56% Long-Term English Learners: Level 4 (Well Developed) = 9.9% Level 3 (Moderately Developed) = 45.45% Level 2 (Somewhat Developed) = 31.82% Level 1 (Beginning to Develop) = 13.64%	Long-Term English Learners: Level 4 (Well Developed) = 10% Level 3 (Moderately Developed) = 53% Level 2 (Somewhat Developed) = 30% Level 1 (Beginning to Develop) = 7%	Level 2 (Somewhat Developed) = 0.32 percentage point decrease Level 1 (Beginning to Develop) = 1.62 percentage point decrease Long-Term English Learners: Level 4 (Well Developed) = 5.55 percentage point increase Level 3 (Moderately Developed)= 6.32 percentage point increase Level 2 (Somewhat Developed) = 16.01 percentage point decrease Level 1 (Beginning to Develop) = 4.94 percentage point increase
2.3	CA Dashboard Local Indicators (Self	2022-2023 School Year	2023-2024 School Year	2024-2025 School Year	2025-2026 School Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reflection Tool) Priority 2 - Implementation of State Academic Standards Sub Category: Professional Development Percentage of responses rated at a minimum of 3 (initial implementation) or above.	80%	80%	100%	100%	20 percentage point increase
2.4	iReady Mid-Year Data Percentage of students who are at or above the standard on the mid-year iReady assessment for English Language Arts. Percentage of students who are at or above the standard on the mid-year iReady assessment for Mathematics.	2023-2024 iReady Mid-Year Data English Language Arts All Students = 49% English Learner = 31% Mathematics All Students = 38% English Learners = 23%	2024-2025 iReady Mid-Year Data English Language Arts All Students = 47% English Learners = 30% Mathematics All Students = 40% English Learners = 26%	2025-2026 iReady Mid-Year Data English Language Arts All Students = 48% English Learners = 30% Mathematics All Students = 41% English Learners = 26%	2026-2027 iReady Mid-Year Data English Language Arts All Students = 52% English Learners = 37% Mathematics All Students = 41% English Learners = 29%	iReady Mid-Year Data English Language Arts All Students = 1 percentage point decrease English Learners = 1 percentage point decrease Mathematics All Students = 3 percentage point increase English Learners = 3 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Local Data (Average Class Size Reports)	2023-2024 Average Class Sizes K-3 = 22.06 4-6 = 23.78	2024-2025 Average Class Sizes K-3 = 23.72 4-6 = 25.23	2025-2026 Average Class Sizes K-3 = 22.58 4-6 = 24.37	2026-2027 Average Class Sizes K-3 = Average below 26 4-6 = Average below 28	Average Class Sizes K-3 = .52 percentage point increase 4-6 = .59 percentage point increase
2.6	Percentage of students utilizing District technology devices for educational access and use outside of school.	2022-2023 School Year All Students = 11% Homeless = 16%	2023-2024 School Year All Students = 28% Homeless = 12%	2024-2025 School Year All Students = 21% Homeless = 13%	2025-2026 School Year All Students = 20% Homeless = 25%	All Students = 10 percentage point increase Homeless = 3 percentage point decrease
2.7	CAASPP Data - Overall percentage of students Meeting or Exceeding Standards on the Smarter Balanced Summative Assessments for English Language Arts, math and science.	2022-2023 - ELA All Students = 48.63% 2022-2023 - Math All Students = 42.74% 2022-2023 - CAST All Students = 39.73%	2023-2024- ELA All Students = 47.7% 2023-2024 - Math All Students = 44.75% 2023-2024 - CAST All Students = 29.43%	2024-2025 - ELA All Students = 49.73% 2024-2025 - Math All Students = 45.78% 2024-2025 - CAST All Students = 34.33%	2025-2026- ELA All Students = 54% 2025-2026 - Math All Students = 48% 2025-2026 - CAST All Students = 45%	ELA All Students = 1.1 percentage point increase Math All Students = 3.04 percentage point increase CAST All Students = 5.4 percentage point decrease
2.8	English Learner Reclassification Rate	2022-2023 EL Reclassification Rate	2023-2024 EL Reclassification Rate	2024-2025 EL Reclassification Rate	2025-2026 EL Reclassification Rate	Reclassification Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.8%	4%	3.4%	6%	0.4 percentage point decrease
2.9	CA Dashboard English Learner Progress - DISTRICT DATA Percentage of current EL students making progress towards English language proficiency or maintaining the highest level.	2022-2023 English Learner Progress 42.6%	2023-2024 English Learner Progress 46.9%	2024-2025 English Learner Progress 50.1%	2025-2026 English Learner Progress Original = 48% Adjusted = 54%	English Learner Progress 7.5 percentage point increase
2.10	CA Dashboard English Learner Progress - SCHOOL SITE DATA (For only those schools who scored red on the 2023 CA Dashboard) Percentage of current EL students making progress towards English language proficiency or maintaining the highest level.	2022-2023 English Learner Progress Hansen School = 32.9%	2023-2024 English Learner Progress Hansen School = 54%	2024-2025 English Learner Progress Hansen School = 56%	2025-2026 English Learner Progress Hansen School Original = 43% Adjusted = 58%	English Learner Progress Hansen School = 23.1 percentage point increase

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.

The implementation of this goal was carried out as planned, with all key actions and services put into place to support a well-rounded and rigorous instructional program. There were no substantive differences between the planned actions and actual implementation. The District

continued to prioritize professional development, maintain lower class sizes, and provide instructional supports aimed at improving academic outcomes across all student groups.

Several areas of success were observed as a result of these efforts. Over the past three years, the District has demonstrated continued growth in ELPAC Summative results, reflecting progress in English language development. The District also met its professional development goals, ensuring that staff were equipped with strategies to support high-quality instruction. In addition, the goal for the percentage of English Learner students making progress toward English language proficiency, or maintaining the highest level, was achieved. Maintaining lower class sizes also supported more individualized instruction and increased opportunities for student engagement. In the 2024-2025 school year we experienced an increase in students meeting or exceeding the standard when compared to the previous year.

Despite these successes, several challenges impacted overall academic performance. Growth on the iReady mid-year benchmark assessments has been incremental, indicating a need for continued focus on accelerating student progress. State assessment results in English Language Arts and Mathematics have shown only modest gains, highlighting an area for targeted improvement. Additionally, there was a slight decrease in the number of homeless students checking out technology devices for home use, when compared to the previous year, which may impact equitable access to learning resources outside of the school day.

Overall, while progress has been made in key areas, the District will continue to refine its strategies and supports to accelerate academic growth and ensure all student groups are able to achieve at high levels.

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

There were no material differences greater than 10% between Budgeted Expenditures and Estimated Actual Expenditures. All variances remained within an acceptable range and did not significantly impact planned services or outcomes.

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

The actions taken to date have all been effective in making meaningful progress toward the goal across multiple areas.

Action 2.1 – Professional Development:
Professional development efforts were successfully carried out through the delivery of three dedicated staff development days. These opportunities provided structured time for instructional growth, collaboration, and alignment across grade levels. We experienced a modest increase of scores in both ELA and Math.

Action 2.2 – Professional Development ELD:
Targeted professional development for English Language Development was effectively delivered through multiple sessions designed to strengthen instructional practices for English learners. Participation remained strong throughout the year. Over the past three years, the percentage of English Learner students making progress toward English language proficiency or maintaining the highest level has increased by 7.5%. Additionally over the past three years, the percentage of English Learner students making progress toward English language proficiency or maintaining the highest level has increased by 5.55%

Action 2.3 – History-Social Science Implementation:
Progress in History-Social Science was supported through the formation of a pilot team, which evaluated and tested new instructional materials. The team brought forward a curriculum recommendation that was approved by the Board for implementation in the 2025–2026 school year. The first professional development day this year was focused on providing teachers the support needed for effective rollout and implementation of the new curriculum.

Action 2.4 – Intervention:
Intervention efforts were strengthened through the continued use of the iReady program, which supported progress monitoring and targeted instruction in both reading and mathematics. Over the past three years, the percentage of students meeting or exceeding standards on the mid-year iReady assessment in English Language Arts decreased slightly by 1% for both all students and English Learners. In contrast, Mathematics results showed a 3% increase for both groups, indicating positive growth in that area.

Action 2.5 – Lower Class Size:
Maintaining lower class sizes continued to support more personalized instruction, particularly for unduplicated students, including English learners, foster youth, and low-income students. The average class size was 22.58 students in grades K–3 and 24.37 students in grades 4–6.

Action 2.6 – Technology:
Access to technology was expanded through the continued offerings of devices for home use in grades 2–6. Student participation in device checkout increased from 11% in the 2022–2023 school year to 21% in the current year, improving access to learning resources beyond the school day.

Overall, the District maintained a strong focus on implementing each action area, resulting in continued progress toward achieving the goal and supporting improved outcomes for students.

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.

Based on reflection of prior year data and outcomes, targeted adjustments were made to select metrics and actions to promote continued growth and maintain high expectations. While the overall goal remains unchanged, several target outcomes were increased and one action was revised to reflect progress made and evolving District priorities.

For Metric 2.1, the percentage of responses rated at least a 3 (initial implementation) or higher on the CA Dashboard Local Indicators Self-Reflection Tool for Priority 2 was increased from 87% to 91%, reflecting the District’s continued progress in implementing state academic standards.

For Metric 2.9, the District met its original target for English Learner progress. As a result, the goal for the percentage of current English Learner students making progress toward English language proficiency or maintaining the highest level was increased from 48% to 54%.

Similarly, for Metric 2.10, school sites that previously scored in the red on the 2023 CA Dashboard met their initial targets. To continue building on this progress, the goal was increased from 43% to 58% for the percentage of English Learner students making progress toward English language proficiency or maintaining the highest level.

In addition, Action 2.3 was revised from History-Social Science Implementation to Adoption and Implementation of the Mathematics Curriculum. This change reflects the successful completion of the History-Social Science pilot, adoption, and professional development over the past two years. With new Mathematics curricula now approved by the California Department of Education and available for adoption, the District is shifting its focus to support the selection, implementation, and training associated with a new math curriculum.

These revisions demonstrate the District's commitment to continuous improvement by setting more rigorous targets and aligning actions with current needs and opportunities for instructional growth.

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	Professional Development	Provide non-student days for certificated staff members with resources to meet the needs of all students.	$150,810.00	No
2.2	Professional Development ELD	Provide professional development for teachers to continue to implement SMART goals and small group differentiation instruction for English learners to assure English learners receive support in accessing standards.	$3,500.00	Yes
2.3	Mathematics Curriculum Implementation	Pilot, adopt, implement and provide professional development in the area of Mathematics.	$0.00	No
2.4	Intervention	Provide supplemental intervention programs and materials to meet the needs of unduplicated students including English learners, foster youth and low-income and students in need of intervention.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Lower Class Sizes	Maintain lower class sizes across grade levels and enable teachers to focus on unduplicated students including English learners, foster youth and low-income.	$714,528.00	Yes
2.6	Technology	Continue to provide technology infrastructure (hardware and software) support for intervention to address the achievement gap to support unduplicated students including English learners, foster youth and low-income.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an ideal learning environment for every student by offering a wide-ranging curriculum with materials aligned to academic standards, employing well-qualified educators, and upholding the high quality and conditions of our educational facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of our standards-aligned materials, staffing, and facilities shows that strong learning conditions are essential for students to succeed. The District uses the CDE self-reflection tool to ensure that district-adopted curriculum is accessible to all students and consistently implemented across classrooms.

Following the 2020–2021 school year, the District faced challenges placing fully credentialed teachers in some specialized programs. While those challenges have improved, ensuring highly qualified staff remains a priority. This is supported by the 2025-2026 LCAP survey feedback, where 77% of parents, 79% of staff, and 76% of students indicated that maintaining a strong, qualified workforce should continue to be a focus.

As digital resources continue to expand, there is a growing need to support staff in using technology effectively. Survey results show that 47% of staff, 83% of parents, and 58% of students value continued professional development to help teachers integrate technology into instruction. When used effectively, technology can support differentiated instruction, address skill gaps, and provide more personalized learning opportunities for students.

At the same time, data shows a need to better support student groups who are not yet meeting standards, including English Learners, students receiving special education services, students experiencing homelessness, and those who are socioeconomically disadvantaged. Specialized support staff continue to adjust instruction and interventions to meet both the academic and social-emotional needs of these students.

Maintaining safe, clean, and well-maintained facilities continues to be an important part of supporting student learning. Along with strong instruction, qualified staff, and access to appropriate resources, these conditions help create an environment where students are able to stay engaged and succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.	2023-2024 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0	2024-2025 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0	2025-2026 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0	2026-2027 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0	Misassignments of English learners = No Change Total teacher misassignments= No Change Vacant teacher positions= No Change
3.2	Percentage of transitional kindergarten classrooms that are fully staffed in accordance with state-required staffing ratios.	2023-2024 School Year (12:1 student to staff ratio) 100%	2024-2025 School Year (12:1 student to staff ratio) 100%	2025-2026 School Year (10:1 student to staff ratio) 100%	2026-2027 School Year (10:1 student to staff ratio) 100%	No Change
3.3	Percentage of subgroups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts and math.	2022-2023 - ELA English Learners = 25.09% Homeless = 38.16% Socioeconomically Disadvantaged = 45.5% Foster Youth = Data not available (less than 11 students)	2023-2024 - ELA English Learners = 23.97% Homeless = *data not disclosed due to low enrollment Socioeconomically Disadvantaged = 45.35% Foster Youth = Data not available (less than 11 students)	2024-2025 - ELA English Learners = 25% Homeless = 36.36% Socioeconomically Disadvantaged = 46.78% Foster Youth = Data not available (less than 11 students)	2025-2026 - ELA English Learners = 28% Homeless = 41% Socioeconomically Disadvantaged = 48% Foster Youth = Data not available (less than 11 students)	ELA English Learners = .09 percentage point decrease Homeless = 1.8 percentage point decrease Socioeconomically Disadvantaged = 1.28 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 - Math English Learners = 23.82% Homeless = 27.85% Socioeconomically Disadvantaged = 39.00% Foster Youth = Data not available (less than 11 students)	2023-2024 - Math English Learners = 25.19% Homeless = *data not disclosed due to low enrollment. Socioeconomically Disadvantaged = 42.23% Foster Youth = Data not available (less than 11 students)	2024-2025 - Math English Learners = 28.52% Homeless = 34.78% Socioeconomically Disadvantaged = 42.48% Foster Youth = Data not available (less than 11 students)	2025-2026 - Math Original: English Learners = 26% Homeless = 30% Socioeconomically Disadvantaged = 42% Foster Youth = Data not available (less than 11 students) Adjusted: English Learners = 30% Homeless = 36% Socioeconomically Disadvantaged = 43% Foster Youth = Data not available (less than 11 students)	Foster Youth = Data not available (less than 11 students) Math English Learners = 4.7 percentage point increase Homeless = 6.93 percentage point increase Socioeconomically Disadvantaged = 3.48 percentage point increase Foster Youth = Data not available (less than 11 students)
3.4	Local Data - Attendance sheets for Professional Development related to technology. Number of teachers who participated in optional targeted professional development opportunities focused on the effective use of	2023-2024 School Year 46 teachers	2024-2025 School Year 67 teachers	2025-2026 School Year 30 teachers	2026-2027 School Year 55 teachers	decrease of 16 teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	technology across the curriculum.					
3.5	Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standards on the Smarter Balanced Summative Assessments for English Language Arts.	2022-2023 School Year ELA = 91%	2023-2024 School Year ELA = 85%	2024-2025 School Year ELA = 91%	2025-2026 School Year ELA = 93%	ELA = No Change
3.6	CA Dashboard - Local Indicator - Basics: Teachers, Instructional Materials, Facilities Percent of students without access to their own copies of standard aligned instructional materials for use at school and home.	2023-2024 School Year 0%	2024-2025 School Year 0%	2025-2026 School Year 0%	2026-2027 School Year 0%	No Change
3.7	Annual Climate Surveys: 1) CA School Healthy Kids 2) CA School Parent Survey 3) CA School Staff Climate Surveys Percentage of students, parents and staff that feel facilities are in good repair.	2023-2024 Climate Surveys 5th grade students = 93% 6th grade students = 97% Parents = 94% Staff = 94%	2024-2025 Climate Surveys 5th grade students = 96% 6th grade students = 95% Parents = 98% Staff = 97%	2025-2026 Climate Surveys 5th grade students = 97% 6th grade students = 97% Parents = 96% Staff = 88%	2026-2027 Climate Surveys 5th grade students = 96% 6th grade students = 97% Parents = 97% Staff = 97%	Climate Surveys 5th grade students = 4 percentage point increase 6th grade students = No Change Parents = 2 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Staff = 6 percentage point decrease
3.8	DISTRICT DATA Percentage of students currently receiving special education support meeting or exceeding standards on the Smarter Balanced Summative Assessment in English Language Arts and math.	2022-2023 - ELA SWD = 15.65% 2022-2023 - Math SWD = 13.92%	2023-2024 - ELA SWD = 14.95% 2023-2024 - Math SWD = 16.04%	2024-2025 - ELA SWD = 16.51% 2024-2025 - Math SWD = 16.51%	2025-2026 - ELA SWD = 17% 2025-2026 - Math Original SWD = 15% Adjusted SWD = 17%	ELA SWD = .86 percentage point increase Math SWD = 2.59 percentage point increase
3.9	SCHOOL SITE DATA (For only those schools who scored red on the 2023 CA Dashboard) Percentage of students currently receiving special education support meeting or exceeding standards on the Smarter Balanced Summative Assessment in English Language Arts and math.	2022-2023 - ELA Cerritos School - SWD = 14.89% Twila Reid School - SWD = 10.34% 2022-2023 - Math Twila Reid School SWD = 3.45%	2023-2024 - ELA Cerritos School - SWD = 18.52% Twila Reid School - SWD = 4.76% 2023-2024 - Math Twila Reid School SWD = 15%	2024-2025 - ELA Cerritos School - SWD = 14.89% Twila Reid School - SWD = 13.64% 2024-2025 - Math Twila Reid School SWD = 4.35%	2025-2026 - ELA Cerritos School - SWD = 16% Twila Reid School - SWD = 12% 2025-2026 - Math Twila Reid School SWD = 5%	ELA Cerritos School - SWD = No Change Twila Reid School - SWD = 3.3 percentage point increase Math Twila Reid School SWD = 0.9 percentage point increase
3.10	Local Indicator Priority 7 Access to a Broad Course of Study Percentage of students who have access to a	2022-2023 100%	2023-2024 100%	2024-2025 100%	2025-2026 100%	 No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	broad course of study, including Unduplicated student groups and Students with Exceptional Needs.					
3.11	Percentage of students and teachers who have access to standards and materials in the following areas: ELA/ELD, Mathematics, History/SS, Science, Health, Physical Education, Visual and Performing Arts, and Technology.	2022-2023 100%	2023-2024 100%	2024-2025 100%	2025-2026 100%	No Change
3.12	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).	2022-2023 FIT Report 0	2023-2024 FIT Report 0	2024-2025 FIT Report 0	2025-2026 FIT Report 0	No Change

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.

The implementation of this goal was carried out as planned, with no substantive differences between the intended actions and actual implementation. The District remained aligned with its commitment to providing an ideal learning environment by staffing classrooms with fully credentialed and highly qualified personnel, ensuring equitable access to standards-aligned instructional materials, and maintaining safe, clean, and supportive school facilities.

Several areas of success were evident. The District maintained full staffing with qualified personnel and ensured that all students had access to high-quality, standards-aligned curriculum and materials. School facilities were consistently maintained in good repair, supporting a positive learning environment for students and staff. Title I, II, and III programs were implemented as designed, with each contributing to

improved outcomes. Title I supported targeted instruction for students in need of additional academic support, Title II expanded teacher participation in technology-focused professional development, and Title III strengthened staff capacity to provide both designated and integrated English Language Development instruction. In addition, classified personnel were effectively allocated to support Transitional Kindergarten and Special Day Classrooms, helping to meet the diverse needs of students. There was also a slight increase in the percentage of students receiving special education services who met or exceeded standards on the Smarter Balanced Summative Assessment in English Language Arts and Mathematics.

Despite these successes, several challenges remain. At Cerritos Elementary School, the percentage of students receiving special education services who met or exceeded standards in English Language Arts has not shown progress over the past three years, indicating a need for more targeted instructional support. Additionally, the percentage of staff reporting that facilities are in good repair has decreased over the past three years, suggesting a need to further assess and address staff perceptions and site-specific facility concerns.

The District will continue to focus on strengthening supports for students receiving special education services, particularly in English Language Arts at targeted sites, while also addressing facility-related concerns to ensure all staff and students experience a high-quality learning environment.

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.

For Goal #3, the following action items had a variance of 10% or more, either over or under the budgeted amount:

- 3.3 Classified Personnel Student Services Support - we experienced an overage of approximately +14.9% due to an increase in noon duty supervisor hours.
- 3.5 Title II Support - we experienced an overage of approximately +75.0% due to a budget revision for the cost of one Title II teacher on special assignment.
- 3.6 Title III Support - we experienced an overage of approximately +30.1% due to a budget revision for the cost of one Title III teacher on special assignment.
- 3.7 Materials Provided - we had an expenditure shortfall of approximately -43.6% due to lower than anticipated need for additional textbooks.

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

The actions implemented under this goal have consistently supported positive outcomes in student achievement, staffing, and learning conditions. Implementation across all action areas has been strong, with clear indicators of progress and continued opportunities to build on this work.

Action 3.1 – Highly Qualified Staff:
The District has maintained a strong focus on recruiting and retaining highly qualified staff across all school sites. These efforts have resulted in a stable and experienced workforce, contributing to continuity in instruction and consistent support for students.

Action 3.2 – Fully Credentialed and Highly Qualified Staff:

The District has effectively ensured that all teachers are fully credentialed and appropriately assigned. There were zero teacher misassignments, including those serving English Learners, and no reported vacancies. This reflects effective systems for recruitment, credential monitoring, and staff placement.

Action 3.3 – Classified Personnel Student Services Support:
All Transitional Kindergarten classrooms were fully staffed to meet the required 10:1 student-to-staff ratio. This level of support has strengthened the early learning environment and provided the necessary adult support for young learners.

Action 3.4 – Title I Support:
Title I services continued to provide targeted academic support for English Learners at identified sites. Over the past three years, English Language Arts scores increased by 1.1%, while Mathematics scores increased by 3.04%, demonstrating steady academic growth for our English Learners.

Action 3.5 – Title II Support:
Title II resources were effectively utilized to support the expansion of teacher capacity, particularly in the area of technology integration. Mandatory professional development opportunities contributed to increased teacher confidence and strengthened the instructional use of technology. However, optional participation in professional development declined, with 16 fewer teachers attending trainings compared to the baseline year. This decrease is largely attributed to the limited availability of after-school professional development opportunities. Additionally, the implementation of a comprehensive, mandatory professional development day focused on technology programs and tools reduced the need for additional optional sessions. As a result, while the quality and impact of the trainings remained strong, the reduced number of opportunities limited the overall reach and effectiveness of this action.

Action 3.6 – Title III Support:
Professional development supported through Title III funding continued to enhance staff capacity to effectively implement both designated and integrated English Language Development. This ongoing focus remains essential to ensuring equitable access to instruction for English Learners.

Action 3.7 – Materials Provided:
All students maintained access to instructional materials aligned to the Common Core State Standards for use both at school and at home. The percentage of students without access remained at 0%, supporting consistent and equitable learning opportunities across the District.

Action 3.8 – Facilities in Good Repair:
The District continued to prioritize the maintenance of school facilities, with no findings of facilities not meeting the “good repair” standard on the annual FIT report. Feedback from stakeholders further supports this, with 96% of parents and 97% of students indicating that facilities are in good condition, contributing to a safe and supportive learning environment.

Action 3.9 – Classified Personnel Special Education Support:
Support provided within Special Day Classrooms contributed to measurable academic progress for students receiving special education services. Over the past three years, English Language Arts proficiency increased by 0.86%, and Mathematics proficiency increased by 2.59%, reflecting steady growth with continued opportunity for improvement.

In summary, the actions under Goal 3 have resulted in sustained progress across staffing, instructional supports, facility conditions, and services for targeted student groups, establishing a strong foundation for continued growth and refinement.

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.

Based on a review of prior year data and outcomes, adjustments were made to select metrics to ensure continued growth and to reflect higher expectations for student performance. While the overall goal and actions remain unchanged, target outcomes were revised to build on progress and further support improved achievement among student groups as indicated below.

For Metric 3.2, the original metric title was overly specific, stating “Percentage of transitional kindergarten classrooms that are fully staffed to meet the 12:1 student-to-staff ratio.” The language has been revised to be more general and aligned with current requirements, now reading “Percentage of transitional kindergarten classrooms that are fully staffed in accordance with state-required staffing ratios,” as the 12:1 ratio is no longer applicable. Baseline and outcome data were also updated to reflect the staffing requirements in place during each respective year.

For Metric 3.3, the District met its original targets, prompting an increase in expectations for several student subgroups. The desired outcome for percentage of English Learners meeting or exceeding standards on the Smarter Balanced Summative Assessment in English Language Arts and Mathematics was increased from 26% to 30%. The target for students experiencing homelessness was increased from 30% to 36%, and for socioeconomically disadvantaged students from 42% to 43%. Foster Youth data remains unavailable due to the small population size, with fewer than 11 students and was not modified.

For Metric 3.8, District data related to students receiving special education services was also adjusted as the targeted outcome was met early and we wanted to encourage continued growth. The targeted outcome for students with disabilities meeting or exceeding standards in Mathematics on the Smarter Balanced Summative Assessment was increased from 15% to 17% for the 2025–2026 school year.

These revisions demonstrate the District’s commitment to continuous improvement by setting more rigorous targets based on prior performance data and ongoing analysis of student outcomes.

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	Highly Qualified Staff	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff to meet the needs of all students.	$12,811,201.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Fully Credentialed and Highly Qualified Staff	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students including English learners, foster youth, low-income, homeless and special education.	$5,906,490.00	Yes
3.3	Classified Personnel Student Services Support	Maintain classified staff assigned to assist with classroom instructional support for students in TK classrooms and other support areas as needed.	$322,410.00	No
3.4	Title I Support	Provide Title I teacher support at Title I funded sites.	$490,917.00	No
3.5	Title II Support	Provide professional development and support in the effective use of technology across the curriculum for all students.	$121,861.00	No
3.6	Title III Support	Provide professional development to support certificated staff in meeting the designated and integrated needs of English learners.	$139,357.00	No
3.7	Materials Provided	Every student will have CCSS aligned instructional materials. Our unduplicated students will have access to a STEM Learning Center and supplemental instructional materials such as Mystery Science, to provide hands on learning opportunities for this student group. Students with disabilities will have access to a Broad Course of study through supplemental curriculum such as Sonday.	$214,807.00	No
3.8	Facilities in Good Repair	Provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment.	$2,733,309.00	No
3.9	Classified Personnel Special Education Support	Maintain classified special education instructional support in all Special Day Classrooms to provide small group and targeted instruction for students with disabilities. This action will be measured by M3.8 and M3.9.	$462,577.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase student engagement and attendance by fostering a motivating and supportive learning environment while providing additional opportunities for students to participate in extra curricular school related activities.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

At the end of the 2021–2022 school year, the District's chronic absenteeism rate was 31.2%. While there has been steady improvement, with the rate decreasing to 16.3% and average daily attendance reaching 95%, there is still more work to be done. Consistent attendance plays a critical role in student learning, and improving attendance continues to be a daily priority.

To support this goal, the District has worked closely with educational partners to identify ways to increase attendance and reduce barriers that may prevent students from coming to school. One of the key steps is providing free transportation to help ensure students arrive safely and on time. This was directly supported by LCAP feedback, with 76% of staff, 85% of parents, and 78% of students identifying transportation as an important need.

The District is also expanding programs that encourage students to stay engaged and attend regularly. Saturday Academy provides opportunities for students to make up missed learning while reinforcing essential skills. The after-school WINGS program offers a safe, structured space where students can participate in enrichment activities such as sports, clubs, string instrument classes, and homework support. In addition, Summer Academy helps prevent learning loss by keeping students engaged and focused on building foundational skills during the break.

Providing a variety of extracurricular and enrichment opportunities allows students to explore their interests, build confidence, and feel more connected to school. When students feel engaged and supported, they are more likely to attend consistently and participate in their learning. This goal reflects the District's commitment to creating an environment where students feel motivated, included, and ready to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard Chronic Absenteeism Rate - DISTRICT DATA	2022-2023 School Year All Students = 22.6% English Learners = 21.3% Socioeconomically Disadvantaged = 24.4% Homeless = 29.6%	2023-2024 School Year All Students = 18.5% English Learners = 17.5% Socioeconomically Disadvantaged = 20.4% Homeless = 32.3%	2024-2025 School Year All Students = 16.3% English Learners = 12.5% Socioeconomically Disadvantaged = 18% Homeless = 20.1%	2025-2026 School Year All Students = 11.5% English Learners = 10.5% Socioeconomically Disadvantaged = 12% Homeless = 15%	All Students = 6.3 percentage point decrease English Learners = 8.8 percentage point decrease Socioeconomically Disadvantaged = 6.4 percentage point decrease Homeless = 9.5 percentage point decrease
4.2	California Dashboard Chronic Absenteeism Rate - SCHOOL SITE DATA (For only those schools who scored red in any sub groups on the 2023 CA Dashboard)	2022-2023 School Year Cerritos School sub group homeless = 35% Twila Reid School sub group SWD = 30%	2023-2024 School Year Cerritos School sub group homeless =32.5% Twila Reid School sub group SWD = 38.8%	2024-2025 School Year Cerritos School sub group homeless =22% Twila Reid School sub group SWD = 25%	2025-2026 School Year Cerritos School sub group homeless =17% Twila Reid School sub group SWD = 15%	Cerritos School sub group homeless = 13 percentage point decrease Twila Reid School sub group SWD = 5 percentage point decrease
4.3	Local Data - Percentage of students attending Saturday Academy. (Saturday Academy End Of The Year Attendance Report- Aeries).	2023-2024 School Year All Students = 37% English Learners = 41%	2024-2025 School Year All Students = 35% English Learners = 39%	2025-2026 School Year All Students = 34% English Learners = 35%	2026-2027 School Year All Students = 40% English Learners = 44%	All Students = 3 percentage point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						English Learners = 6 percentage point decrease
4.4	Local Data - Annual attendance rate of students enrolled in our after school program for our ASES funded school sites.	2022-2023 School Year Hansen School = 84% Holder School = 87.2% Twila Reid School = 71.4%	2023-2024 School Year Hansen School = 79.5% Holder School = 88% Twila Reid School = 81%	2024-2025 School Year Hansen School = 83.25% Holder School = 89.5% Twila Reid School = 81%	2025-2026 School Year Hansen School = 89% Holder School = 92% Original Twila Reid School = 76% Adjusted Twila Reid School = 83%	Hansen School = .75 percentage point decrease Holder School = 2.3 percentage point increase Twila Reid School = 9.6 percentage point increase
4.5	Local Data - Percentage of students attending Summer Academy in grades TK - 5th (attendance report).	2023 Summer Academy All Students = 31% English Learners = 32%	2024 Summer Academy All Students = 33.5% English Learners = 30.7%	2025 Summer Academy All Students = 29% English Learners = 31%	2026 Summer Academy All Students = 34% English Learners = 35%	All Students = 2 percentage point decrease English Learners = 1 percentage point decrease
4.6	Local Data - Percentage of students participating in a District provided arts/music program.	2023-2024 School Year 5%	2024-2025 School Year 8%	2025-2026 School Year 100%	2026-2027 School Year 100%	95% percentage point increase
4.7	Local Data - Month 8 Average Daily Attendance Rate.	2022-2023 School Year All Students = 93.4% English Learners = 93.5%	2023-2024 School Year All Students = 94.7%	2024-2025 School Year All Students = 95.0%	2025-2026 School Year All Students = 96% English Learners = 96%	All Students = 1.6 percentage point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners = 95.4%	English Learners = 95.7%		English Learners = 2.2 percentage point increase

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.

The implementation of this goal was carried out as planned, with all six actions implemented as intended and no substantive differences between the original plan and actual execution. The District successfully provided a wide range of programs and initiatives designed to increase student engagement and attendance, contributing to stronger school connections and more meaningful involvement from both students and families.

Several areas of success were evident. The District expanded enrichment opportunities and community partnerships to support student engagement. The Pacific Symphony provided strings instruction to students across the District in an after school setting. Partnerships with local law enforcement agencies supported programs such as PACE and Above the Influence, which focused on developing positive decision-making skills and promoting responsible behavior. For the first time this year, we partnered with Anaheim Police Department to implement a School Resource Officer program supporting campus safety, positive student relationships, and proactive education and intervention. This year we we also participated in TEAM KIDS for the first time, which is a student leadership and service-learning program that engages elementary students in developing leadership skills, building character, and contributing to their school community. Through this program students planned and participated in service projects throughout the year, culminating in a schoolwide event that promoted community engagement and was attended by local partners, including law enforcement and fire personnel, to celebrate student leadership and strengthen community connections.

All sixth-grade students and teachers participate in a week-long TGR Learning Lab experience, developing critical thinking, collaboration, and career awareness through focused, hands-on learning in a designated content area. Eleven sessions of Saturday Academy were held, allowing students to recover attendance days. Additional opportunities, on Saturdays, including CyberPatriots and Strings programs, further increased student engagement. The WINGS program and before-school childcare continued to support consistent attendance, with high participation rates and growing waitlists demonstrating strong family demand.

The District also successfully launched its new VAPA program, providing all students with access to instruction in Choir, Dance, and Theatre during the instructional day. This program has expanded access to high-quality, standards-aligned arts education and has fostered creativity, collaboration, confidence, and performance skills. VAPA teachers worked closely with site administrators and classroom teachers to deliver engaging, standards-based instruction across all sites.

These combined efforts contributed to measurable improvements in attendance, including an 6.3% decrease in chronic absenteeism and a 1.6% increase in our average daily attendance rate over the past 3 years.

Despite these successes, some challenges remain. Participation in extended learning opportunities saw slight declines, with a 3% decrease in Saturday Academy attendance and a 2% decrease in Summer Academy participation, indicating a need to further examine barriers to participation and enhance outreach efforts.

The District will continue to build on successful engagement strategies, strengthen participation in extended learning opportunities, and expand programs that promote consistent attendance and meaningful student connection to school.

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.

For Goal #4, the following action items had a variance of 10% or more, either over or under the budgeted amount:

- 4.1 Transportation - we experienced an overage of approximately +21.4% due to the addition of two full-time bus drivers.
- 4.2 Attendance Incentives - we experienced an overage of approximately +23.0% due to an increase in Saturday Academy costs.
- 4.4 Summer Academy - we experienced a shortfall of approximately -14.1% due to lower than anticipated costs for summer instructional assistants.
- 4.5 Arts & Music Program - we experienced an overage of approximately +12.2% due to an upward revision in teacher and substitute costs.

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

The actions implemented under this goal have contributed to measurable improvements in student attendance and engagement, with notable progress in reducing chronic absenteeism across several student groups.

Action 4.1 – Transportation:
Providing free transportation to students with the greatest need has played a critical role in improving attendance. This support helped remove a significant barrier for many families, resulting in meaningful reductions in chronic absenteeism, including an 8.8% decrease for English Learners, 9.5% for students experiencing homelessness, 6.4% for socioeconomically disadvantaged students, and 6.3% overall. These outcomes highlight the impact of targeted supports in addressing equity gaps, particularly for student groups that continue to face higher rates of absenteeism and remain a focus for ongoing support.

Action 4.2 – Attendance Incentives:
Attendance incentive efforts have supported steady gains in average daily attendance over time. Average daily attendance rates increased from 91.5% in 2021–2022 to 93.4% in 2022–2023, and continued to rise to 94.7% in 2023–2024 and 95% in 2024–2025. These trends suggest that reinforcing positive attendance habits has contributed to improved student engagement and consistency.

Action 4.3 – After School Program:

After-school programming at ASES funded sites saw increased participation and corresponding gains in attendance. Holder School experienced a 2.3% increase in its annual attendance rate, while Twila Reid saw a 9.6% increase. These programs provide academic support, enrichment, and structured environments beyond the school day, strengthening students' connection to school.

Action 4.4 – Summer Academy:
Summer Academy continued to support students in addressing learning gaps, particularly among unduplicated student groups. Participation increased by 2.5% from 2023 to 2024 in grades TK–5, followed by a slight decrease of 2% in the 2024–2025 school year, indicating a need to keep an eye on participation trends and outreach efforts.

Action 4.5 – Arts and Music Program:
The District successfully launched its new VAPA program in the 2025–2026 school year, providing all students with access to Choir, Dance, and Theatre during the instructional day. This initiative expanded access to standards-aligned arts instruction while promoting student engagement.

Action 4.6 – Early Identification of Chronic Absenteeism:
School Attendance Review Board teams implemented consistent early identification practices across all sites, allowing for timely and targeted interventions. These efforts contributed to improved attendance outcomes, including a 1.6% increase in average daily attendance for all students and a 1.9% increase for English Learners. At the same time, chronic absenteeism declined across key groups, including decreases of 6.3% overall, 8.8% for English Learners, 6.4% for socioeconomically disadvantaged students, and 9.5% for students experiencing homelessness.

Overall, the actions under this goal have led to meaningful gains in attendance and engagement across the District. While these outcomes reflect strong implementation and effective strategies, continued focus will be needed to sustain progress and further support student groups who remain disproportionately impacted by absenteeism.

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.

Based on a review of prior year data and outcomes, a targeted adjustment was made to Metric 4.4 to reflect continued success and promote ongoing growth. No changes were made to the overall goal or actions.

For Metric 4.4, the annual attendance rate of students enrolled in the after-school program at ASES-funded sites was revised for Twila Reid School. After meeting the original target of 76% for two consecutive years, the goal was increased to 83% to maintain high expectations and encourage continued improvement.

This adjustment reflects the District's commitment to building on successful outcomes while setting more rigorous targets to sustain student engagement and participation.

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	Transportation	Provide free transportation for unduplicated students including English learners, foster youth and low-income, to ensure their ability to get to and from school each day on time and in a safe and secure manner.	$960,408.00	Yes
4.2	Attendance Incentives	Provide Saturday Academy to include reinforcement for at risk students and maintain attendance incentives with additional outreach for low-income, English learners and foster youth.	$32,223.00	Yes
4.3	After School Program	Provide after school care and academic support for all students.	$3,029,772.00	No
4.4	Summer Academy	Provide Summer Academy as an extension of academic support to reinforce skills and close the achievement gap, preserving the needs of our unduplicated students including English learners, foster youth and low-income.	$126,608.00	Yes
4.5	Arts & Music Program	Provide arts and music programs to ensure enrichment opportunities for all students.	$355,087.00	No
4.6	Early Identification of Chronic Absenteeism	The SARB teams at each school site will establish a system for the timely identification of students at risk of frequent absences in order to reduce the chronic absenteeism rate. This action will be measured by M4.1 and M4.2.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,540,449	$807,326

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
35.257%	0.000%	$0.00	35.257%

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
1.2	**Action:** Community Liaisons **Need:** With 31% of students identified as English Learners, many unduplicated pupils and their families require support in their home language in order to fully access instructional programs, school services, resources, and opportunities for meaningful engagement within the school community. Additionally, 81%	Community liaisons would benefit the families of our English Language Learners by facilitating effective communication and cultural understanding between the schools and their diverse families. The liaisons can bridge language barriers, ensuring that important information about students' education and school resources reaches all parents clearly. Community Liaisons are crucial for fostering an inclusive environment where ELL students and their families feel supported and engaged in the educational process. Community	Local Data - Attendance Sheets For Parent Participation (Metric 1.1) and CA School Parent Survey (Metric 1.2). Local Data (LCAP parent survey) - Percentage of parents who feel providing community liaisons to assist parents of

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
	of our students face socioeconomic challenges and 9% experience homelessness, highlighting the need for targeted supports. Data from the 2025–2026 LCAP survey further reinforces this need, with 81% of parents and 73% of students identifying these services as a priority. This focus area, related to school climate and parent engagement, ranked as the second highest priority among students. This action will be monitored for effectiveness through Metrics 1.1, 1.2, and 1.10. **Scope:** LEA-wide	liaisons would benefit the families of our students who are socioeconomically challenged or experiencing homelessness as they have access to many community resources and support services such as meal program, food banks, shelters, and medical services. By increasing services in this area we will be able to provide resources and support to the families in need, they have the opportunity to build strong relationships with our families and help encourage parent participation in our school and community events. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	unduplicated students to help their children succeed in school is important (Metric 1.10)
1.3	**Action:** Health Services **Need:** Unduplicated pupils require access to health and wellness services in order to support consistent school attendance, student well-being, and readiness to learn. Many students face barriers related to socioeconomic challenges, housing instability, and access to medical and mental health resources outside of the school setting, increasing the need for school-based health supports and services. During the 2024–2025 school year, 89% of students received health services through their school site, demonstrating a significant need for these supports across the district. Educational partner feedback from the 2025–2026 LCAP survey further reinforced the importance of maintaining health services for	If health issues are not addressed promptly and effectively, it can lead to decreased attendance and engagement in school, affecting students' academic performance. Our goal is to increase the number of health services being offered to students, going from 86% to 89% over a 3-year period of time. This goal not only addresses the immediate need for health support but also emphasizes a proactive approach to student health, which can have far-reaching positive effects on their overall educational experience. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools. While Health Services are available to all students who need them, this action is identified as a contributing action for English learners because data shows they face disproportionate health-related barriers that can impact attendance, focus, and overall academic performance. These may	Local Data - Health Services Reports Percentage of students receiving health services across the District. (Metric 1.6)

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
	students in need, with 75% of staff, 95% of parents, and 64% of students identifying these services as a priority. This action will be monitored for effectiveness through Metric 1.6. **Scope:** LEA-wide	include limited access to healthcare outside of school, language barriers in navigating services, and higher rates of socio-emotional needs related to acculturation or trauma.	
1.4	**Action:** Positive Behavioral Interventions and Supports **Need:** The 2025 California Dashboard suspension data indicates that unduplicated pupil groups continue to benefit from targeted behavioral interventions and proactive student supports. This data also highlights the need for additional behavioral, social-emotional, and school climate supports to help our unduplicated students remain engaged in learning and maintain positive connections to school. The District's overall suspension rate was 1.1%, while students experiencing homelessness had a higher suspension rate of 1.4%. Socioeconomically disadvantaged students also had a suspension rate of 1.1%. Although English Learners demonstrated a lower suspension rate of 0.4%, continued behavioral and social-emotional supports remain important to ensure students continue to feel safe, connected, and supported within the school environment. These data points highlight the ongoing need for PBIS implementation, counseling services,	Implementing Positive Behavioral Interventions and Supports (PBIS) is beneficial for our school district as we are experiencing an increase in student behavioral issues and mental health concerns. PBIS provides a structured framework to proactively address these challenges. It emphasizes positive behavior reinforcement, creates consistent behavior expectations, and offers tailored support. Our goal is to improve services for our English learners, foster youth, and socioeconomically disadvantaged students in order to help them improve the overall school climate, reduce behavioral problems, and support students' mental well-being, leading to a more conducive learning environment. Our hope is that this focus will directly affect the success and engagement for students and create a safe and welcoming environment for all other educational partners including staff and parents. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	CA School Dashboard Expulsion and Suspension Rates (Metric 1.8 and 1.9)

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
	restorative practices, and positive school climate initiatives designed to support the behavioral and emotional needs of unduplicated pupils. Stakeholder input further reinforced this need, with 74% of teachers identifying challenging student behaviors as a significant concern for the 2025–2026 school year. Additionally, 70% of staff, 78% of students, and 97% of parents identified the importance of maintaining safe, welcoming, and supportive school environments through the implementation of PBIS services. Within the area of school climate, this priority ranked third among staff and as the top priority among students. With approximately 85% of students identified as unduplicated pupils, addressing these behavioral and school climate needs remains a critical district priority. This action will be monitored for effectiveness through Metrics 1.8 and 1.9. **Scope:** LEA-wide		
1.5	**Action:** Counseling Services **Need:** Based on data gathered in the 2023-2024 school year, our unduplicated pupils access counseling at a higher rate than the "All Students" percentage, indicating a continued need for access to counseling services to	School counseling services are essential to the social emotional health of our at risk students. Counselors provide vital support for students' mental and emotional well-being, addressing issues such as stress, anxiety, and depression, which are crucial for maintaining a healthy learning environment. This support directly contributes to academic success, as emotional well-being is closely linked to students' ability to focus and	Local Data - Counseling Services Record (Metric 1.7)

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
	meet their academic, social and emotional needs. Based on the 2025–2026 LCAP survey, 90% of staff and 96% of parents identified a strong need for counseling services. Within the area of school climate, this priority ranked highest among staff and second highest among parents. This action will be monitored for effectiveness through Metric 1.7. **Scope:** LEA-wide	achieve in school. Counselors play a key role in helping students develop important life skills, including problem-solving, decision-making, and coping strategies, which are essential for both their immediate and long-term success. The overwhelming consensus among parents, staff, and students, as highlighted in the feedback from our educational partners, further underscores the critical importance of these services in the educational community, reflecting a broad recognition of their value in supporting the holistic development of students. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools. Increased counseling services are identified as a contributing action because English learners, foster youth, and socioeconomically disadvantaged students often face unique and compounding challenges that impact their academic, social, and emotional well-being. English learners may experience stress related to language acquisition, cultural adjustment, and academic demands. Foster youth often face trauma, instability, and frequent school transitions. Socioeconomically disadvantaged students may experience chronic stress tied to financial insecurity, housing instability, or unmet basic needs. These factors can significantly affect focus, behavior, and mental health. By providing increased counseling support, the district is intentionally addressing these barriers.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The action is principally directed toward these student groups by training counselors on their specific needs, prioritizing access, and monitoring outcomes tied to these populations, in alignment with LCFF requirements for contributing actions.	
2.4	**Action:** Intervention **Need:** Unduplicated pupils perform at a lower rate than the All Student group on CAASPP, reflecting a persistent achievement gap and reinforcing the need for the strategic allocation of resources to provide differentiated supports and accelerate student growth. To monitor progress and inform instruction, the District utilizes i-Ready benchmark assessments due to their strong alignment with SBAC outcomes. Mid-year data from the 2025–2026 assessments indicates that fewer than half of students are meeting grade-level standards, with 48% in ELA and 41% in Math. The disparity is even more pronounced for English Learners, with only 30% meeting grade-level standards in ELA and 26% in Math, meaning at least 70% are not yet meeting expectations. These data points underscore the need to strengthen core instruction and expand targeted supports to improve student outcomes, particularly for English Learners and other unduplicated pupil groups. This action will be monitored for effectiveness through Metrics 2.4 and 3.3.	Due to i-Ready's strong alignment with SBAC outcomes and its capacity to deliver differentiated, standards-aligned intervention, the District utilizes i-Ready as a key data source to monitor student progress, identify areas of need, and guide targeted instructional supports. Current data indicate that more than half of students are not meeting grade-level standards, reinforcing the need for a structured intervention program to provide targeted, specialized support for struggling learners. The implementation of this program allows for the timely identification and addressing of specific learning gaps, enabling more responsive and individualized instruction. By strengthening services for English Learners, foster youth, and socioeconomically disadvantaged students, the District can take a targeted approach that is essential for improving academic outcomes and ensuring all students have access to the resources and support needed to meet grade-level expectations. This program is being implemented on a district-wide basis to ensure consistency, coherence, and equity in the delivery of high-quality instruction and supports across all schools.	iReady Mid-Year Data (Metric 2.4) Percentage of students who are at or above the standard on the mid-year iReady assessment for English Language Arts. Percentage of students who are at or above the standard on the mid-year iReady assessment for Mathematics. CAASPP Scores - Percentage of subgroups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts and math. (Metric 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: LEA-wide		
2.5	**Action:** Lower Class Sizes **Need:** On our annual state assessments, less than half of our students are meeting or exceeding the standard in ELA and Math. The learning gap is much larger for our subgroups. The percentage of students meeting or exceeding the standards in each subject area is as follows: Overall: ELA = 49.73% English Learners = 25% Homeless = 36.36% Socioeconomically Disadvantaged = 46.78% Overall Math = 45.78% English Learners = 28.52% Homeless = 34.78% Socioeconomically Disadvantaged = 42.48% With the majority of our students classified as unduplicated, these students need differentiated, target instruction, which can be done more effectively in a classroom with less students. This action will be monitored for effectiveness through Metrics 2.5 and 3.3. **Scope:**	With more than half of our students not meeting state standards in ELA and Math, we will focus on smaller class sizes to provide improved services and personalized and effective instruction. Smaller classes allow teachers to dedicate more individual attention to each student including those who are English learners, foster youth, and socioeconomically disadvantaged, to better identify and address learning gaps, and tailor their teaching methods to meet diverse educational needs. This personalized approach is particularly crucial for students struggling to meet academic benchmarks, as it can significantly enhance learning outcomes and help more students reach and exceed state standards. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	Local Data - District Average Class Size Reports (Metric 2.5) CAASPP Scores - Percentage of subgroups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts and math. (Metric 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
	LEA-wide		
2.6	**Action:** Technology **Need:** Given that 81% of our students face socioeconomic challenges, equitable access to technology for educational use at home cannot be assumed. This context significantly impacts students' ability to fully engage in learning and complete assignments outside of the school day. The need for enhanced technological support is further reinforced by input from our educational partners in the 2025–2026 LCAP survey, with 77% of parents, 60% of staff, and 82% of students identifying it as a priority. Within the area of student achievement, this was ranked as the highest priority by students. This action will be monitored for effectiveness through Metric 2.6. **Scope:** LEA-wide	The importance of providing free devices to students in a school district, particularly where 85% are facing socioeconomic challenges, is multi-faceted. First, the disparity in access to technology at home can significantly impact students' ability to learn and keep up with educational demands. Given the high percentage of students facing socioeconomic challenges, it's likely that many cannot afford the necessary technology. Providing free devices ensures that all students have equal access to the tools they need for their education. Second, in the modern world, digital literacy is as crucial as traditional literacy. Students need to be comfortable with technology not just for their current education but also to prepare for future opportunities in a digital-first world. Lack of access at home can leave students at a significant disadvantage. As you can see from the data, the LCAP survey results indicate a clear recognition among parents, staff, and students of the need for technological support. This consensus suggests that the community understands the role of technology in education and its importance for student success. Finally, the increasing integration of technology into the curriculum, homework and extended learning often require the use of a computer. Without access to devices, students may struggle to complete assignments and may fall behind their peers. Addressing these challenges and increasing services for our students, ensures all students have access to technology. This is a significant step towards leveling the educational playing field and preparing students for future success in a	Local Data - District Technology Report (Metric 2.6) Percentage of students checking out devices for home use.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		rapidly evolving world. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	
3.2	**Action:** Fully Credentialed and Highly Qualified Staff **Need:** The performance of our unduplicated pupil groups on CAASPP assessments continues to demonstrate the need for targeted academic supports and access to highly qualified certificated and classified staff. District data indicates that English learners, low-income students, homeless students, foster youth, and students with disabilities continue to perform at lower levels than the "All Students" group in English Language Arts and Mathematics, highlighting the need for additional instructional support and intervention services tailored to the unique needs of these student populations. In order to address achievement gaps and improve student outcomes, the District continues to prioritize the strategic hiring, appropriate assignment, retention, and compensation of highly qualified staff who are equipped to support the academic, behavioral, and social-emotional needs of high-needs students. These efforts help ensure that unduplicated pupils have access to effective instruction, targeted interventions, language supports, and specialized services necessary to support student achievement and overall school success.	According to the Economic Policy Institute, the teacher shortage issue is more severe than previously thought, especially when considering key factors of teacher quality such as certification, relevant training, and experience. This shortage is most pronounced in high-poverty schools, posing a significant challenge to the educational system's aim of delivering equitable, high-quality education to all students. Ensuring that staff members are fully credentialed and correctly assigned is critical, particularly for supporting students with high needs. Teachers with high qualifications are crucial in fostering a strong desire to learn and succeed in students. Conversely, students' educational potential can be significantly hindered by underqualified or underperforming teachers. Our goal in assigning fully credentialed and well-suited teachers to our unduplicated students is to improve instruction and narrow the achievement gap in critical areas such as reading and math across various student subgroups, including those identified as English language learners, from low-income backgrounds, and foster youth. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions. (Metric 3.1) CAASPP Scores - Percentage of subgroups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts and math. (Metric 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
	Teachers who have undergone comprehensive coursework and credentialing bring a wealth of practice and knowledge to our schools. They benefit from hands-on classroom experience, constructive feedback from supervisors, and a deeper comprehension of the demands and stresses inherent in teaching. As a result, there tends to be lower turnover among these well-prepared educators. This initiative has garnered substantial support, as evidenced by the 2025-2026 LCAP survey results: 84% of parents, 83% of staff, and 69% of students favor it. Given that 85% of our students are classified as unduplicated, we extrapolate that the student percentage from all students on the LCAP survey is reflective of the needs of our unduplicated students. This action reflects our our commitment to providing exceptional care and education while meeting the needs of our most vulnerable students including those who are English learners, foster youth, and low income. This action will be monitored for effectiveness through Metrics 3.1 and 3.3. **Scope:** LEA-wide		
4.1	**Action:** Transportation **Need:** Although our district spans less than 20 square miles, we've seen how a lack of	This initiative, widely embraced by our community, ensures that students not only arrive at school in time for breakfast but also have reliable transportation back home or to local centers like the Boys and Girls Club after school. While the district does not currently disaggregate	California Dashboard Chronic Absenteeism Rate (Metric 4.1 - District) and (Metric 4.2- School Site)

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
	reliable transportation can significantly affect student attendance. In the 2025–2026 school year, 16.3% of all students were classified as chronically absent. A closer look at the data reveals even greater disparities among specific student groups: 12.5% of English Learners, 18% of Socioeconomically Disadvantaged students, and 20% of students experiencing homelessness were chronically absent. These numbers highlight the urgent need to address transportation challenges and provide targeted support to our most vulnerable students. These rates disproportionately impact their education creating a need for targeted interventions to address the barriers these groups face in regularly attending school. The first step of an engaged student body is making sure our students are in their classrooms on a daily basis. This important move towards safe and reliable school transportation aligns with insights from the LCAP survey, where 85% of parents, 76% of staff and 78% of students acknowledged its importance. With the majority (85%) of our students classified as unduplicated, prioritizing students identified as English learners, foster youth, and socioeconomically disadvantaged ensures that our most vulnerable populations have access to this resource. This action will be monitored for effectiveness through Metrics 4.1 and 4.2. **Scope:**	absenteeism data by specific cause, input from site staff, families, and community partners suggests that unreliable transportation is a recurring barrier for many unduplicated students, particularly those who are socioeconomically disadvantaged. This challenge may contribute to higher rates of chronic absenteeism within this student group. The district will continue to monitor attendance patterns and explore strategies to reduce transportation-related barriers that may impact access to consistent instruction. We want to support our community with consistent academic instruction and take the stress of transportation away. Given the rise in homelessness in our community, which notably intersects with students' walking routes to school, providing transportation has become important for both student safety and attendance rates. By offering free transportation, we aim to improve services by addressing safety concerns and improving our higher-than-average chronic absenteeism rate, which is currently about 3.5% above the county's chronic absenteeism rates. Free transportation services are expected to encourage regular school attendance. Prioritizing students identified as English Learners, Foster Youth, Socioeconomically Disadvantaged, and those with special needs ensures that our most vulnerable populations have access to this resource. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.2	**Action:** Attendance Incentives **Need:** In 2019–2020, the District's Month 7 average daily attendance (ADA) rate was 97.2%. As a result of COVID-19, ADA declined to 91.5% the following year. Since then, the District has demonstrated steady improvement, increasing to 93.4% in 2022–2023, 94.7% in 2023–2024, and 95% in 2024–2025. While progress has been gradual, the District is approaching pre-pandemic attendance levels and remains focused on continued growth until we reach this goal. To further improve attendance and student outcomes, the District will continue to provide additional learning opportunities such as Saturday Academy and supports that increase student engagement, particularly for English learners, foster youth, and socioeconomically disadvantaged students. Given that 85% of our students are classified as unduplicated, ADA trends closely reflect the engagement and attendance patterns of our highest-need student groups. This action will be monitored for effectiveness through Metrics 4.3 and 4.7. **Scope:** LEA-wide	Improving attendance incentives is a strategic approach to support at-risk students, such as low-income, English learners, and foster youth, by encouraging regular school attendance and fostering positive educational habits. These incentives not only motivate students to consistently participate in school activities but also help in bridging educational gaps. By recognizing and rewarding their presence, schools create a supportive environment, boosting students' self-esteem and sense of belonging. Additionally, consistent attendance allows for early identification and intervention of any academic or personal challenges, aiding in the overall development and success of these students. This approach also promotes parental involvement and strengthens the school-community relationship, emphasizing the school's commitment to each student's well-being and education. By providing additional learning opportunities we can improve student outcomes and boost engagement.This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	Local Data - Percentage of students attending Saturday Academy (attendance report). (Metric 4.3) Local Data - Month 8 Average Daily Attendance Rate. (Metric 4.7)

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
4.4	**Action:** Summer Academy **Need:** CAASPP assessment data indicate that a significant portion of our unduplicated students are not meeting academic standards. When combined with elevated rates of chronic absenteeism, this data highlights a clear need to address learning gaps for English learners, foster youth, and socioeconomically disadvantaged students. Expanding learning opportunities beyond the traditional school year, including the continuation of Summer Academy, is a critical strategy to support student achievement. This need is further reinforced by feedback from the 2025–2026 LCAP survey, where 90% of parents, 70% of staff, and 56% of students expressed support for continuing to offer our Summer Academy program. This action will be monitored for effectiveness through Metrics 3.3, 4.1, and 4.5. **Scope:** LEA-wide	Offering the Summer Academy program to our students is crucial as it directly addresses the pressing issue of academic disparities. By providing tailored interventions, enrichment activities, and comprehensive academic support, the program specifically aims to bridge the educational divide, ensuring that our unduplicated students receive the focused attention they need. The program's importance is underscored by its focus on students who are often marginalized, including English Learners, Foster Youth, and those from socioeconomically disadvantaged backgrounds. By prioritizing these students for enrollment, we're not just addressing their immediate educational needs; we're investing in their long-term academic and personal development. Increasing services for the Summer Academy program is an important step in helping these students not only catch up but excel, closing the achievement gap that hinders their full potential. By doing so, we are not only elevating individual students but also strengthening the educational foundation of our entire community, paving the way for a more inclusive and equitable academic environment. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	CAASPP Data (Metric 3.3) California Dashboard Chronic Absenteeism Rate - DISTRICT DATA (Metric 4.1). Local Data - Percentage of students attending Summer Academy in grades TK - 5th (attendance report) (Metric 4.5).

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	**Action:** Professional Development ELD **Need:** In the 2024–2025 school year, only 18.99% of English Learners achieved Level 4 on the ELPAC Summative Assessment, indicating that the majority of students are still developing English proficiency. This need is further reflected in our Long-Term English Learner data, where only 9.9% of students have reached Level 4 (Well Developed), meaning over 90% have not yet attained full English proficiency. As English Learners are a primary subgroup within our unduplicated pupil population, these data points highlight a critical need for targeted instructional support. To address this, the District will provide ongoing professional development for teachers to strengthen the implementation of SMART goals and small group differentiated instruction, ensuring English Learners receive the targeted support necessary to access grade-level standards and accelerate language development. This action will be monitored for effectiveness through Metrics 2.2, 2.8, 2.9, and 2.10. **Scope:**	The Savanna School District serves a significant population of English Learners, who comprise 31% of the student body and are a primary subgroup within the unduplicated pupil population. In addition, the District has 16 Long-Term English Learners, representing approximately 1% of the total enrollment, indicating a continued need to accelerate language development for students who have not yet reached proficiency. These data points highlight the need for targeted instructional practices that support both language acquisition and access to grade-level content. This action addresses the needs of unduplicated pupils by providing professional development for teachers to strengthen the implementation of SMART goals and small group differentiated instruction specifically for English Learners. As part of this work, teachers will improve instruction by incorporating additional daily check-ins with Long-Term English Learners to monitor progress, reinforce language development, and provide timely, targeted support. By building teacher capacity in these areas, the District ensures that English Learners receive more responsive, data-driven instruction aligned to their individual needs, which is critical for improving outcomes and reducing achievement gaps. This action is implemented on an LEA-wide basis to ensure consistency, coherence, and equity in instructional practices across all schools. Providing	ELPAC Summative Test Results (Metric 2.2), English Learner Reclassification Rate (Metric 2.8), English Learner Progress Indicator - District Data (Metric 2.9), English Learner Progress Indicator - School Site Data (Metric 2.10)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	this support district-wide ensures that all English Learners, regardless of school site, have access to high-quality instruction and targeted interventions designed to accelerate language development and academic achievement.	

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

Not Applicable

Additional Concentration Grant Funding

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

The Savanna School District is using the additional concentration grant add-on funding to increase the number of teachers providing direct services to students on all school campuses. Every school in the Savanna School District has an unduplicated pupil percentage (UPP) of low-income, English Learners, and/or foster youth greater than 55%. Our district average is 85%. This corresponds directly with LCAP goal #2 and action item # 2.5, Lower Class Sizes.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:36
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

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	18,550,583	6,540,449	35.257%	0.000%	35.257%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$22,652,439.00	$5,735,060.00	$1,127,647.00	$1,120,152.00	$30,635,298.00	$26,146,716.00	$4,488,582.00

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	Parent Input Opportunities	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$81,104.00	$0.00	$81,104.00	$0.00	$0.00	$0.00	$81,104.00	
1	1.3	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$786,500.00	$53,000.00	$414,344.00	$115,526.00	$309,630.00	$0.00	$839,500.00	
1	1.4	Positive Behavioral Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
1	1.5	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$974,829.00	$0.00	$65,670.00	$448,788.00	$460,371.00	$0.00	$974,829.00	
1	1.6	Parental and Community Communication	All	No			All Schools	Ongoing	$0.00	$34,000.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	
1	1.7	Community Resource Officer	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.1	Professional Development	All	No			All Schools	Ongoing	$150,810.00	$0.00	$150,810.00	$0.00	$0.00	$0.00	$150,810.00	
2	2.2	Professional Development ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	
2	2.3	Mathematics Curriculum Implementation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	2.4	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	
2	2.5	Lower Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$714,528.00	$0.00	$714,528.00	$0.00	$0.00	$0.00	$714,528.00	
2	2.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
3	3.1	Highly Qualified Staff	All	No			All Schools	Ongoing	$12,811,201.00	$0.00	$12,591,204.00	$0.00	$200,355.00	$19,642.00	$12,811,201.00	
3	3.2	Fully Credentialed and Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,391,722.00	$2,514,768.00	$4,362,549.00	$1,069,502.00	$0.00	$474,439.00	$5,906,490.00	
3	3.3	Classified Personnel Student Services Support	All	No			All Schools	Ongoing	$322,410.00	$0.00	$322,410.00	$0.00	$0.00	$0.00	$322,410.00	
3	3.4	Title I Support	All	No			Specific Schools: Hansen, Reid	Ongoing	$490,917.00	$0.00	$0.00	$0.00	$60,664.00	$430,253.00	$490,917.00	
3	3.5	Title II Support	All	No			All Schools	Ongoing	$121,861.00	$0.00	$0.00	$0.00	$54,743.00	$67,118.00	$121,861.00	
3	3.6	Title III Support	All	No			All Schools	Ongoing	$139,357.00	$0.00	$0.00	$0.00	$41,884.00	$97,473.00	$139,357.00	
3	3.7	Materials Provided	All	No			All Schools	Ongoing	$0.00	$214,807.00	$83,853.00	$130,954.00	$0.00	$0.00	$214,807.00	
3	3.8	Facilities in Good Repair	All	No			All Schools	Ongoing	$1,634,277.00	$1,099,032.00	$2,733,309.00	$0.00	$0.00	$0.00	$2,733,309.00	
3	3.9	Classified Personnel Special Education Support	Students with Disabilities	No			All Schools	Ongoing	$462,577.00	$0.00	$0.00	$431,350.00	$0.00	$31,227.00	$462,577.00	
4	4.1	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$791,683.00	$168,725.00	$960,408.00	$0.00	$0.00	$0.00	$960,408.00	
4	4.2	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,223.00	$2,000.00	$1,000.00	$31,223.00	$0.00	$0.00	$32,223.00	
4	4.3	After School Program	All	No			All Schools	Ongoing	$2,775,772.00	$254,000.00	$0.00	$3,029,772.00	$0.00	$0.00	$3,029,772.00	

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	4.4	Summer Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$117,858.00	$8,750.00	$3,750.00	$122,858.00	$0.00	$0.00	$126,608.00	
4	4.5	Arts & Music Program	All	No			All Schools	Ongoing	$349,087.00	$6,000.00	$0.00	$355,087.00	$0.00	$0.00	$355,087.00	
4	4.6	Early Identification of Chronic Absenteeism	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,550,583	6,540,449	35.257%	0.000%	35.257%	$6,696,853.00	0.000%	36.100 %	**Total:**	$6,696,853.00
								LEA-wide Total:	$6,693,353.00
								Limited Total:	$3,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,104.00	
1	**1.3**	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,344.00	
1	**1.4**	Positive Behavioral Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.5**	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,670.00	
2	**2.2**	Professional Development ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,500.00	
2	**2.4**	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	**2.5**	Lower Class Sizes	Yes	LEA-wide	English Learners Foster Youth	All Schools	$714,528.00	

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			
2	**2.6**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	**3.2**	Fully Credentialed and Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,362,549.00	
4	**4.1**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$960,408.00	
4	**4.2**	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	**4.4**	Summer Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,750.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$30,030,043.00	$31,053,870.00

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**	Parent Input Opportunities	No	$0.00	$0.00
1	**1.2**	Community Liaisons	Yes	$65,069.00	$83,839.00
1	**1.3**	Health Services	Yes	$778,688.00	$914,628.00
1	**1.4**	Positive Behavioral Interventions and Supports	Yes	$5,000.00	$5,000.00
1	**1.5**	Counseling Services	Yes	$1,043,052.00	$906,915.00
1	**1.6**	Parental and Community Communication	No	$34,000.00	$45,000.00
1	**1.7**	Community Resource Officer	No	$40,000.00	$40,000.00
2	**2.1**	Professional Development	No	$151,414.00	$150,810.00
2	**2.2**	Professional Development ELD	Yes	$3,500.00	$3,500
2	**2.3**	History Social Science Implementation	No	$211,023.00	$208,422
2	**2.4**	Intervention	Yes	$75,000.00	75,000

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	2.5	Lower Class Sizes	Yes	$714,788.00	$714,528
2	2.6	Technology	Yes	$10,000.00	$10,000
3	3.1	Highly Qualified Staff	No	$13,111,791.00	$13,513,360
3	3.2	Fully Credentialed and Highly Qualified Staff	Yes	$5,543,175.00	$5,767,552
3	3.3	Classified Personnel Student Services Support	No	$290,985.00	$334,380
3	3.4	Title I Support	No	$472,505.00	$483,998
3	3.5	Title II Support	No	$67,223.00	$117,646
3	3.6	Title III Support	No	$107,095.00	$139,357
3	3.7	Materials Provided	No	$145,080.00	$81,883
3	3.8	Facilities in Good Repair	No	$2,564,584.00	$2,661,677
3	3.9	Classified Personnel Special Education Support	No	$584,340.00	$516,512
4	4.1	Transportation	Yes	$767,573.00	$931,906
4	4.2	Attendance Incentives	Yes	$26,188.00	$32,223

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	After School Program	No	$2,750,201.00	$2,829,880
4	**4.4**	Summer Academy	Yes	$147,654.00	$126,791
4	**4.5**	Arts & Music Program	No	$320,115.00	$359,063
4	**4.6**	Early Identification of Chronic Absenteeism	No	$0.00	$0.00

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)
6,616,910	$6,675,595.00	$6,712,079.00	($36,484.00)	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	1.2	Community Liaisons	Yes	$65,069.00	$83,839.00		
1	1.3	Health Services	Yes	$58,145.00	$386,781.00		
1	1.4	Positive Behavioral Interventions and Supports	Yes	$5,000.00	$5,000.00		
1	1.5	Counseling Services	Yes	$67,980.00	$65,670.00		
2	2.2	Professional Development ELD	Yes	$3,500.00	$3,500.00		
2	2.4	Intervention	Yes	$75,000.00	$75,000.00		
2	2.5	Lower Class Sizes	Yes	$714,788.00	$714,528.00		
2	2.6	Technology	Yes	$10,000.00	$10,000.00		
3	3.2	Fully Credentialed and Highly Qualified Staff	Yes	$4,903,790.00	$4,431,105.00		
4	4.1	Transportation	Yes	$767,573.00	$931,906.00		
4	4.2	Attendance Incentives	Yes	$1,000.00	$1,000.00		
4	4.4	Summer Academy	Yes	$3,750.00	$3,750.00		

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)
18,657,791	6,616,910	0.000%	35.465%	$6,712,079.00	0.000%	35.975%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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