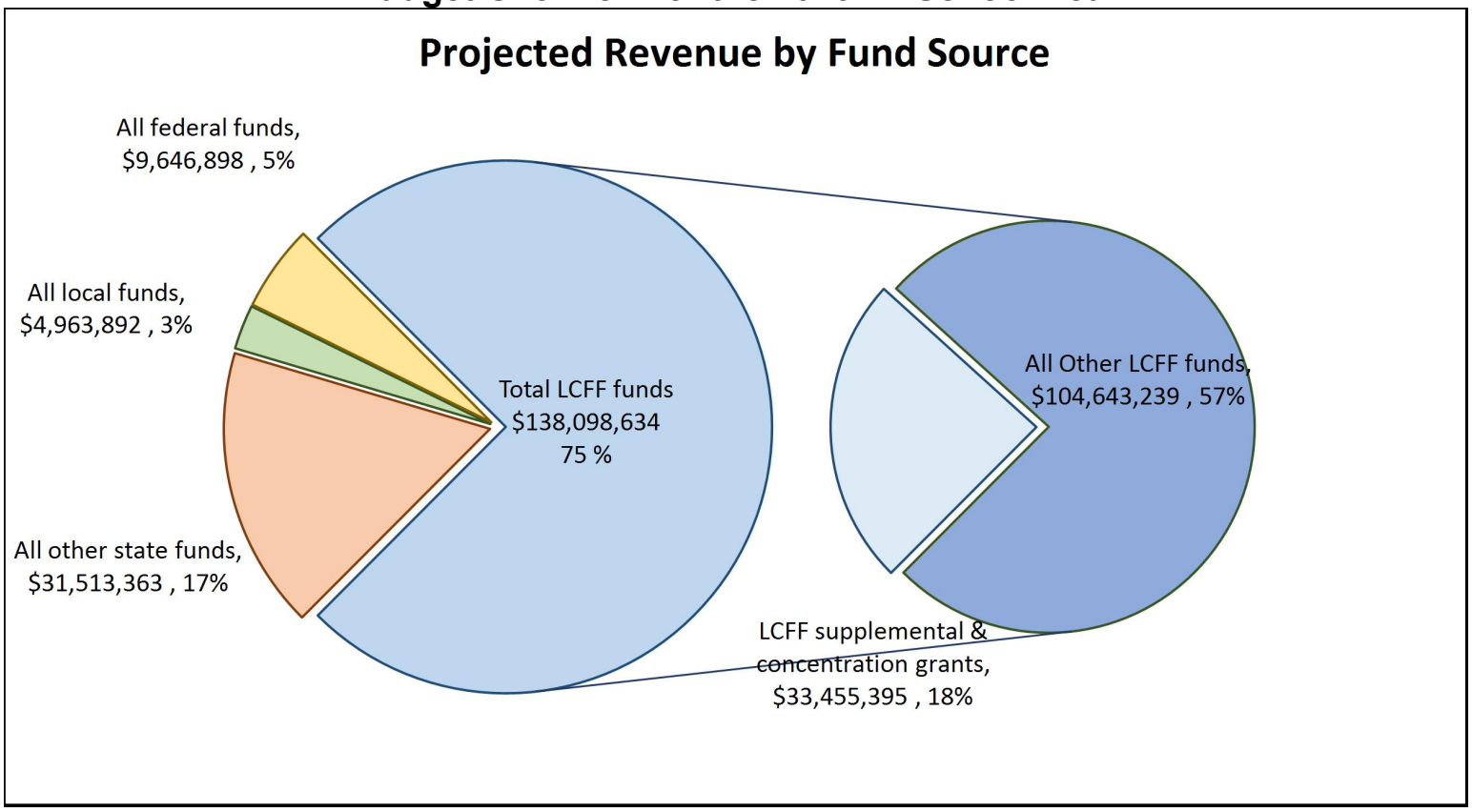
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare City School District
CDS Code: 54-72231-6054464
School Year: 2026-27
LEA contact information:
David Freitas
Assistant Superintendent of State and Federal Programs
dfrietas@tcsdk8.org
559-685-7200

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

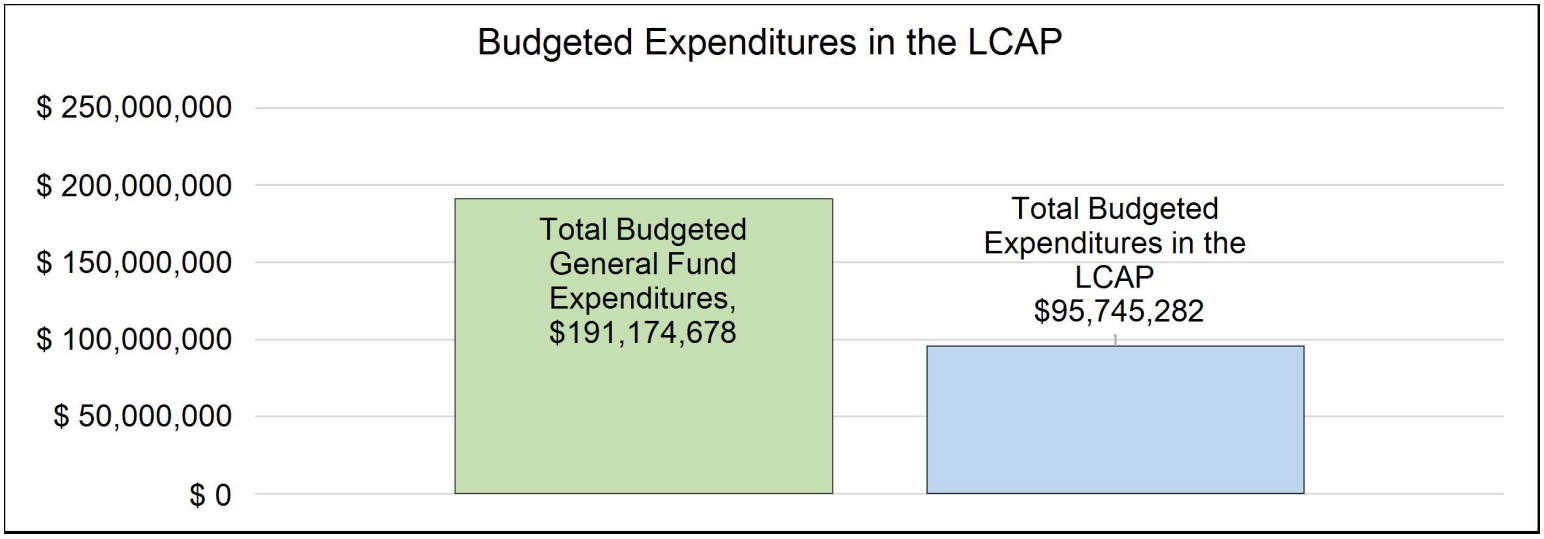


This chart shows the total general purpose revenue Tulare City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare City School District is $184,222,787, of which $138,098,634 is Local Control Funding Formula (LCFF), $31,513,363 is other state funds, $4,963,892 is local funds, and $9,646,898 is federal funds. Of the $138,098,634 in LCFF Funds, $33,455,395 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 Tulare City 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: Tulare City School District plans to spend $191,174,678 for the 2026-27 school year. Of that amount, $95,745,282.00 is tied to actions/services in the LCAP and $95,429,396 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

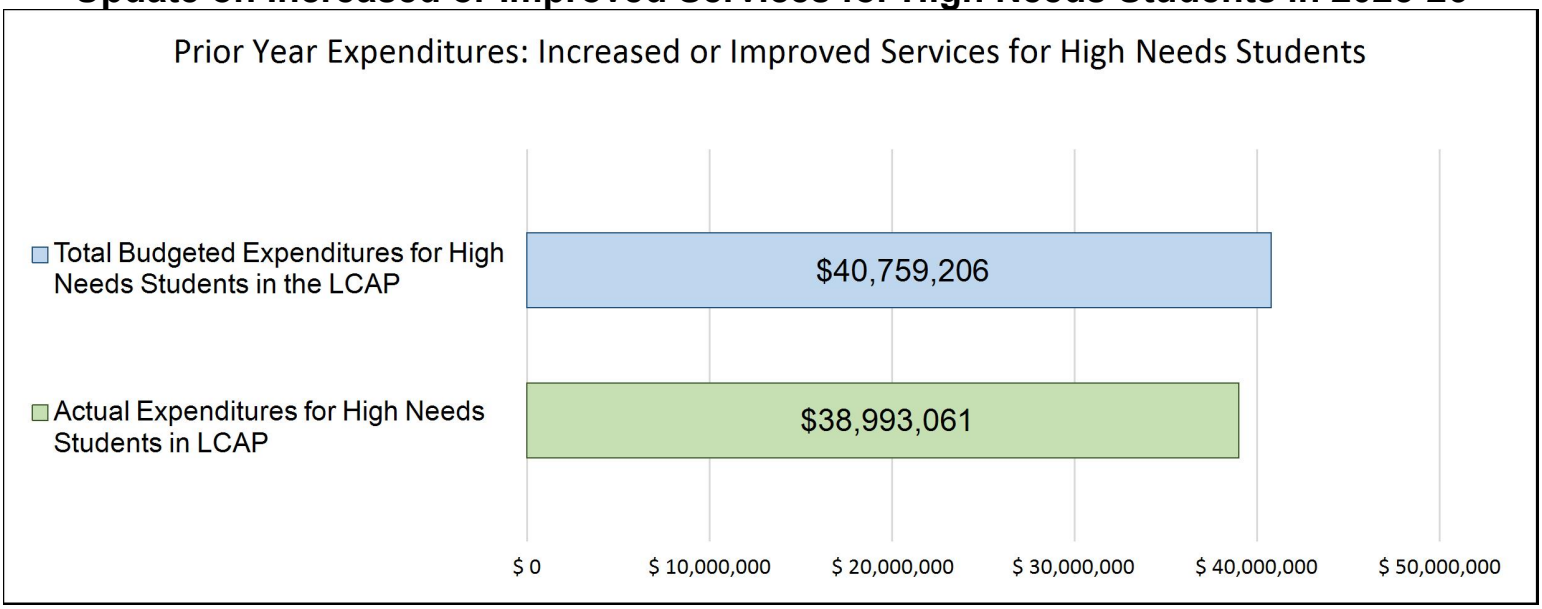
The fund balance will be utilized for general district operations, including maintenance, staff salaries and benefits, and other costs associated with delivering the instructional program.

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

In 2026-27, Tulare City School District is projecting it will receive $33,455,395 based on the enrollment of foster youth, English learner, and low-income students. Tulare City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare City School District plans to spend $45,257,567.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Tulare City 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 Tulare City 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, Tulare City School District's LCAP budgeted $40,759,206 for planned actions to increase or improve services for high needs students. Tulare City School District actually spent $38,993,061 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,766,145 had the following impact on Tulare City School District’s ability to increase or improve services for high needs students:

Actions and services for high needs students were carried out as planned. Fewer materials and supplies were needed than were originally budgeted resulting in unspent funds.

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
Tulare City School District	David Freitas Assistant Superintendent of State and Federal Programs	dfreitas@tcsdk8.org 559-685-7200

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.

Tulare City School District (TCSD) is located between Fresno and Bakersfield in the heart of the agriculturally diverse San Joaquin Valley. The City of Tulare is home to approximately 71,000 people. We educate approximately 9,500 students ranging from preschool through eighth grade. Our district consists of eleven elementary schools, five middle schools and two community day schools. We employ over 1,000 individuals who work collaboratively to meet the common expectation to raise (up) caring, creative and confident children by ensuring the following Core Values are implemented (Core Value #1 Relationships- Fostering Positive, appropriate connections with others Core Value #2 Integrity- Demonstrating accountability and ethical behavior, both in words and actions, while prioritizing the well-being and respect for others. Core Value #3 Service- Providing equitable, positive and supportive experiences to our students, families, colleagues, and community). The district has identified the following organizational pillars: 1. Learning and work environments are safe, secure, and healthy ; 2. learning yields the deepest levels of understanding through the application of knowledge; 3. Learning is enhanced by active and authentic partnerships.

Our students represent varied populations that consist of many ethnicities and races which include: Hispanic 81.2%, American Indian/Alaskan Native 0.2%, Asian 1.6%, Black/African American 2.8%, Hawaiian/Pacific Islander 0.10%, Filipino 0.3%, White 11.9%, and Multiple 1.8%. Our district is represented by the following significant student groups: English Learners 25%, Pupils with Disabilities 10.7%, Socioeconomically Disadvantaged 80.8%, Foster Youth 0.9%, Homeless students:4.5% and Migrant students 2.0%. The district provides free lunch to 100.00% of children.

TCSD is rooted in the belief that educating each child is a moral purpose intent on making a difference in the lives of all children. It requires all of us to move beyond our own personal and professional biases, and to work collectively.

Tulare City Community Day and Tulare Support schools have been identified as Equity Multiplier schools due to having a non-stability rate greater than 25% and a socio-economically disadvantaged rate of greater than 70% during the 2024-25 and 25-26 school year. The school district will receive Equity Multiplier funding for use in support of both of these schools and use of these funds will be evident in the 2026-27 LCAP. Lincoln Elementary is no longer identified as an Equity Multiplier school. The District Office did not receive Equity Multiplier funding for use in 2026-27.

In the 2026-2027 school year, Tulare City School District will open a Dual Language Immersion program at Maple Elementary. The program will include grades TK-1st in a 50:50 model using Spanish as the target language. Each year after, the program will grow to include the next grade level.

Reflections: Annual Performance

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

The following student group abbreviations are used in this section:
o English Learners: EL o Reclassified English Learners: RFEP o Students with Disabilities: SWD o Socioeconomically Disadvantaged: SED o Hispanic: Hisp. o African American: AA

Successes:

2025 California State Dashboard

- English Language Arts:

All students group Increased 8.7 points distance from standard, currently 40.2 points below standard
Subgroups demonstrating growth in ELA: All Subgroups (Homeless students maintained)

- Mathematics:

All students group: Maintained 1.7 pts distance from standard, currently 81.5 points below standard
Subgroups demonstrating growth in Math: EL, Asian, Foster (Hisp., SED, White subgroups maintained)

- Chronic Absenteeism

All students group: Declined 1.2% to 12.6.% chronically absent
Student groups demonstrating decline in the rate of Chronic Absenteeism: Hisp., Homeless, LTEL, SED, White, EL)

- Suspension Rate

All students group: Maintained 0% to 1.9% suspended at least one day
Student groups demonstrating a decline in the rate of Suspension: EL, LTEL, SED, Hisp., Homeless, SWD

Local Assessments

- Acadience Phonics Screener (K-3): 2% increase to 55% of students meeting proficiency

- STAR Reading (4-8): 3% increase to 35% of students meeting proficiency
- Students have access to 1:1 Chromebooks
- All K-6 students have access to VAPA; VAPA teams provide dedicated planning time to TK-K & 6th grade teachers
- Increased summer school offerings through Expanded Learning Opportunities Program
- The development of PE teams provides dedicated planning time to 1st-5th grade teachers
- Positive responses in parent connectedness (4.33 / 5.0) and safety (4.29 / 5.0)
- High parent conference attendance rate (94.55%)

Vice Principals on each site have continued to lead to greater staff and student support. MTSS responsibilities on site were focused on Student Centered Coaching with a split between K-2 and 3-8. Instructional coaches provided coaching to teachers based on their grade level rather than focusing on a content area. The adopted comprehensive math program continues to be implemented and professional learning was provided to staff. The ELOP (Expanded Learning Opportunities Program) serves approximately 3,700 students providing student supervision beyond the school day. Students have increased access to VAPA (Visual and Performing Arts) through the district VAPA team which services each school on a rotating schedule for students in TK-6th grades. Roving PE teams served students in grades 1st-5th allowing for teacher planning time. English Language after school tutoring was offered. The district hosted ongoing aide academies for professional development. There was an increased focus on attendance. The district saw positive results through the implementation of improvement plans. All schools have a community liaison to strengthen partnerships with community resources and increase parent involvement opportunities. A comprehensive behavior team provided support for students.

Needs

2025 California State Dashboard:
-Mathematics: All students group: Orange (-81.5 pts distance from standard)
Subgroups demonstrating a decline: AA, Homeless, LTEL, SWD, 2 or more Races

- English Learner Progress declined (2.5% to 40.6% making progress)
- Suspension Rate: Foster Youth being suspended at a higher rate than than all other student groups

The following schools received the lowest performance level on one or more state indicators (2025 California State Dashboard):
Alpine Vista Elementary: English Learner Progress Indicator
Cypress: English Learner Progress Indicator
Kohn: English Learner Progress Indicator
Garden: English Learner Progress Indicator
Lincoln: Chronic Absenteeism, English Learner Progress Indicator
Los Tules: Mathematics
Mission Valley: English Learner Progress Indicator
Mulcahy: English Language Arts, Mathematics
Pleasant: English Learner Progress Indicator
Wilson: Mathematics

Local Assessments

- STAR Reading 4th-8th grade is low (35% proficiency rate) compared to Acadience K-3rd grade (55% proficiency rate)
- LTEL student perform lower than peers in both reading and math
- Attendance rate: (88.9%- goal 90%)

The alignment of support is imperative in order to focus our collaborative efforts in supporting all learners (students, staff and parents) in continuous improvement. To address academic needs, district and site instructional leaders will continue to provide support for PDSA (Plan Do Study Act) cycles that specially target improvement. Early release Wednesdays will be used to focus on implementing improvement cycles with a grade level focus versus a content focus. This will allow grade level teachers to collaborate on a district wide scale. Targeted intervention will be utilized for identified student groups scoring red on state indicators. To assist Long-term English Learners (LTEL) and At-risk EL students demonstrate growth, an emphasis will be put on supporting students through the use of bilingual aides. A focus on strong ELD implementation and professional learning will be incorporated to grade level professional learning. Administration will continue to monitor the implementation of integrated and designated ELD lessons and support through use of the district ELD Roadmap monitoring Tool. Current behavior supports will be aligned through a comprehensive behavior plan at the district and site level.

The following is information related to district student groups receiving the lowest state indicator performance result ("Red" color result) on the 2023 Dashboard:

The following schools received the lowest performance level on one or more state indicators (2023):
Cherry Ave- Suspension, English Language Arts, Mathematics
Los Tules- Mathematics
Maple- Mathematics
Roosevelt- English Language Arts
Wilson- English Learner Progress Indicator, English Language Arts

The following student groups district wide received the lowest performance level on one or more state indicators (2023):
Homeless: English Language Arts, Mathematics
EL: English Language Arts, Mathematics
AA: English Language Arts, Mathematics, Suspensions
Foster: English Language Arts, Mathematics, Suspensions
SWD: English Language Arts

The following student groups within a school received the lowest performance level on one or more state indicators (2023):

Cherry Ave (2023)
All Students: ELA, Mathematics, Suspension
EL: Chronic Absenteeism, Suspensions, English Language Arts, Mathematics
Hispanic: Suspensions, English Language Arts, Mathematics
SWD: Suspensions, English Language Arts, Mathematics
White- Suspensions, Mathematics

Garden (2023)
EL: English Language Arts, Mathematics
SWD: English Language Arts, Mathematics

Heritage (2023)
SWD: Mathematics

Los Tules (2023)
All Students: Mathematics
Hispanic: Mathematics
SWD: English Language Arts, Mathematics
SED: Mathematics

Maple (2023)
All Students: Mathematics
SED: Mathematics
EL: English Language Arts, Mathematics
Hispanic: Mathematics

Mission Valley (2023)
Students with Disabilities- English Language Arts, Mathematics

Mulcahy (2023)
SWD: English Language Arts, Mathematics
EL: English Language Arts

Roosevelt (2023)
All Students: English Language Arts
EL: English Language Arts
Hispanic: English Language Arts
SED: English Language Arts

Wilson (2023)
All Students- ELA
EL: English Language Arts, English Learner Progress Indicator
Hispanic: English Language Arts
SED: English Language Arts

Additional services for the above mentioned student groups scoring red on the dashboard can be found:
Goal 1 Action 1.2: English Language Arts

Goal 1 Action 1.3: Mathematics
Goal 3 Action 3.3: English Learner Progress Indicator
Goal 5 Action 5.4: Suspension & Chronic Absenteeism

The following sites have been identified for Equity Multiplier Funds due to low non-stability rate and high socioeconomically disadvantaged rates:
Community Day School- Addressed in Goal 7
Tulare Support School- Addressed in Goal 7

The district has unspent Learning Recovery Emergency Block Grant (LREBG) funds. The funds are reflected in the following actions in response to the LREBG needs assessment:

Goal 5 Action1
This action was selected to strengthen social emotional wellbeing . The action is aligned with the allowable use of funds identified in EC section 32526 as outlined in section C (Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs). The action will address the chronic absenteeism as indicated in the needs assessment by funding 70% of Vice Principals salaries at each campus, providing for three middle school counselors, a director of Human Resources to provide training to Vice Principals in social emotional learning and the MTSS process, and a speech therapist. This support staff will lead site based MTSS Attendance meetings to identify at risk students, set goals, determine/ provide individualized supports and progress monitor student growth on a regular basis. Research consistently demonstrates that the implementation of Multi-Tiered Systems of Support (MTSS) correlates with improved student attendance within schools. MTSS, a proactive framework, utilizes data-driven decision-making to identify students' needs and deliver tiered levels of support, ranging from universal strategies for all students to intensive, individualized interventions. At the foundational Tier 1 level, MTSS fosters a positive school climate through strategies that emphasize the importance of attendance, build strong student-staff relationships, and create engaging learning experiences. For students exhibiting moderate attendance challenges, Tier 2 interventions provide targeted support, such as small group counseling, mentoring programs, or parent-teacher conferences. Finally, Tier 3 addresses chronic absenteeism through intensive, individualized interventions, which may include tailored attendance plans and collaborations with community resources to address underlying issues. The effectiveness of MTSS in improving attendance hinges on accurate data collection, early intervention, and the active engagement of families and community members, creating a comprehensive support network for students. Progress will be monitored through the California State Dashboard Chronic Absenteeism metric.

Goal 2 Action 2
This action was selected to strengthen academic learning. The action is aligned with the allowable use of funds identified in EC section 32526 as outlined in section B (Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports). The action will address English language arts and mathematics by supporting field trips and academic tournaments. Research consistently highlights the positive impact of field trips on student academic outcomes. Beyond the confines of the

classroom, these experiential learning opportunities have been shown to enhance academic performance, with studies indicating improved standardized test scores and higher grades among students who participate in well-planned field trips. Notably, research published in The Journal of Human Resources from BYU, suggests a correlation between multiple field trips during the school year and enhanced student achievement. Furthermore, field trips significantly boost student engagement and motivation by providing hands-on, visual, and interactive experiences that cater to diverse learning styles and make learning more memorable. These excursions also foster critical thinking skills as students observe, analyze, and reflect on their experiences, while exposure to museums, historical sites, and cultural institutions broadens their perspectives and promotes cultural awareness. Crucially, field trips connect classroom learning to real-world applications, making academic concepts more relevant and exposing students to potential career paths. In essence, field trips serve as a vital supplement to traditional instruction, enriching students' academic journeys and fostering deeper, more meaningful learning.

Reflections: Technical Assistance

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

Eligibility: The LEA became eligible for technical assistance on the 2025 Dashboard for Foster Youth in Chronic Absenteeism and Suspension

Support Provider: Tulare County Office of Education

Focus area: Suspensions for Foster students

Current Status: Tulare City is in Year 1 of Differentiated Assistance

Action Steps Supported by: Assistant Superintendent of State & Federal Programs, Director of Funded Programs and the Child, Welfare & Attendance Office

Needs Assessment: Process: Review State and Local Assessment data, Root Cause Analysis, Analytical Iceberg, Driver Diagram

AIM Statement: By the end of the 2026-27 school year, we will decrease chronic absenteeism by 3% for Foster Youth.

Theory of Improvement: Identify Students, Cultivate Empathy, Provide Intervention

PDSA Cycle: The first improvement cycle following the Plan-Do-Study-Act (PDSA) format includes strengthening systems. During the needs assessment process, the team identified a need to better identify foster students. We found that the numbers reported on the 2025 California State Dashboard for suspensions and chronic absenteeism to reflect different numbers than our local student integration system (Aeries). It was determined that our local system was removing students exited from the program or who had moved schools during the year. In collaboration with the Student Information department and the Child Welfare and Attendance department, a new code number was added to accurately account for those students. in this cycle, we will test our systems by sharing the updated lists with Vice Principals, who serve as the site Foster student Liaisons, so they can check in with the correct students. The team will gather data to improve our identifications

systems before moving forward and seek feedback from Vice Principals. In later cycles, we will track both attendance and suspension data to make improvements.

LCAP Alignment: Professional Learning for Administrators (LCAP Goal 4.3): Providing Monthly Professional Learning on Suspension data and alternatives to suspension as well as training in Aeries Data Collection

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Event: LCAP Surveys Timeline: LCAP Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Process: LCAP Overview flyers are reviewed during monthly staff meetings that contain information on each LCAP goal. Dedicated time is provided for staff members to complete the survey. The information is also provided in the weekly update to provide equitable access for all staff members. Event: Employee Experience Survey Timeline: November 15th-21st Process: Feedback is collected based on a 5 point scale. Results are shared with sites & departments who oversee employees. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Executive Cabinet hosted Campus Rounds Timeline: Round 1- Sept. 20 to Oct.25 Round 2- Mar.3 to Apr. 4 Process: Principals are notified of upcoming campus rounds. Staff submits questions for the Executive Cabinet to answer during visits. The Executive cabinet visits the site to talk to staff and answer questions and concerns they present. Questions and concerns are related to LCAP goals 1-5.

Educational Partner(s)	Process for Engagement
Principals and Administrators	Event LCAP Surveys Timeline: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Process: LCAP Overview flyers are provided. Administrators review the information and complete the survey to provide feedback. Event: Employee Experience Survey Timeline: November 15th-21st Process: Feedback is collected based on a 5 point scale. Results are shared with sites & departments who oversee employees. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Data & Dollars Meetings Timeline: Round 1- July 15th-23rd Round 2- Sept. 16th-23rd Round 3- Nov. 7th-18th Round 4-Feb 11th-20th Process: Principals, Vice Principals and MTSS teachers join District staff (Superintendent, Assistant Superintendents, Director of Educational Services and the Director of Funded Programs & Compliance, Director of Business) to review school site data, PDSA (Plan, Do, Study, Act) improvement cycles and the current budget. Site goals and actions have a direct alignment to the LCAP. Feedback on actions, services, and current metrics is collected.
Other School Personnel	Event: LCAP Surveys Timeline: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Process: LCAP Overview flyers are reviewed during monthly staff meetings that contain information on each LCAP goal. Dedicated time is provided for Classified staff members to complete the survey. The information is also provided in the weekly update to provide equitable access for all staff members. Event: Employee Experience Survey Timeline: November 15th-21st

Educational Partner(s)	Process for Engagement
	Process: Feedback is collected based on a 5 point scale. Results are shared with sites & departments who oversee employees. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Executive Cabinet hosted Campus Rounds Timeline: Round 1- Sept. 20 to Oct.25 Round 2- Mar.3 to Apr. 4 Process: Principals are notified of upcoming campus rounds. Staff submits questions for the Executive Cabinet to answer during visits. The Executive cabinet visits the site to talk to staff and answer questions and concerns they present. Questions and concerns are related to LCAP goals 1-5.
Local Bargaining Units	Event: LCAP Surveys Timeline: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Process: LCAP Overview flyers are reviewed during monthly staff meetings that contain information on each LCAP goal. Dedicated time is provided for staff members to complete the survey. The information is also provided in the weekly update to provide equitable access for all staff members. Event: TCTA & CSEA Collaboration Meetings Timeline: Goal 3 & 5 Sept. 29, Goal 2 & 4 Nov 3, Goal 1 Jan. 20 Process: Local bargaining units meet with District staff (Assistant Superintendent of State & Federal programs, Director of Educational Services and the Director of Funded Programs & Compliance) to update LCAP Goal flyers with new information and create surveys that will be disseminated to educational partners. Feedback is collected on individual goals. Event: Employee Experience Survey Timeline: November 15th-21st Process: Feedback is collected based on a 5 point scale. Results are shared with sites & departments who oversee employees. Success is defined for the top 3 areas in order to identify actions and services

Educational Partner(s)	Process for Engagement
	that should be continued. Improvement plans are created based on the three lowest scoring areas.
Parents	Event: LCAP Surveys Timeline: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Process: LCAP Overview flyers are included in monthly school site newsletters that contain information on each LCAP goal. Parents review the information and complete the attached survey. Flyers and surveys are also posted on the district website and can be accessed through the March cut off date. Event: Parent Experience Survey Timeline: March 9th- 20th Process: TCSD administers the Parent Experience surveys each fall. Feedback is collected based on a 5 point scale. Results are shared with sites & departments. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Public Review Period Timeline: May 18th-22nd Process: The draft LCAP is posted on the website and in print at the district office for educational partners to review and provide feedback before the plan is adopted by the school board. Event: Public Hearing Timeline: June 9 Process: Educational partners are invited to publicly share feedback and comments on the LCAP.
Students	Event: Student Experience Survey Timeline: April 6th - April 17th Process: TCSD administers the Student Experience survey each spring. Feedback is collected based on a 5 point scale. Results are shared with sites & departments. Success is defined for the top 3 areas in order to identify actions and services that should be

Educational Partner(s)	Process for Engagement
	continued. Improvement plans are created based on the three lowest scoring areas. Event: Superintendent's Student Advisory Committee Timeline: Nov. 19 Process: The Superintendent meets with student leadership from each Middle School site to gather feedback on current systems. Students identify strengths and opportunities for growth. Results are shared with principals, cabinet and the Local Governing Board.
Board of Trustees	Event: Board Meetings Timeline: Oct 8 (District Scorecard) Nov. 12 (Federal Addendum, 23-24 CSI Funds & Equity Multiplier Quarterly Report), Jan 28 (LCAP Mid-Year Review, 23-24 CSI Funds & Equity Multiplier Quarterly Report), Mar 25 (23-24 CSI Funds & Equity Multiplier Quarterly Report) Apr. 8 (Notify- Public Review & Public Hearing), May 27(23-24 CSI Funds & Equity Multiplier Quarterly Report) Process: Information from the LCAP is presented to the board regarding metrics and current actions and services. Board members pose questions and provide input. Event: LCAP/ LCAP Addendum Adoption Timeline: June 23 Process: The Local Governing Board adopts the LCAP and the LCAP addendum.
Community Members	Event: LCAP Surveys Timeline: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Process: LCAP Overview flyers are included in monthly school site newsletters that contain information on each LCAP goal. Parents review the information and complete the attached survey. Flyers and surveys are also posted on the district website and can be accessed through the March cut off date. Event: Tulare Community Schools Advisory Meeting Timeline: Oct. 9

Educational Partner(s)	Process for Engagement
	Process: Local community members gather with the Coordinator of Community schools and school site Community Liaisons to discuss community support and services. Event: Public Review Period Timeline: May 18th-22nd Process: The draft LCAP is posted on the website and in print at the district office for educational partners to review and provide feedback before the plan is adopted by the school board. Event: Public Hearing Timeline: June 9 Process: Educational partners are invited to publicly share feedback and comments on the LCAP. Event: LCAP/ LCAP Addendum Adoption Timeline: June 24 Process: The Local Governing Board adopts the LCAP and the LCAP addendum.
DAC: District Advisory Council (Parent Advisory Committee) comprised of Principals, MTSS teachers, Community Liaisons, middle school students, parents and community members.	Event: DAC Meetings Timeline: Sept. 26, Jan. 23, May 15 Process: During LCAP presentations, data is presented that reflects current metrics, actions and services. Dedicated time is given after the information is presented for each goal for sites to participate in a discussion. Each table identifies strengths (+) and areas for improvement (delta). Question stems are provided as conversation starters. After the meeting, response sheets are collected. The data is analyzed to identify common themes. The Superintendent responded in writing to LCAP comments presented at DAC.
DELAC: District English Learner Advisory Council (English Learner Parent Advisory Committee) comprised of Principals, MTSS teachers, Community Liaisons, parents of English Learners and community members.	Event: DELAC Meeting Timeline: Oct 3, Dec. 5, Feb 27, May 21 Process: During LCAP presentations, data is presented that reflects current metrics, actions and services. Dedicated time is given after the information is presented for each goal for sites to participate in a discussion. Discussions are centered around the needs of English Learners. Each table identifies strengths (+) and areas for improvement (delta). Question stems are provided as conversation

Educational Partner(s)	Process for Engagement
	starters. After the meeting, response sheets are collected. The data is analyzed to identify common themes. The Superintendent responded in writing to LCAP comments presented at DELAC.
Equity Multiplier: Tulare Support School	Event: SST and IEP meetings Timeline: Ongoing Process: Parents are informed of the receipt of Equity Multiplier funds, their purpose, and amounts, and that input is sought on identifying needs to develop the specific goal(s) and actions to address these needs at the site. Event: Parent Conferences Timeline: November 13th-19th and March 12th-18th Process: Teachers meet with parents to share student progress and inform them of current actions and services to support student learning. Parents provide feedback on site systems of support and additional support needed. Event: Employee Experience Survey Timeline: November 15th-21st Process: Feedback is collected based on a 5 point scale. Results are shared with sites & departments who oversee employees. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Parent Experience Survey Timeline: March 9th- 20th Process: TCSD administers the Parent Experience surveys each fall. Feedback is collected based on a 5 point scale. Results are shared with sites & departments. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Student Experience Survey Timeline: April 6th - April 17th

Educational Partner(s)	Process for Engagement
	Process: TCSD administers the Student Experience survey each spring. Feedback is collected based on a 5 point scale. Results are shared with sites & departments. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas.
Equity Multiplier: Community Day School	Event: SST meetings Timeline: Ongoing Process: Parents are informed of the receipt of Equity Multiplier funds, their purpose, and amounts, and that input is sought on identifying needs to develop the specific Goal(s) and Actions to address these needs at the site. Event: Parent Conferences Timeline: November 13th-19th and March 12th-18th Process: Teachers meet with parents to share student progress and inform them of current actions and services to support student learning. Parents provide feedback on site systems of support and additional support needed. Event: Employee Experience Survey Timeline: November 15th-21st Process: Feedback is collected based on a 5 point scale. Results are shared with sites & departments who oversee employees. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas. Event: Parent Experience Survey Timeline: March 9th- 20th Process: TCSD administers the Parent Experience surveys each fall. Feedback is collected based on a 5 point scale. Results are shared with sites & departments. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas.

Educational Partner(s)	Process for Engagement
	Event: Student Experience Survey Timeline: April 6th - April 17th Process: TCSD administers the Student Experience survey each spring. Feedback is collected based on a 5 point scale. Results are shared with sites & departments. Success is defined for the top 3 areas in order to identify actions and services that should be continued. Improvement plans are created based on the three lowest scoring areas.
Special Education Local Plan Area (SELPA)	Event: Special Education Local Plan Area (SELPA) Meetings Timeline: Aug. 25, Oct.6, Nov. 3, Dec. 1, Feb. 2, Mar. 2, Apr. 13, Jun. 1 Process: The Director of Special Education collaborates with County Office of Education staff as well as other leaders in nearby districts to collaborate on current Special Education actions and services.
District Continuous Improvement Team	Event: Continuous Improvement for Equity (CIE) Cohort Timeline: Jan. 15, Feb. 11, Mar. 3, Mar. 17, Apr. 27 Process: The District Continuous Improvement Team meets with Tulare County Office of Education staff alongside other districts to complete a needs assessment, root cause analysis, identify barriers and evaluate current systems to create a comprehensive improvement plan.

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

Feedback opportunity: LCAP Goal 1 input from School Site Admin, Teachers, Staff, Families and Students
Feedback Summary: Educational Partners were asked to determine if the grade level supports available in the Core Curriculum were Appropriate. Respondents “strongly agree” or “agree” that the school library (97.59%), ELA Curriculum & Support (94.70%), Social Studies Curriculum & Support (95.99%), Reading Intervention (86.69%), ELA Assessments (90.10%),Science Curriculum & Support (87.69%), Music Curriculum & Support (97.74%) and Math Assessments (92.71) are appropriate. Respondents “strongly agree” or “agree” that math Curriculum & Support (95.92%), PE (97.01%), Math intervention (92.71%), Health Curriculum & Support (96.15%) and Art Curriculum & Support (98.50%) were deemed appropriate. Specific feedback indicated a need for lower level readers for students below grade level, Middle school intervention materials, a need for a writing supplement and additional district grade level assessments at each grade level.
Impact: (Goal 1.1) The Instructional coaches and MTSS teachers at each site will continue to focus on providing targeted coaching to grade level teachers. Services will be expanded to include support throughout the year now that that training is complete. The shift will focus on delivering quality, standards based instruction based on the district adopted curriculum while integrating ELD, science and social studies into content. Middle School department leads will continue to collaborate with TCOE content coaches to provide monthly professional learning

(also supported by goal 4). The assessment timeline has been updated to include Acadience in grades 4th-6th to provide for more consistent data throughout the K-6 grade levels. STAR reading will remain in place for students in grades 7th-8th. Students in 3rd-8th grade will take the California Assessment of Student Performance and Progress (CAASPP) interim assessments twice per year to progress monitor student mastery towards meeting standards (Goal 1.8).

Feedback opportunity: LCAP Goal 2 input from School Site Admin, Teachers, Staff, Families and Students
Feedback Summary: Educational Partners were asked to determine if the following opportunities were valuable for students: Extra Curricular Activities, Field Trips, Visual & Performing Arts, Athletic Programs, and Middle School Electives. The following experiences (Extra Curricular Activities (94.76%), Field Trips (91.52%), Visual & Performing Arts (96.51%), Athletic Programs (92.77%) were scored as “very valuable” or “valuable” with over a 90% satisfaction rating. 89% of respondents indicated there were a variety of electives offered. Specific Feedback was given on field trips. Educators requested district paid field trips in all grade levels and re-evalutating the current field trips. Middle school teachers would like to see an additional elective teacher provided.
Impact: (Goal 2.2) During grade level professional learning in the 26-27 year, educator input will be collected on the current field trip schedule.

Feedback opportunity: LCAP Goal 3 input from School Site Admin, Teachers, Staff, Families and Students
Feedback Summary: The survey is shared with all educational partners including staff , students and parents and discussed at DAC and DELAC meetings. Educational Partners were asked to rate their knowledge of existing EL supports. It was determined that 79% of respondents felt their knowledge was adequate. 77% of parents indicated they understood the reclassification requirements and 71% know how students are identified. The additional tools needed to support students indicated that 12% of the Educational Partners who responded would like to see parent classes offered. 9% would like to see additional tutoring opportunities offered, 12% requested additional training or more information. Specific feedback on additional training or information indicated that there is a need for further language support for newcomers in all grades who exit the program, offering additional Dual Immersion classes in the district and continued professional learning.
Impact: Dual Immersion classes will be offered at Maple Elementary in grades TK- 1. Each year, the program will be expanded to include the next grade level. The professional learning for both classified and certificated staff will continue (3.5).

Feedback Opportunity: LCAP Goal 4 input from School Site Admin, Teachers and Staff
Feedback Summary: School site staff were asked to identify topics that would fit their needs for Professional Learning. Topics receiving the highest interest: English Language Arts instruction (28%), behavior management strategies (21%), Best first instruction (16.07%). Other subjects scored as follows:
Impact: (Goal 4. 1) Professional learning will continue to be offered for each grade level (TK-6th) in addition to providing Middle School collaboration meetings. This will allow professional learning to center more on grade level specific needs and integration throughout the day. The needs assessment will guide the content for each grade level. In Middle school, the focus will be student engagement and common grading practices. We will continue to partner with the Tulare County Office of Education (Goal 4.5) to develop and provide content meetings at the Middle School level.

Feedback Opportunity: LCAP Goal 5 input from School Site Admin, Teachers, Staff, Families and Students
Feedback Summary: Educational Partners participated in the District-wide Climate & Culture Experience Surveys. Scores below 70% or 3.5 are listed as areas of improvement in the areas of academic, connectedness, discipline & rules and safety. There were no scores below the threshold on the parent survey or the staff survey. Both of the surveys showed growth in each category in comparison to the previous year.

In the area of connectedness, students identified a need for students to be more respectful to each other (2.90), I like going to school rated at (3.14), Students threaten me or call me mean names online (3.16), and I belong at school at (3.49). My School is clean was ranked at (3.08). Parents were overall happy with the climate and culture of the school and the communication about events. Parents indicated that they would like to recieve more positive communication from the school site about their child and recieve regular feedback on their child's learning.
Impact: (Goal 5.2) The district utilizes Aeries gradebook that parents have access to on the parent portal. The community liaisons will work to hold parent education opportunities to access the parent portal and it will be added to Back to School night topics.

Feedback Opportunity: LCAP Public Review Period
Feedback Summary: The draft LCAP was available for public review May 18th-22nd. The district Superintendent responded in writing to comments shared by members of DAC, DELAC and during the public review period on May 29,2026.
Impact: No comments were provided.

Feedback Opportunity: CSEA Collaboration Summary of Feedback (California School Employees Association)
Feedback Summary: CSEA would like to see increased communication, additional ELOP opportunities and continued benefit coverage.
Impact: Additional job opportunities will be created through ELOP (Expanded learning Opportunities Program) (Goal 1.1).

Feedback Opportunity: TCTA Collaboration Summary of Feedback (Tulare City Teachers Association)
Feedback Summary: Teachers continue to appreciate PE teams, VAPA teams, ELOP offerings and updated curriculum. Teachers would like to see more stable internet connections, improved communication and additional Social emotional learning support.
Impact: We will explore alternative providers including a Starlink pilot at four schools. We have also increased cyber security protocols and monitoring (Goal 1.9).

Feedback Opportunity: Equity Multiplier Input
Feedback Summary:
Tulare Support School- Needs assessment data indicates that students are on behavior plans but more support to implement individual plans would assist in the effectiveness and fidelity to promote student achievement. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.
Community Day School- Needs assessment data indicates that students present safety concerns and their mental health/need for regular support has not been addressed effectively on a regular basis to promote growth. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.
Impact: Goal 7 will remain in the LCAP. Actions and services will provide additional staffing and professional learning to meet student needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will reach high standards and increase student achievement in English Language Arts, Mathematics, Science, Social Studies and Physical Education in order to be prepared for the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

All students will have access to quality core curriculum, supplemental programs, and supplemental staff as needed to ensure equitable instruction is provided. State and Local Assessments show a need for improvement in both Language Arts and Math. The district overall is orange in ELA and Yellow in Math. While there is some growth in these areas, further growth is needed to close the achievement gap. Educational partner feedback indicated that there are appropriate Curriculum & Supports in ELA and Math and identified a need for further reading comprehension and math based interventions. This goal meets State Priorities: 1, 4, 7, 8 and organizational pillar: 2. learning yields the deepest levels of understanding through the application of knowledge .The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP State Testing ELA Academic Indicator Data Source: California State Dashboard	22-23 District: All: -50.4 Asian: -29.4 Hispanic: -54 Two or More Races: -14.5 SED: -58.4 White: -30.5	23-24 District: All: -48.9 Asian: -33 Hispanic: -51.8 Two or More Races: -18.2 SED: -55.5 White: -30.7	24-25 District: All: -40.2 Asian: -23.5 Hispanic: -43.4 Two or More Races: -8.7 SED: -48.3 White: -21.4	26-27 District (Increase by 3pts. Annually): All: -41.4 Asian: -20.4 Hispanic: -45 Two or More Races: -5.5 SED: -49.4 White: -21.5	All: +10.2 Asian: +5.9 Hispanic: +10.6 Two or More Races: +5.8 SED: +10.1 White: +9.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 Differentiated Assistance Districtwide: AA: -75 Foster: -90.4 22-23 Red Indicators Districtwide: EL: -72.1 Homeless: -89.8 SWD: -117.9 22-23 Red Indicators on Dashboard by Site: Cherry Avenue All: -74.5 EL: -103.6 Hispanic: -79.1 SED: -81.3 SWD: -165.8 Garden EL: -95.9 SWD: -113.8 Los Tules SWD: -149.5 Maple EL: -83.1 Mission Valley SWD: -112.9 Mulcahy EL: -86.9 SWD: -144.5	23-24 Differentiated Assistance Districtwide: AA: -71.1 Foster: -102.6 23-24 Red Indicators Districtwide: EL: -71.1 Homeless: -68.4 SWD: -118.3 LTEL (new): -107.3 23-24 Red Indicators on Dashboard by Site: Cherry Avenue All: -62.2 EL: -98.7 Hispanic: -65.5 SED: -67.6 SWD: -143.1 Garden EL: -58.1 SWD: -98.6 Los Tules SWD: -157.4 Maple EL: -72.1 Mission Valley	24-25 Differentiated Assistance Districtwide: AA: -23.5 Foster: -65.9 24-25 Red Indicators Districtwide: EL: -60.6 Homeless: -63.3 SWD: -117.9 LTEL (new): -104.1 24-25 Red Indicators on Dashboard by Site: Cherry Avenue All: -31.1 EL: -70 Hispanic: -33.9 SED: -35.3 SWD: -103.3 Garden EL: -79 SWD: -126 Los Tules SWD: -119.1 Maple EL: -62.6 Mission Valley	26-27 Differentiated Assistance Districtwide from 22-23: AA: -66 Foster: -81.4 26-27 Red Indicators Districtwide from 22-23: EL: -63.1 Homeless: -80.8 SWD: -108.9 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry Avenue All: -65.5 EL: -94.6 Hispanic: -70.1 SED: -72.3 SWD: -156.8 Garden EL: -86.9 SWD: -104.8 Los Tules SWD: -140.5 Maple EL: -74.1	Differentiated Assistance Districtwide: AA: +51.5 Foster: +24.5 Red Indicators Districtwide: EL: +11.5 Homeless: +21 SWD: +54.6 LTEL (new): +3.2 from previous year Red Indicators on Dashboard by Site: Cherry Avenue All: +43.4 EL: +33.6 Hispanic: +45.2 SED: +46 SWD: +62.5 Garden EL: +16.9 SWD:-12.2 Los Tules SWD: +30.4 Maple EL: +20.5 Mission Valley SWD: +44.4 Mulcahy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Roosevelt All: -78.9 EL: -85.1 Hispanic: -77.3 SED: -81.9 Wilson All: -83.7 EL: -82.8 Hispanic:-83.8 SED: -88.3	SWD: -192.3 Mulcahy EL: -85.6 SWD: -118.7 Roosevelt All: -75 EL: -72.6 Hispanic: -72.4 SED: -76.9 Wilson All: -77.8 EL: -97.2 Hispanic:-78.7 SED: -79.2	SWD: -68.5 Mulcahy EL: -82.1 SWD: -151.9 Roosevelt All: -57.9 EL: -53 Hispanic: -56.1 SED: -59 Wilson All: -40.3 EL: -52.3 Hispanic:-40.1 SED: -44.4	Mission Valley SWD: -103.9 Mulcahy EL: -77.9 SWD: -135.5 Roosevelt All: -69.9 EL: -76.1 Hispanic: -68.3 SED: -72.9 Wilson All: -74.7 EL: -73.8 Hispanic: -74.8 SED: -79.3	EL:+4.8 SWD: -7.4 Roosevelt All: +21 EL: +32.1 Hispanic: +21.2 SED: +22.9 Wilson All: +43.4 EL: +30.5 Hispanic:+43.7 SED: +43.9
1.2	CAASPP State Testing Math Academic Indicator Data Source: California State Dashboard	22-23 District: All: - 81.3 SWD: -145.4 Asian: -52.2 Hispanic: -85.8 Two or More Races: -49.2 SED: -88.4 White: -55.2 22-23 Differentiated Assistance Districtwide: AA: -112.9 Foster: -125.6 22-23 Red Indicators Districtwide: EL: -103.2	23-24 District: All: - 83.2 SWD: -141.8 Asian: -68.2 Hispanic: -87.1 Two or More Races: -53.1 SED: -90.1 White: -57.9 23-24 Differentiated Assistance Districtwide: AA: -109.7 Foster: -120.3	24-25 District: All: - 81.5 SWD: -156.9 Asian: -58.3 Hispanic: -85.3 Two or More Races: -67.6 SED: -90.1 White: -56 24-25 Differentiated Assistance Districtwide: AA: -113.2 Foster: -90.1	26-27 District (Increase by 3pts. Annually): All: - 72.3 SWD: -136.4 Asian: -43.2 Hispanic: -76.8 Two or More Races: -40.2 SED: -79.4 White: -46.2 26-27 Differentiated Assistance Districtwide from 22-23: AA: -103.9	All: -0.2 SWD: -11.5 Asian: -6.1 Hispanic: -1.3 Two or More Races: -18.4 SED: -1.7 White: -0.8 Differentiated Assistance Districtwide: AA:-0.3 Foster: +35.5 Red Indicators Districtwide: EL: -2.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: -128.4 22-23 Red Indicators on Dashboard by Site: Cherry Avenue All: -127.2 EL: -163.4 Hispanic: -131.4 SED: -132.5 SWD: -211 White: -114.6 Garden EL: -107.5 SWD: -127.1 Heritage SWD: -135.5 Los Tules All: -95.1 Hispanic: -96.6 SED: -99.3 SWD: -185.5 Maple All: -98.3 EL: -105.3 Hispanic: -98.6 SED: -99.7 Mission Valley SWD: -107.8 Mulcahy SWD: -199.9	23-24 Red Indicators Districtwide: EL: -106.9 Homeless: -103.9 LTEL(new): -166.4 23-24 Red Indicators on Dashboard by Site: Cherry Avenue All: -122.8 EL: -153.9 Hispanic: -123.5 SED: -127.4 SWD: -189.1 White: -105.4 Garden EL: -83.8 SWD: -127.7 Heritage SWD: -158.4 Los Tules All: -100.1 Hispanic: -95.7 SED: -106.3 SWD: -190.4 Maple All: -90.8 EL: -92.6 Hispanic: -90.5 SED: -91	24-25 Red Indicators Districtwide: EL: -100.9 Homeless: -112.8 LTEL(new): -171.4 24-25 Red Indicators on Dashboard by Site: Cherry Avenue All: -118.1 EL: -139 Hispanic: -118.4 SED: -120.9 SWD: -212.6 White: -122.8 Garden EL: -137.7 SWD: -145.1 Heritage SWD: -157 Los Tules All: -102.3 Hispanic: -101.3 SED: -109.5 SWD: -196.5 Maple All: -79.9 EL: -84.2 Hispanic: -79.3 SED: -80.8	Foster: -116.6 26-27 Red Indicators Districtwide from 22-23: EL: -94.2 Homeless: -119.4 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry Avenue All: -118.2 EL: -154.4 Hispanic: -122.4 SED: -123.5 SWD: -202 White: -105.6 Garden EL: -98.5 SWD: -118.1 Heritage SWD: -126.5 Los Tules All: -86.1 Hispanic: -87.6 SED: -90.3 SWD: -176.5 Maple	Homeless: +15.6 LTEL(new): -5 compared to previous year Red Indicators on Dashboard by Site: Cherry Avenue All: +9.1 EL: +24.4 Hispanic:+13 SED: +14.6 SWD: -1.6 White: -8.2 Garden EL: -30.2 SWD: -18 Heritage SWD: -21.5 Los Tules All: -7.2 Hispanic: -4.7 SED: -10.2 SWD: -11 Maple All: +18.4 EL: +21.1 Hispanic: +19.3 SED: +18.9 Mission Valley SWD: +18.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mission Valley SWD: -111.5 Mulcahy SWD: -166.2	Mission Valley SWD: -89 Mulcahy SWD: -203.1	All: -89.3 EL: -96.3 Hispanic: -89.6 SED: -90.7 Mission Valley SWD: -98.8 Mulcahy SWD: -190.9	Mulcahy SWD: -3.2
1.3	CAST Science State Testing Met or Exceeded Standards Source: California State Dashboard	22-23: All: 15.69% EL: 1.39% SWD: 2.04% SED: 13.05% Foster: 8.77% Homeless: 8.33% Hispanic: 14.21% White: 25.17% AA: 9.26% Asian 11.11%	23-24 CAST Science Data: All: 16.15% EL:1.32 % LTEL (new): 0% SWD: 3.31% SED: 13.73% Foster: 6.25% Homeless: 16.82 % Hispanic: 14.63% White: 28.81% AA: 6.26% Asian: 13.95%	24-25 CAST *New* Science Points: All: 45.2 EL: 39.7 LTEL: 31.9 SWD: 31.9 SED: 43.1 Foster:36.1 Homeless: 38.7 Hispanic: 44.2 White: 49.6 AA: 41 Asian: 53.4	26-27 (Increase by 2pts. Annually): All: 47.2 EL: 41.7 LTEL: 33.9 SWD: 33.9 SED: 45.1 Foster:38.1 Homeless: 40.7 Hispanic: 46.2 White: 51.6 AA: 43 Asian: 55.4	CAST New Science points serve as a Baseline
1.4	Rate of fully credentialed and appropriately assigned teachers Source: California State Dashboard	N/A	N/A	New Metric 24-25 Data: 86.2%	26-27: Maintain 24-25 Baseline	New Metric
1.5	Rate of Teachers with Clear Valid Teaching Credentials Source: Analytic	N/A	N/A	24-25: 96.70%	26-27: 90%	New Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	A.2 Availability of standards-aligned instructional materials Source: Destiny Curriculum Checkouts	22-23: 100%	23-24: 100%	24-25: 100%	26-27: 100%	Maintained
1.7	B1. Percent of K-8 students with EOY HMH Math At/Above level Composite Scores Source: Aeries Analytics- Mathematics	22-23: Baseline- New Metric All: 0% EL: 0% SWD: 0% SED: 0% Foster: 0% Homeless: 0% Hispanic: 0% White: 0% AA: 0% Asian: 0%	23-24 Data: All: 53% EL: 41% LTEL (new): 49% SWD: 24% SED: 46% Foster: 34% Homeless: 44% Hispanic: 52% White: 62% AA: 41% Asian: 65%	24-25 Data: All: 57% EL: 44% LTEL (new): 30% SWD: 23% SED: 44% Foster: 49% Homeless: 65% Hispanic: 56% White: 64% AA: 65% Asian: 73%	26-27 (Increase by 1% Annually): All: 55% EL: 43% LTEL (new): 51% SWD: 26% SED: 48% Foster: 36% Homeless: 48% Hispanic: 54% White: 64% AA: 43% Asian: 67%	Change from Previous Year All: +4% EL: +3% LTEL (new): -19% SWD: -1% SED: -2% Foster: +15% Homeless: +21% Hispanic: +4% White: +2% AA: +24% Asian: +8%
1.8	B2. Percent of 4-8 students with EOY STAR Reading At/Above level Composite Scores Source: Aeries Analytics- ELA	22-23: All: 28.54% EL: 7.66% SWD: 7.53% SED: 24.82% Foster: 7.14% Homeless: 19% Hispanic: 26.53% White: 40.45% AA: 29.01% Asian 37.38%	23-24 Data: All: 32% EL: 6% LTEL (new): 15% SWD: 16% SED: 28% Foster: 12% Homeless: 25% Hispanic: 30% White: 43% AA: 24% Asian: 38%	24-25 Data: All: 35% EL: 28% LTEL (new): 16% SWD: 16% SED: 44% Foster: 49% Homeless: 45% Hispanic: 52% White: 54% AA: 41% Asian: 67%	26-27 (Increase by 1% Annually): All: 31.54% EL: 10.66% SWD: 10.53% SED: 27.82% Foster: 10.14% Homeless: 22% Hispanic: 29.53% White: 43.45% AA: 32.01% Asian 40.38%	All: +6.46% EL: +20.34% LTEL (new): +1% compared to previous year SWD: +8.47% SED: +19.18% Foster: +41.86% Homeless: +26% Hispanic: +25.47% White:+13.55% AA: +11.99% Asian: +29.62%
1.9	B3.Percent of K-3 students with Acadience Reading At/Above level Composite Scores	22-23: All: 48.87% EL: 36.65% SWD:20.9% SED: 45.19%	23-24 Data: All: 53% EL: 42% SWD: 25% SED: 51%	24-25 Data: All: 55% EL: 41% SWD: 26% SED: 45%	26-27 (Increase by 1% Annually): All: 54% EL: 68% SWD: 77%	All: +6.13% EL: +4.35% SWD:+5.1% SED: -0.19% Foster: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Aeries Analytics- ELA	Foster: 40% Homeless: 42.25% Hispanic: 48.12% White: 54.57% AA: 45.56% Asian 66%	Foster:28% Homeless: 46% Hispanic: 52% White: 59% AA: 50% Asian 65%	Foster:35% Homeless: 38% Hispanic: 54% White: 58% AA: 48% Asian 71%	SED: 50% Foster: 63% Homeless: 73% Hispanic: 77% White: 77% AA: 77% Asian 84%	Homeless: -4.25% Hispanic: -5.88% White: +3.43% AA: +2.44% Asian +5%
1.10	B10. Percent of 7th-8th grade students with Social Studies Benchmark At/Above level Composite Scores Source: Aeries Analytics- ELA	22-23 All: 25.97% EL: 11.07% SWD: 9.15% SED: 24.97% Hispanic: 24.92% White: 30.58% AA: 17% Asian 31.66%	23-24 Data: All: 25% EL: 5% SWD: 4% SED: 23% Hispanic: 23% White: 35% AA: 22% Asian 35%	24-25 Data: All: 48% EL: 24% SWD: 24% SED:37% Hispanic: 54% White: 55% AA: 45% Asian 67%	26-27 (Increase by 1% Annually): All: 28.97% EL: 14.07% SWD: 12.15% SED: 27.97% Hispanic: 27.92% White: 33.58% AA: 20% Asian 34.66%	All:+22.03% EL:+12.93% SWD: +14.85% SED: +12.03% Hispanic: +29.03% White: +24.42% AA: +28% Asian: + 35.34%
1.11	C14. Technology Device: Student Ratio principally directed at UDP and students with exceptional needs to provide access to a broad course of study Source: Incident IQ	22-23: 1st-8th 1:1	23-24: 1st-8th 1:1	24-25: 1st-8th 1:1	26-27 (Maintain): 1st-8th 1:1	Maintained
1.12	C15. Percent of 7th-8th grade students participating an AVID offering principally directed at UDP and students with exceptional needs to provide access to a broad course of study	22-23: 14.36%	23-24 Data: 13.55%	24-25 Data: 12.98%	26-27 (Maintain): 14.36%	-1.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Aeries Scheduling (AVID 7, AVID 8, AVID Excel-LT/MU)					
1.13	B4. Percent of students at or above grade level on DRDP Self-Regulation (TK) Source: Aeries Analytics- DRDP	Baseline will be established by the results of the 24-25 data.	23-24 Data: N/A	24-25 Data: All: 71% SWD: 43% Homeless: 44% Hispanic: 714% White: 69%	26-27 (Increase by 1% Annually): Increase 2% from 24-25 Baseline	N/A
1.14	B5. Percent of students at or above grade level on DRDP Social and Emotional (TK) Source: Aeries Analytics- DRDP	Baseline will be established by the results of the 24-25 data.	23-24 Data: N/A	24-25 Data: All: 75% SWD: 39% Homeless: 60% Hispanic: 74% White: 86%	26-27 (Increase by 1% Annually): Increase 2% from 24-25 Baseline	N/A
1.15	B9. Student Survey response on PE Source: Student Experience Survey	Baseline will be established by the results of the 24-25 data.	23-24 Data: N/A	24-25 Data: 83.59%	26-27: Maintain 24-25 Baseline	N/A
1.16	C13. Number of students receiving ELOP services principally directed at UDP and students with exceptional needs Source: Active Works Report	Baseline will be established by the results of the 24-25 data.	23-24 Data: 4844 students	24-25 Data: 5455 students	26-27: Maintain 23-24 Baseline	+611 students

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.

1.1- There were no substantive differences.
Implementation: Sufficient staffing levels of certificated personnel and classified instructional aides to provide implementation and monitoring of evidence based programs, standards based professional learning and instructional support for all students was maintained. Support staff, both classified and certificated, have been integral in supporting continued growth for students in academic subject areas. District certificated support staff provided coaching, professional learning, assessment support and consultation to all sites. Additionally, classified staff assisted with instructional support, intervention activities, and educational partner communication. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Students are supported by supplemental staff. Many instructional aides have been at their school site and assist in training new staff. Instructional aides take ownership of student learning and are invested in their growth.
Challenges: Classified staff transitions throughout the year either through resignation, reclassification or promotion persists. A substitute pool was created to ensure students receive services even through vacancies while replacements are hired.

1.2- There were no substantive differences
Implementation: Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of English Language Arts. District support in early literacy and reading intervention through the use of 95% group materials and intervention materials were implemented. The materials are used during a K-3 walk to intervention model to supplement early literacy instruction. The Lexia program was utilized to support students in 3rd-8th grade in continuous improvement. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Supplemental materials were ordered and utilized to support student learning. In the 26-27, supplemental phonics instruction was also used from the adopted curriculum in Benchmark Advance to provide additional support for students.
Challenges: Time continues to be a barrier in providing supplemental instruction. The Benchmark supplemental resources need to be copied to use with students.

1.3 - There were no substantive differences.
Implementation: Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Mathematics. Supplemental supplies and materials to provide intervention were purchased to support the new math adoption. The Imagine Math Facts was utilized to support students in 3rd-8th grade in continuous improvement. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Supplemental materials were ordered and utilized to support student learning. Students find the interactive platform fun and engaging based on feedback received during site visits.
Challenges: Time continues to be a barrier in providing supplemental instruction. Additional training on how to support students with basic math facts in upper grades is needed.

1.4- There were no substantive differences.
Implementation: Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of science. Hands-on science materials needed for in person groups were ordered. Funds for hands-on science materials were utilized at sites. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Supplemental materials were ordered and utilized to support student learning.
Challenges: The Middle School Science curriculum is no longer supported due to the company being bought out. A pilot program will be tested in the 25-26 school year and will continue in 26-27.

1.5- There were no substantive differences.
Implementation: Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Social Studies. Social Studies materials needed were ordered. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Supplemental materials were ordered and utilized to support student learning.
Challenges: The 6th grade curriculum was updated by the Studies Weekly company and will require additional time to fully implement the supplemental resources.

1.6- There were no substantive differences.
Implementation: Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Physical Education. Family Life education was provided to the appropriate grade levels. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Supplemental materials were ordered and utilized to support student learning.
Challenges: Equipment continues to need to be replaced on an annual basis.

1.7- There were no substantive differences.
Implementation: Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support support the teaching of Cross-curricular instruction beyond the basic core program (English Language Arts, Mathematics, Science, Social Studies and Physical Education) Brain POP, Brain POP Jr and Google Docs continue to be utilized. Inventory systems to monitor fixed assets and other equipment and supplies that support student learning continue to be utilized. We continued to use typing software in all third grade classrooms. Flexible seating and interchangeable desk components to promote 21st century learning styles were purchased at various sites to assist in collaboration, being easily mobile and designed to reconfigure student work space based on the demands of the task and situation.
Success: Supplemental materials were ordered and utilized to support student learning.
Challenges: We continue to work on finding a balance of technology support in the classroom.

1.8- There were no substantive differences.
Implementation: Appropriate evidence based formative and summative assessment materials were ordered and maintained to inform instruction and monitor student understanding and progress toward mastery of state standards. STAR reading (4th-8th) and HMH math (K-8th) assessments were used to screen and monitor student progress four times per year. Acadience, 95%PASI, and 95% PSI were utilized

for Reading assessment in order to identify students' lowest deficit skills, and create Walk -to-Intervention groups in grades K-3rd district wide. Fluency math interviews were utilized in grades 1 & 2 to identify student strengths and areas in need of support related to math fluency K-2. DRDP-K 2015 was utilized in TK/K to monitor foundation growth and learning environment standards. ECERS was utilized in preschool to monitor foundation growth and learning environment standards. The Learning Genie online portfolio system was utilized in early childhood programs as an e-portfolio to aid in collaboration and calibration of evidence scoring to determine students growth toward mastery of ECE standards. Student PE participation was recorded for grades 5 and 7. The Formative assessment platform was used for Science and Social Studies benchmarks in addition to teacher created assessments. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Assessment materials provide data on an ongoing basis to assist in informing decisions based on student need. The Acadience assessment gives specific feedback on foundational reading skills in K-3.
Challenges: The DRDP requires a substantial amount of time and effort to complete for all students. There are many reports in STAR reading to consider when judging growth. The reports are used inconsistently to drive instruction.

1.9- There were substantive differences.
Implementation: Technology use, and access to district software programs, in order to meet the demands of the 21st century to support all students in English Language Arts, Mathematics, Science, Social Studies and Physical Education in providing better access continues. Leases on additional devices continue in order for every TK - 8th grade student to have a device to use in class. WiFi projects and additional infrastructure is ongoing in order to increase connectivity and access for students and staff. Classroom hardware replacement continues as needed. Licenses, software, and subscriptions were purchased to support continued access to technology for learning. Communications and upgrades (Internet, Phones, Capitol ASE connections, Website) were maintained. The IT department participated in professional learning to continuously improve service and support of learning. Technology upgrades and repairs were made throughout the year. A third IT technician was hired to increase support. After a large-scale district wide cyber security incident, additional supports were put into place to ensure security and increased monitoring.
Success: Students and staff were supplied with appropriate licenses, software and hardware.
Challenges: Cybersecurity issues are unpredictable. Internet outages through AT&T disrupt daily operating procedures.

1.10- There were no substantive differences.
Implementation: Academic support through a Multi-Tiered System of Supports was provided. Funding for sites to meet needs of students as identified at site level continues. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated. After hours support utilizing time sheet hours were provided.
Success: Supplemental materials were ordered and utilized to support student learning.
Challenges: Students have individual needs so Tier II and Tier III supplemental supports evolve to meet those needs.

1.11- There were no substantive differences.
Implementation: Extended day and extended year opportunities were provided to students through the Extended Learning Opportunities Program (ELOP). Unduplicated students (Foster students, Homeless students, Low Income students and Migrant and English Language Learners) and Special Education students were given first priority to attend tutoring summer school and close the learning gap.

Success: Approximately 3,710 students participate in an ELOP offering either in the program, in tutoring, ELOP sports or in ala-carte options. Parents and staff are happy with the current offerings as evidenced in surveys. The newly completed Outdoor Educational Complex was completed in the 25-26 school year.
Challenges: The large number of students continues to require additional support and staffing to provide the extended day and extended year services.

1.12- There were no substantive differences.
Implementation: The focus of our preschool is language development and becoming acclimated to the school environment. There are multiple funding sources used to make preschool services available. There are over 300 students involved in our preschool program. Universal TK is implemented at every elementary site district wide.
Success: Parent engagement has been a focus this year. Parents have attended in person offerings both during school hours and after school.
Challenges: Consistent attendance continues to be a challenge for preschool students. Consistent aide attendance is a challenge in TK, requiring a sub pool to provide consistent support. With TK in full implementation, the preschool age has dropped to serve 2 and 3 year olds who have various needs.

1.13- There were no substantive differences.
Implementation: Students identified for GATE were provided services through a full day pull out program hosted at Garden Elementary. Students in grades 3-6 rotated days based on a district wide schedule. The GATE program focuses on the use of technology through project based learning. Students enrolled in Honors ELA or Honors Math in grades 7- 8 are identified as GATE and provided with accelerated instruction.
Success: The GATE program offered enrichment to identified students.
Challenges: The program is limited to one site and students are transported there from other sites.

1.14- There were no substantive differences.
Implementation: The AVID program is implemented in all Middle schools with 2 AVID elective classes. Los Tules and Mulcahy Middle Schools provide AVID Excel classes in addition to the elective classes, which accelerated students' academic language acquisition, increasing their access to college preparatory courses. Ongoing professional learning was provided throughout the year with a focus on Writing, Inquiry, Collaboration, Organization and Reading (WICOR) and connecting AVID strategies to the application of CA standards instruction in the classrooms.
Success: Students in AVID electives are provided with AVID strategies to be successful.
Challenges: There is a small number of students who participate in AVID electives due to limited offerings.

1.15- There were no substantive differences.
Implementation: Funding was provided to support school libraries in order to lower the achievement gap for poor and minority students, and support at-risk students by providing an additional opportunity to use technological equipment they may not have access to outside of school. Library staff participated in monthly training and professional learning to enhance their skills. The focus for the collection district wide was to increase diversity and equity in our collections. Most teachers are using EPIC in classrooms, a free source for eBooks. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Books are updated to include diverse characters and current selections.

Challenges: Librarians continue to work to foster a love of reading in students through reading aloud and providing a welcoming 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.

The estimated actual expenditures for the 2025-26 Goal 1 budget were $40,024,327.47. The adopted budget for Goal 1 was $ 41,950,624.00 . Actual expenditures were under budget by $1,926,296.53 with 95.41% of funds being utilized.

1.1- 113% of funds were spent. Extra funds were spent on staff raises.
1.2- 53% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.
1.3- 81% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.
1.4- 58% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.
1.5- 29% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.
1.6- 67% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.
1.7- 140% of funds were spent. The SeeSaw program was billed late and added to this year's budget.
1.8- 81% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.
1.9- 113% of funds were spent. Extra funds were spent on increasing cybersecurity measures than anticipated.
1.10- 107% of funds were spent. No substantial difference in budget.
1.11- 102% of funds were spent. No substantial difference in budget.
1.12- 58% of funds were spent. There was a surplus in funds due to services being offered in an alternative format.
1.13- 104% of funds were spent. No substantial difference in budget.
1.14- 92% of funds were spent. No substantial difference in budget
1.15- 94% of funds were spent. No substantial difference in budget.

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

1.1- Effective
Metric(s): 1.1 ELA Dashboard,1.2 Mathematics Dashboard
Evidence: Supplemental Staff provided targeted support to staff and students to close the achievement gap and to mitigate learning loss. In reading, there was over a 2% increase in Acadience and a 3% increase in STAR for students who scored at or above grade level from the previous year and the ELA dashboard scores increased by 8.7 points. Math saw a 4% increase in HMH for students who scored at or above grade level from the previous year and the math dashboard scores increased by 1.7 points.

1.2- Effective
Metric(s): 1.1 ELA Dashboard, 1.9 Acadience K-3, 1.8 STAR 4-6
Evidence: Students in K-3 received instruction in supplemental programs including: Read Naturally, 95%, reading fluency, vocabulary and comprehension. Instruction in 4-8 focused on reading fluency and comprehension. There was a 2% increase in Acadience for students who scored at or above grade level from the previous year. STAR reading scores increased by 3% and the ELA dashboard scores increased by 8.7 points.

1.3 - Effective
Metric(s): 1.2 Mathematics Dashboard, 1.7 HMH Math
Evidence: Students received instruction in supplemental materials and supplies including manipulatives to provide hands-on experiences to deepen students' understanding of conceptual math concepts and the use of vertical whiteboards. Supplemental intervention was provided through the district adopted HMH program. While the math dashboard scores increased by 1.7 points, there was a 4% increase on HMH of students scored at or above grade level.

1.4- Effective
Metric(s): 1.3 CAST Scores
Evidence: Students received access to hands on- minds on supplemental materials to provide access to science labs. Subscriptions to Gizmos and Explore Learning provide additional instructional opportunities to explore scientific concepts. CAST scores increased by 2.2 points and were green on the California State Science Dashboard.

1.5- Effective
Metric(s): 1.10 Social Studies Benchmark
Evidence: Social Studies supplemental materials and supplies were provided. There was a 23% growth on the local Social Studies Benchmark.

1.6- Effective
Metric(s): 1.15 PE Survey Results
Evidence: Students in all grades had access to supplemental physical education materials and supplies to provide exposure to various sports and healthy activities. The PE survey results showed a 84% positivity rate on the student survey.

1.7- Effective
Metric(s): 1.1 ELA Dashboard
Evidence: Services such as brain pop offered high interest visual breakdowns of lessons and concepts. Educational Technology Resources offer exposure to technology to promote real world skills that span beyond the classroom and support communication and collaboration. STEM resources offer enrichment opportunities for students. The ELA dashboard scores maintained. Resource usage reports demonstrate that teachers are using the tools during instruction. The dashboard increased by 8.7 points.

1.8- Effective
Metric(s): 11.1 ELA Dashboard,1.2 Mathematics Dashboard,1.3 CAST Dashboard, 1.10 Social Studies Benchmarks
Evidence: Assessment materials were used to identify lowest deficit skills and areas of growth to support unduplicated students with targeted instruction and intervention services. The Formative Assessment platform allowed teachers to customize assessments to gauge learning on learning concepts as they are taught. Effectiveness was monitored through site level Continuous Improvement meetings and district level Data Talks held on a quarterly basis. Assessment completion reports indicate the assessments are being utilized. ELA dashboard scores increased by 8.7 points, math dashboard scores increased by 1.7 points, CAST scores increased by 2.2 points, and Social studies increased by 23%.

1.9- Effective

Metric(s): 1.11 Technology Ratio
Evidence: Students in 1st through 8th grade have access to 1:1 Chromebook. TK-K classes have access to iPads for greater accessibility. Routine maintenance is provided through the IT department. Allowing students in upper grades provides equitable access to technology for unduplicated students including English Learners.

1.10- Not Effective
Metric(s): 1.8 STAR 4-8
Evidence: Supplemental materials and supplies will be provided with Tier III instructional needs to focus on individual goals for academic success. This action was not effective as our Tier III students are not showing growth on state and local assessments. The Special education coordinator will provide targeted support in collaboration with the curriculum department at identified sites to meet student needs. The local STAR assessment demonstrated a 3% increase.

1.11- Effective
Metric(s): 1.16 ELOP services
Evidence: Extended day and extended year opportunities were provided to students through the Extended Learning Opportunities Program (ELOP). Unduplicated students (Foster students, Homeless students, Low Income students, Special Education, Migrant and English Language Learners were given first priority to attend summer school and after school programs to close the learning gap. Over 3,700 students participate in extended day and/or extended year programs.

1.12- Effective
Metric(s): 1.13 DRDP Self Regulation, 1.14 DRDP Social and Emotional Learning
Evidence: Access to Preschool and Early Childhood programs including TK provided students with early academic, behavioral and social emotional support. The preschool program prioritizes unduplicated students in the enrollment process to ensure students with higher needs have access to additional support. Students were rated at 71% on level in self regulation and 75% on level for social emotional learning.

1.13- Effective
Metric(s): 1.1 ELA Dashboard,1.2 Mathematics Dashboards
Evidence: Students identified for GATE were provided a rotation of GATE classes by grade level throughout the week in a pullout program. Students enrolled in Honors ELA or Honors Math in grades 7- 8 are identified as GATE and provided with accelerated instruction. The ELA dashboard scores increased by 8.7 points, while the math dashboard scores increased by 1.7 points.

1.14- Not Effective
Metric(s): 1.12 AVID Participation
Evidence: The AVID program was implemented in 7th and 8th grade through elective offerings. There were fewer students (.57%) enrolled in the AVID elective than the previous year.

1.15- Effective
Metric(s): 1.1 ELA Dashboard, 1.7 STAR 4-8, 1.8 Acadience K-3
Evidence: Students had access to library books at various instructional and interest levels. Students checkout books to read at home and in the classroom. There were 7,653 books purchased this year. There are 133 ebooks available on SORA for student check out as well. There

were 250,736 Books checked out during the 25-26 school year. The ELA dashboard scores increased by 8.7 points, the local STAR assessment demonstrated a 3% increase and the local Acadience assessment demonstrated a 2% increase.

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

No Changes in Goal

Target Outcomes:
1.3 The outcomes have been updated to reflect a growth of 2pts to reflect the California State Dashboard 5x5.
1.4 The outcome was set to maintain the new data on the California State Dashboard.
1.5 The outcome was added to remain at 90% of clear Teaching Credentials.

Changes in Actions:
1.1 The action will continue. Additional support staff will be provided including: 1 full time and 2 part time Special Day class aides, 10 Classroom Support Providers (CSP),Hire an IT Program Analyst to support the network infrastructure. Continue the IT Technician (previously in 1.9).
1.2 The action will continue. Supplemental Dual Immersion curriculum will be purchased.Heidi Songs will be purchased for TK-1.
1.3 The action will continue. The HMH Math curriculum will be refreshed to include the new California edition of the curriculum. Supplemental Dual Immersion curriculum.
1.4 The action will continue. Supplemental Dual Immersion curriculum will be purchased.
1.5 The action will continue. Supplemental Dual Immersion curriculum will be purchased.
1.6 The action will continue.
1.7 The action will continue. Furniture for 21st century learning environments will be removed as spaces have been updated.
1.8 The action will continue. The Acadience reading screener will be expanded to include grades 4th-6th. STAR reading will be given in 7th and 8th grade. The CAASPP Interim tests will be given in grades 3-8 twice per year in ELA, Math, and Science.
1.9 The action will continue. .
1.10 The action will continue.
1.11 The action will continue. Hire 1 Director, 1 Registered Nurse, 1 ELOP Manager, 2 Lead Mentors, 1 Registered Behavior Technician to support an expanding program.
1.12 The action will continue. The Foundations program will no longer continue. Staff (RSP Teachers and Aides) will be reassigned to current Special Education openings for the 26-27 school year.
1.13 The action will continue.
1.14 The action will continue.
1.15 The action will continue.

Changes in Metrics:
1.3 The metric was updated to include the measure of science points as a new metric on the California State Dashboard.
1.4 and 1.5 were combined to a new metric to reflect the additional data on the California State Dashboard.
1.5 Added to reflect current local data.

1.8 Students in 7-8 will take the STAR test.
1.9 Students in K-6 will take the Acadience test.

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	Instructional Support Supplemental Staff	Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated personnel and classified instructional aides to provide implementation and monitoring of evidence based programs, standards-based professional learning, and instructional support to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Maintain supplemental staff sufficient to meet the needs of identified students including 1 additional IT Technician • Continue: Meet Individual Sites' Needs (Funds allocated are detailed in site SPSA) • New: Hire 1 IT Program Analyst, 1 full time and 2 part time Special Day class aides, 10 Classroom Support Providers (CSP)	$14,049,454.00	Yes
1.2	Language Arts Supplemental Materials	Order and maintain approved supplemental materials and supplies that support the teaching of English Language Arts beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Instructional Materials (TK-8) • Continue: Early Literacy and Reading Intervention • Continue: Meet Individual site needs • Continue: LEA and Site Lexia usage for identified student groups scoring red on the 22-23 ELA Dashboard • Differentiated Assistance Districtwide: African American, Foster • Red Indicators Districtwide: EL, Homeless, SWD, African American, Foster • Red Indicators on Dashboard by Site: • Cherry Avenue: All student group, EL, Hispanic, SED, SWD	$287,482.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Garden: EL, SWD • Los Tules: SWD • Maple: EL • Mission Valley: SWD • Mulcahy: EL, SWD • Roosevelt: All student group, EL, Hispanic, SED • Wilson: All, EL, Hispanic, SED • Continue: Benchmark Advance renewal • New: Supplemental Dual Immersion curriculum • New: Heidi Songs TK-1		
1.3	Mathematics Supplemental Materials	Order and maintain approved supplemental materials and supplies that support the teaching of Mathematics beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Instructional Materials (TK-8) • Continue: Math Intervention • Continue: Meet Individual site needs • Continue: LEA and Site math fact usage for identified student groups scoring red on the 22-23 Mathematics Dashboard • Differentiated Assistance Districtwide: African American, Foster • Red Indicators Districtwide: EL, Homeless, African American, Foster • Red Indicators on Dashboard by Site: • Cherry Avenue: All student group, EL, Hispanic, SED, SWD, White • Garden: EL, SWD • Heritage: SWD • Los Tules: All, Hispanic, SED, SWD • Maple: All, EL. Hispanic, SED • Mission Valley: SWD • Mulcahy: SWD • New: HMH Math California edition update • New: Supplemental Dual Immersion curriculum	$67,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Science Supplemental Materials	Order and maintain approved supplemental materials and supplies that support the teaching of Science beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Consumables for hands-on Science • Continue: Instructional Materials (TK-8) • Continue: Subscriptions (Gizmo, Explore Learning) • Continue: Meet Individual site needs • New: Supplemental Dual Immersion curriculum	$19,757.00	Yes
1.5	Social Studies Supplemental Materials	Order and maintain approved supplemental materials and supplies that support the teaching of Social Studies beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Instructional Materials (TK-8) • Continue: Meet Individual site needs • Continue: Increased Progress Monitoring to track student growth • New: Supplemental Dual Immersion curriculum	$127,000.00	No
1.6	Physical Education Supplemental Materials	Order and maintain approved supplemental materials and supplies that support the teaching of Physical Education beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Instructional Materials (TK-8) • Continue: Family Life Education • Continue: Meet Individual site needs	$42,484.00	Yes
1.7	Cross-curricular instruction Supplemental Materials	Order and maintain approved supplemental materials and supplies that support the teaching of Cross-curricular instruction beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier	$426,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) academic intervention. (English Language Arts, Mathematics, Science, Social Studies, and Physical Education). • Continue: Brain Pop & Brain Pop Jr • Continue: Educational Technology Resources (Google, SeeSaw, Typing Agent, Google Read/Write, Screencastify, etc) • Continue: STEM Resources (consumables, Breakout EDU, Maker Bot, Class VR, Codesters, Cospaces, Printers) • Continue: Asset Inventory (Destiny, Incident IQ) • Continue: Superintendent Innovative Projects Grant		
1.8	Assessment Materials	Order and maintain appropriate research based formative and summative assessment materials in order to inform instruction and monitor student understanding and progress towards mastery of state standards beyond the basic core program in order to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Summative and Formative Assessments (CAASPP, ESGI) • Continue & Expand: Reading Inventories K-6th grade (Acadience) 7th-8th grade (STAR) • Continue: Early Childhood Measures (DRDP, Learning Genie) • Continue: Meet Individual site needs • Continue: Formative Assessment Platform • Continue: Multitudes Reading Difficulties screener (no cost)	$308,076.00	Yes
1.9	Technology	Increase technology use and access to support all students in English Language Arts, Mathematics, Science, Social Studies and Physical Education beyond the basic core program and to provide them better access to district software programs in order to meet the demands of the 21st century and to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Expand: Hardware • Continue: Services • Continue: Licenses, subscriptions	$2,745,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue: Communications • Continue: Professional Learning • Continue: Upgrade, Repair		
1.10	Multi-Tiered System of Supports	Provide academic support through a Multi-Tiered System of Supports in English Language Arts (ELA), Mathematics, Science, Social Studies, and Physical Education beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Expand: At risk additional services • Continue: Intervention Services for Tier 3 students (Boom Cards, Handwriting without Tears, etc.) • Continue: Meet Individual site needs • Continue: Special Education Coordinator will will provide targeted supported in collaboration with the curriculum department at identified sites to meet student needs.	$6,261,052.00	Yes
1.11	Extended Learning Opportunities	Provide approved supplemental materials, certificated personnel and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional learning and instructional support for all students beyond the basic core program, in Extended Learning Opportunities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue & Expand: ELO Facilities & Staff • Continue: Extended school day and extended school year offerings • Continue: Maintain supplemental staff sufficient to meet the needs of identified students • Continue: Meet Individual site needs • Continue: 1 Curriculum Specialist: Tutoring & Enrichment • New: Additional Staff including: 1 Director, 1 Registered Nurse, 1 ELOP Manager, 2 Lead Mentors, 1 Registered Behavior Technician	$13,751,806.00	No

Action #	Title	Description	Total Funds	Contributing
		*This action is funded through other funding sources- ELOP Grant		
1.12	Preschool/Early Childhood program	Provide approved supplemental materials, certificated personnel, and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional learning, and instructional support for all students beyond the basic core program, to provide a developmentally appropriate foundation for our youngest learners to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Expand: materials, staff • Expand: Universal Transitional Kindergarten • Continue: Transitional Kindergarten comprehensive Frog Street Curriculum • Continue: Maintain supplemental staff sufficient to meet the needs of identified students including: 1 additional BEST coach for preschool • New: 1 Psych Intern to support Pre-School. • Continue: Meet Individual site needs • Continue (Pre-K Grant): 21 TK Aides • Continue: Preschool Special Education Teacher on Assignment	$5,639,192.00	Yes
1.13	Gifted and Talented Education (GATE)	Provide approved supplemental materials, certificated personnel to provide implementation and monitoring of research based programs, and instructional support for all students beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs, through a Gifted and Talented Education (GATE) instructional program. • Continue: materials and field trips • Continue & Expand: In person GATE Program • Continue: Dedicated GATE Teacher	$204,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Advancement Via Individual Determination (AVID)	Increase funding for the research based program Advancement Via Individual Determination (AVID) in order to provide supplemental materials, certificated personnel, and classified instructional aides to promote implementation and monitoring of AVID program, standards based professional learning, and instructional support for identified AVID students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Staff to support implementation of AVID • Continue: Implementation of EXCEL at Los Tules & Mulcahy Middle School • Continue: Meet Individual site needs • Continue: The program will be concentrated at the Middle School level	$124,193.00	Yes
1.15	School Libraries	Increase funding and support for school libraries which serve an important role in lowering achievement gaps for students, and supporting at risk students by providing an environment where students can use technological equipment they may not have outside of school to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Extended hours/summer • Expand: Collections: online & print materials • Continue: Librarian Consultant • Continue: Meet Individual site needs	$172,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have opportunities to engage and participate in extracurricular activities, and Visual and Performing Arts in order to meet the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Educating the whole child including offering a broad course of study encourages student engagement and strengthens school culture. Educational Partner feedback indicated that VAPA opportunities are valuable including Extra Curricular Activities, Field Trips, Visual & Performing Arts, Athletic Programs (volleyball, soccer, football, basketball, track & field) and Middle School Electives. Continued offerings and expansion of Extra curricular opportunities are a district priority in order to educate the whole child. This goal meets State Priorities: 1, 7 and the following organizational pillar: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A4. Percent of TK-6th grade students with access to VAPA offerings Source: VAPA Schedules	22-23: 33.97%	23-24: 100%	24-25: 100%	26-27 (Maintain): 33.97%	+66.03%
2.2	A8. Percent of 7th-8th grade VAPA elective offerings Source: Aeries Courses & Scheduling	22-23: 55.74%	23-24: 79.64%	24-25%: 76.50%	26-27 (Maintain) 55.74%	+20.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Local Indicator (Priority #7) Access to a Broad course of study Source: Aeries Scheduling	22-23: Standard Met	23-24 Standard Met	24-25 Standard Met	26-27 (Maintain) Standard Met	Maintained

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.

2.1- There were no substantive differences.
Implementation: VAPA supplemental staff were hired to provide VAPA offerings to TK-6th grade students as well as Middle School VAPA electives. PE teams provided instruction to 1st-5th graders on a 10 day rotation for sessions of 100 minutes. Each team was staffed with 2 PE teachers and 2 Aides. The PE curriculum specialist facilitated professional development, monitored PE programs, organized the district wide track meet, ensured facilities were prepared, and facilitated after school sports. PE team teachers also provided before and after school offerings at sites. In the 2025-2026 school year, the VAPA team was expanded to include a 6th grade team allowing for instruction to take place on a predictable schedule. The VAPA head teacher continued to provide guidance and support across the district to strengthen our VAPA program.
Success: VAPA and PE teams continue to be well received by staff, students, and parents according to survey feedback.
Challenges: As the VAPA team expands, (both in staffing and services), the need for additional oversight is needed.

2.2- There were no substantive differences.
Implementation: Opportunities for students to participate in enrichment activities in order to meet the demands of the 21st century were provided. Students participated in field trips, competitions, showcases, community service projects, art exhibits, assemblies, performances, United for Good Projects, athletic competitions and activities. Enrichment Activities including: County Poetry and Prose Festival, TCSD Poetry and Prose Festival, district track and field competition, Math Super Bowl, mission field trips, college tour field trips, zoo field trips, Ag Ventures, 5th grade day trips to SCICON, and the 6th grade Scion field trips were attended. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Students are exposed to a variety of experiences, which educational partners find valuable as evidenced in surveys. A second accompanist was hired for performances. The band review was a success and appreciated by the community.
Challenges: Staff would like more district sponsored field trips in all grade levels.

2.3- There were no substantive differences.

Implementation: Evidence based, high quality professional learning for Visual and Performing Arts certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students was provided at the District level. Staff attended the California All-State Music Education Conference and the California Educational Theater Association Conference this year.
Success: Staff attended conferences to expand knowledge and strengthen their ability to provide quality instruction to students.
Challenges: Staff would like additional professional learning based on their area of content as evidenced in staff surveys.

2.4- There were no substantive differences.
Implementation: Students were provided with materials and resources in order to participate in activities that support relevant, purposeful learning that yields the deepest levels of learning for all students. This includes the Art Education and Quaver curriculum to support art and vocal music as part of the VAPA program offerings. New and replacement instruments were purchased for 6th- 8th grade instrumental programs. Instruments were collected and cleaned before being re-disbursed to students. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Supplemental materials provide rich, hand on learning experiences for students. Band and orchestra class enrollment has grown in Middle School.
Challenges: Consumable materials, instruments and uniforms are costly. The need varies based on enrollment and replacement schedules.

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.

The estimated actual expenditures for 2025-26 were $10,131,806.06 . The adopted budget for Goal 2 was $ 9,814,710.00 . Expenditures over budget were $317,096.06 with 103.23% of funds being utilized.
2.1- 104% of funds were spent. No substantial difference in budget.
2.2- 99% of funds were spent. No substantial difference in budget.
2.3- 69% of funds were spent. Conferences were attended by fewer participants than were anticipated.
2.4- 124% of funds were spent. Additional materials (including instruments) were needed as elective classes grew.

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

2.1- Effective
Metric(s): 2.1 TK-6th VAPA offerings, 2.2 7th-8th VAPA offerings, 2.3 Broad Course of Study
Evidence: The Visual and Performing Arts team provided a variety of opportunities to students TK-8th including: art, choir, band, instrumental music, dance and drama. The physical education team provides enriched physical education to students in 1st-5th grade. Teams travel to elementary sites on a rotating basis. Educational partners indicated a positive rating at 99.24% indicating VAPA experiences are very valuable with 96.21% of teachers indicating their students will be exposed to VAPA opportunities this year. The broad course of study local metric scored standard met. 100% of TK-6th grade students have access to VAPA offerings. There was a 20% increase in baseline VAPA offerings for 7th-8th grade students.

2.2- Effective
Metric(s): 2.1 TK-6th VAPA offerings, 2.2 7th-8th VAPA offerings, 2.3 Broad Course of Study

Evidence: Students took field trips and participated in competitions, showcases, art exhibits and performances. Coaches and technology leads provided on site support to both staff and students. Educational partners indicated a positive rating at 98.49% indicating field trips are very valuable with 87.45% of teachers reporting that their students have opportunities to participate in field trips. The broad course of study local metric scored standard met. 100% of TK-6th grade students have access to VAPA offerings. There was a 20% increase in baseline VAPA offerings for 7th-8th grade students.

2.3- Effective
Metric(s): 2.1 TK-6th VAPA offerings, 2.2 7th-8th VAPA offerings, 2.3 Broad Course of Study
Evidence: Staff attended the California All-State Music Education Conference this year. The broad course of study local metric scored standard met. 100% of TK-6th grade students have access to VAPA offerings. There was a 20% increase in baseline VAPA offerings for 7th-8th grade students.

2.4- Effective
Metric(s): 2.1 TK-6th VAPA offerings, 2.2 7th-8th VAPA offerings, 2.3 Broad Course of Study
Evidence: Supplemental materials were provided for art, vocal music, instrumental music, drama, elective classes and PE teams. Educational partners indicated a positive rating at 98.74% indicating that extra curricular opportunities are very valuable. The broad course of study local metric scored standard met. 100% of TK-6th grade students have access to VAPA offerings. There was a 20% increase in baseline VAPA offerings for 7th-8th grade 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.

No Changes in Goal

Changes in Actions:
2.1- The action will continue. The VAPA teacher on assignment will be replaced by a VAPA Curriculum Specialist and there will be 2 new VAPA teachers to provide additional in time support and support an expanding VAPA program. The change is a result of LCAP survey Goal 2 feedback and an increased number of students participating in both elementary and middle School VAPA due to a second elective offering.
2.2- The action will continue.
2.3- The action will continue.
2.4- The action will continue.

No Changes in Metrics

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	VAPA Supplemental Staff	Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated personnel and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional learning, and instructional support for all students in extracurricular activities, Visual and Performing Arts (VAPA) to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Maintain supplemental staff sufficient to meet the needs of identified students • Continue: PE Team Materials and Supplies • Continue: Expand before and After School Offerings at sites • Continue: 3 Additional PE Team Teachers • New: VAPA Curriculum Specialist • New: 2 VAPA teachers (Prop 28 funded)	$8,740,636.00	Yes
2.2	Student Enrichment Activities	Provide opportunities for students to participate in enrichment activities in order to meet the demands of the 21st century and to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Project Coach Stipends, Tech Leads • Continue: Field/Study Trips • Continue: Competitions/Showcases • Continue: Host Art Exhibits • Continue: VAPA Performances • Continue: Meet Individual Sites' Needs • Continue: Host a Band Review LREBG Action supported by $552,577 in LREBG funds Metric(s) to Monitor Action: 2.3 Broad Course of Study Research: This action was selected to strengthen academic learning. The action is aligned with the allowable use of funds identified in EC section 32526 as outlined in section B (Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based	$1,175,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning supports). The action will address English language arts and mathematics by supporting field trips and academic tournaments. Research consistently highlights the positive impact of field trips on student academic outcomes. Beyond the confines of the classroom, these experiential learning opportunities have been shown to enhance academic performance, with studies indicating improved standardized test scores and higher grades among students who participate in well-planned field trips. Notably, research published in The Journal of Human Resources from BYU, suggests a correlation between multiple field trips during the school year and enhanced student achievement. Furthermore, field trips significantly boost student engagement and motivation by providing hands-on, visual, and interactive experiences that cater to diverse learning styles and make learning more memorable. These excursions also foster critical thinking skills as students observe, analyze, and reflect on their experiences, while exposure to museums, historical sites, and cultural institutions broadens their perspectives and promotes cultural awareness. Crucially, field trips connect classroom learning to real-world applications, making academic concepts more relevant and exposing students to potential career paths. In essence, field trips serve as a vital supplement to traditional instruction, enriching students' academic journeys and fostering deeper, more meaningful learning.		
2.3	VAPA PD	Provide research based high quality professional learning to Visual and Performing Arts certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Professional learning	$10,000.00	Yes
2.4	VAPA Supplemental Materials	Provide students with materials and resources to participate in activities that support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Art materials and supplies	$814,628.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue: Vocal music materials • Continue: Instrumental Music Materials • Continue: Drama Materials • Continue: Elective Classes Materials • Continue: PE team Materials • Continue: Meet Individual Sites' Needs		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All English Learner students will increase proficiency in English, while working to reach all content standards and increase student achievement in English Language Arts in order to be prepared for the demands of the 21st century.	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.

Providing English Learners with targeted, differentiated instruction and building capacity through professional learning allows for equitable education experiences. State Assessments in conjunction with our English Learners needs assessment shows a strong need for continued professional learning and monitoring progress to establish continued improvement. This goal meets State Priorities: 2, 4 and includes the following organizational pillars: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator Source: California State Dashboard	22-23 District: 52.2% 22-23 Red Indicators on Dashboard by Site: Wilson: 43.5%	23-24 District: 43.1% 23-24 Red Indicators on Dashboard by Site: Wilson: 44.6%	24-25 ELPI: 40.60% Making Progress 24-25 Red Indicators on Dashboard by Site: Wilson: 48.1%	26-27 District (Increase by 2% annually): 58.2% 26-27 Red Indicators on Dashboard by Site from 22-23: Wilson: 49.5%	District: -11.6% 23-24 Red Indicators on Dashboard by Site: Wilson:- +4.6%
3.2	A7. Percent of Teachers with EL students Monitored: El Students'	22-23: 87%	23-24 Data: 100%	24-25 Data: 100%	26-27: 100%	+13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Access to CCS and ELD Standards Source: ELD Roadmap Monitoring Form					
3.3	B6. Percent English Learner Reclassification Rate Source: CalPads Report 2.16	22-23: 8.52%	23-24 Data: 6.9%	24-25 Data: 7.10%	26-27 (increase by 0.5% annually): 10.02%	-1.42%
3.4	B7. LTEL as Percent of EL for 7+ Years Source: Data Quest- At Risk & LTEL Report	22-23: 10.40%	23-24 Data: 9.5%	24-25 Data: 10.10%	26-27 (decrease by 0.5% annually): 8.9%	-0.3%
3.5	B8. "At-Risk" ELs as Percent of EL for 5 Years Source: Data Quest- At Risk & LTEL Report	22-23: 12.60%	23-24 Data: 12%	24-25 Data: 9.40%	26-27 (decrease by 0.5% annually): 11.1%	-3.2%
3.6	Percent of school sites with access to interpretation and translation services Source: Translator Support Sheet	22-23: 100%	23-24 Data: 100% 24-25: 100%	24-25: 100%	26-27: 100%	Maintained

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.

3.1 There were no substantive differences.

Implementation: Sufficient staffing levels of certificated personnel and classified instructional aides (22 Bilingual Aides, 2 Bilingual Secretaries, ELD Curriculum Specialist, Bilingual Coordinator, 3 Newcomer teachers) to provide implementation and monitoring of evidence based ELD programs, ELD evidence based professional learning and instructional support for all EL students including specific support in SEI instructional settings was maintained. Extra time for translations and assessment implementation was provided. Subs (to provide coverage) and retired teachers were utilized to assist in facilitating the ELPAC assessment.
Success: The bilingual department was staffed with instructional support staff. Both families and staff appreciated the addition of the additional newcomer class as evidenced by educational partner feedback. The comprehensive aide plan allowed bilingual aides to work directly with at-risk students and recieve professional learning on a monthly basis to meet student EL needs.
Challenges: Not all students who qualify for the newcomer class are placed in the class due to parent preference, which creates a need for additional support.

3.2 There were no substantive differences.
Implementation: Supplemental materials to support the teaching of ELD and academic core standards for all teachers who have EL Students and the specific needs of long-term EL learners and newcomers were purchased . The Ellevations program was utilized to track student data and assist in the re-designation process. Students in the Newcomer class received access to Lexia English. Newcomer kits continued to be provided. The Hello curriculum is utilized in the Newcomer classes.
Success: Ellevations assists in making the reclassification process and monitoring run smoothly.
Challenges: Continued professional learning on Language Workshop (a supplement to the California Connections HMH ELA adoption) is needed for Middle School teachers.

3.3 There were no substantive differences.
Implementation: Schools identified as red on the ELPI (English Language Progress Indicator) on the California State Dashboard received additional supplemental support to enhance English learner support in the classroom.
Success: The bilingual curriculum specialist worked with staff at schools receiving the lowest designation (red) on the dashboard.
Challenges: Ongoing support will be needed.

3.4 There were no substantive differences.
Implementation: Materials and instructional support were provided to parents enabling access to school information. TESL (Teaching English as a Second Language) Parent classes were offered at Wilson Elementary and through the Community Schools program in collaboration with the Bilingual department to support parents' English language acquisition, assist in navigating school environments and events (such as conferences), increase school to home communication and provide skills to be successful in the community. Parent meetings and after-school events occurred; and interpreting services were provided.
Success: Parents appreciate TESL classes as evidenced through surveys and DELAC feedback. Offering the program through Community Liaisons, allowed families to form stronger connections at their schools. With the addition of community Liaisons, fewer translation services are required on site.
Challenges: Parents would like to see additional TESL offerings on multiple sites. The sites and offerings are based on staff available to teach the classes.

3.5 There were no substantive differences.

Implementation: Professional learning was provided on site to teachers through the Bilingual Curriculum Specialist. The County ELD conference was attended. An EL Cohort was continued with Middle School teachers. The cohort participated in EL professional learning while utilizing sub coverage. Bilingual Aide training was offered on a monthly basis and focused on ELD development.
Success: The EL cohort receives ongoing training in EL strategies and tools in collaboration with TCOE (Tulare County Office of Education). The expanded aide training have equipped Bilingual aides with improved EL strategies to better support at-risk EL students.
Challenges: Additional teacher professional learning is needed for teachers across the district on designated and integrated ELD to make instruction meaningful.

3.6 There were no substantive differences.
Implementation: Aides were hired to support Long Term English Learners at the Middle School level. Aides were assigned to language support classes that provide additional EL support to students in conjunction with their English language arts classes.
Success: Aides continued to provide support to teachers and students. Aide schedules were modified to support elective classes throughout the day.
Challenges: Continued support is needed to decrease the number of students who are Long Term English Learners.

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.

The estimated actual expenditures to date are $ 2,151,676.76. The adopted budget for Goal 3 was $1,896,771.00. Expenditures over budget were $254,905.76 with 113% of funds being utilized.

3.1: 115% of funds were spent. There was an overage due to negotiated employee raises.
3.2: 136% of funds were spent. Additional materials and supplies were needed than planned.
3.3: 100% of funds were spent. No substantial difference in budget.
3.4: 90% of funds were spent. No substantial difference in budget.
3.5: 98% of funds were spent. No substantial difference in budget.
3.6 102% of funds were spent. No substantial difference in budget.

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

3.1 -Effective
Metric(s): 3.3 Redesignation rate
Evidence: There was an increase (0.2%) in students who were reclassified. The change in the comprehensive aides plan allowed aides to focus on providing support to at-risk students while receiving targeted professional learning through the Bilingual department.

3.2- Effective
Metric(s): 3.1 ELPI
Evidence: While overall the ELPI rate decreased, the Middle School ELPI scores showed an overall increase: Alpine Vista (+19.9%), Cherry (+26.5%), Live Oak (+30.6%), Los Tules (+21%), Mulcahy (-5.4%).

3.3- Effective
Metric(s): 3.1 ELPI
Evidence: Wilson Elementary's ELPI indicator score moved from orange to green with 48.1% (increase of 3.4%) of students making progress on the California State dashboard.

3.4- Effective
Metric(s): 3.6 Access to Translation Services
Evidence: Materials and instructional support were provided to parents enabling access to school information. TESL (Teaching English as a Second Language) Parent classes were offered in onsite sessions under the direction of community liaisons as an opportunity to support parents' English language acquisition, assist in navigating school environments and events (such as conferences), increase school to home communication and provide skills to be successful in the community. Parent meetings and after- school events occurred; and interpreting services were provided. 100% of parents had access to translation services.

3.5- Not Effective
Metric(s): 3.2 Teacher EL Strategy Monitoring
Evidence: While 100% of teachers were monitored, additional work is needed to increase professional learning in providing EL support throughout the day with fidelity. This need is evidenced through Metric 3.1 ELPI, scores on the ELPI declined by 2.5% and additional schools received the lowest designation (red) on the California State Dashboard.

3.6-Not Effective
Metric(s): 3.4 LTEL as Percent of EL for 7+ Years
Evidence: The goal for LTELS is to decrease by 0.5% each year. The actual data demonstrated an increase in 0.6% of LTEL 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.

No Changes to Goal

Changes to Actions:
3.1 The action will continue.
3.2 The action will continue.
3.3 This action will continue.
3.4 The action will continue.
3.5 The action will continue.
3.6 The action will continue.

No Changes to Metrics

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	ELD Support Staff	Maintain sufficient staffing levels of certificated personnel and classified instructional aides to provide support and monitoring of research based supplemental English Language Development (ELD) programs, ELD standards based professional learning, and instructional support and assessments for all EL students including specific support in Structured English Immersion (SEI) classrooms and with Long Term English Learners. • Continue: Maintain supplemental staff sufficient to meet the needs of identified students • Continue: Classified Support (timesheet) • Continue: Tutoring (certificated timesheet) • Continue: Assessment & Progress monitoring (Staff, materials, supplies) • Continue: Meet Sites' needs • Continue: 1 Additional Newcomer Teacher • Continue: 3 Additional Aides for the Newcomer class • Continue: Comprehensive aide placement plan	$1,738,214.00	Yes
3.2	ELD Supplemental Materials	Provide funding to purchase supplemental materials that support the teaching of English Language Development (ELD) and academic core standards for all teachers who have EL Students and the specific needs of Newcomer and long term EL learners. • Continue: Materials for ELD, LTEL, SEI & Translation • Continue: Ellevations Education Software • Continue: Lexia English Language Development for Newcomer Classes • Continue: Meet Sites' needs • Continue: Middle School Language Support elective to utilize Language Workshop as part of the adopted California Collections from HMH in place of Listenwise (no additional cost) • Continue: Newcomer kits to support students with limited English skills in general education classrooms • Continue: Newcomer curriculum, Hello, to replace Vista	$91,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	ELD Intervention	Site support for identified student groups scoring red on the 22-23 ELPI Dashboard • Wilson • Continue: Targeted professional learning delivered by the Bilingual Curriculum Specialist • Continue: Materials & Supplies	$100.00	Yes
3.4	ELD Parent Involvement	Provide material and instructional support to parents enabling them to access school information, the means to become involved in school activities and leadership, and support their child's learning. • Continue: Interpreting • Expand & Continue: English classes for parents (TESL) • Continue: Meet Sites' needs	$45,000.00	Yes
3.5	ELD Professional Learning	Provide long term professional learning on English Language Development (ELD) strategies and new ELD standards to certificated and classified instructional personnel. • Continue: Professional learning • Continue: Meet Sites' needs • Continue: TK-6 Professional learning will include Benchmark Express • Continue: Middle School professional learning facilitated by TCOE (grant funded)	$30,230.00	Yes
3.6	LTEL and At-Risk Support	Provide supplemental staff to support At-Risk and Long Term English Learner (LTEL) students at Middle School campuses. • Continue: 5 Bilingual aides • Continue: 2 Bilingual aides	$161,703.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All administrators, educators and support staff will engage in consistent professional learning and training experiences that are purposeful and relevant, which will enable our students to be prepared for the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Professional learning opportunities directly create better instruction with a deeper understanding of standards and teaching practices. Our local needs assessment identified a continued need for targeted Professional Learning across all content areas (primarily writing, small group reading, small group math and classroom behavior strategies). This goal meets State Priorities: 1, 2 and includes the following organizational pillars: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A5. Local Measure Implementation of Academic content and Performance Standards for All Students Source: Local Indicator	23-24: Reflection Tool Rubric Score 1-5: 4.0	23-24: Reflection Tool Rubric Score 1-5: 3.85	24-25: Reflection Tool Rubric Score 1-5: 3.70	26-27: Reflection Tool Rubric Score 1-5: 4.1	-0.3
4.2	A6. TCSD Professional Learning Reflection Rubric score Source: TCSD Professional Learning Reflection Rubric	Baseline will be established in 24-25	23-24: N/A 24-25: 4.44 /5.00	25-26: 4.25 /5.00	26-27: Maintain 24-25 Baseline Score	-0.19

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.

4.1 There were no substantive differences.
Implementation: Evidence-based, high quality professional learning for certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided. After hours training was offered on an optional basis. Districtwide professional learning centered around the updated ELA adoption. Sessions were provided during teacher orientation as well as fall and spring site follow ups provided with substitute coverage. Additional professional learning was provided by request during dedicated TK-6th grade planning time or middle school prep periods. Continued Data & Dollars meetings for leadership teams to analyze and interpret data were held four times a year with site administration. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Data & Dollars meetings center around continuous improvement through the Plan, Do, Study, Act (PDSA) cycle. Dedicated teacher planning time was provided through VAPA and PE teams (Goal 2). Teachers appreciate the time given to meet in grade levels and/or departments. A needs assessment was distributed to plan future professional learning offerings.
Challenges: Providing professional learning that meets a wide variety of needs is challenging.

4.2 There were no substantive differences.
Implementation: Multiple training opportunities were held throughout the year to provide for continuous training. Evidence-based, high quality professional learning to classified and support staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided through three aide academy offerings as well as ongoing onsite training provided by MTSS teachers and District department leads.
Success: Training is beneficial for new and returning employees to maintain current knowledge. A process for training new employees was established to strengthen onboarding practices.
Challenges: Employee start dates vary throughout the year requiring multiple trainings to be held..

4.3 There were no substantive differences.
Implementation: Evidence-based, high quality professional learning was delivered to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities. Clear Administrative Services Credential (CASC) candidates received support in partnership with Tulare County office of Education (TCOE).
Success: All management members receive common training centered around continuous improvement. Administrators meet weekly as a group. The management group (including administrators) meets monthly.
Challenges: Departments and school sites have varying levels of professional learning needs.

4.4 There were no substantive differences.

Implementation: Evidence-based, high quality professional learning to certificated and classified Special Education, Intervention and Alternative Education staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities was provided. Professional learning on IEP Handbook training for new teachers occurred and Seeing Stars for current elementary staff. Speech Language Pathologists, Special Friends, Social workers, Counselors, CDS teachers, TSS teachers, Behaviorist (BEST coaches), Psychologists, RSP teachers, Occupational Therapist and Special Day Class teachers and aides participated in professional learning. Risk Assessment training occurred for incident responders.
Success: The district partnered with outside providers to provide professional learning.
Challenges: Providing professional learning that meets a wide variety of needs is challenging.

4.5 There were no substantive differences.
Implementation: Middle School content leads worked in collaboration with Tulare County Office of Education (TCOE) curriculum leads to create and deliver professional learning to Middle School content teachers. Student Centered coaching was provided by Instructional coaches and on-site MTSS teachers.
Success: Staff attended monthly content meetings to focus on curriculum and improving student engagement strategies. Student centered coaching was successful as evidenced by coaching logs.
Challenges: Ensuring effective communication between all educational partners. Some staff members continue to be hesitant in participating in Student Centered coaching.

4.6 There were no substantive differences.
Implementation: Evidence-based, high quality professional learning through the continued use of Educator Support Systems (ESS) for new certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities was provided. Support for teachers new to TCSD was provided to assist in their transition to our district.
Success: New teachers are supported with mentors and long term professional learning to support their development.
Challenges: Providing a balance of timely support without overwhelming new staff is a challenge. There were a large number of student teachers this year so additional mentors were needed.

4.7 There were no substantive differences.
Implementation: Partnerships with our community to enhance student learning and opportunities were promoted. A community binder was updated to include information for all educational partners regarding enrollment and participation in BEST Club, Boys & Girls Club, CHOICES, Grandma's House, Reaching Higher, and tutoring assistance programs through the Tulare Public Library. We continue relationships with Lighthouse Rescue Mission and Food link, and facilitate various donations from students and staff for needed items. Tulare Community Health Clinic continues to provide the Mobile Health Clinic to service students and their parents at various sites. First Five continues to partner with our preschools to offer financial support. Chaplains on campus provided motivational noontime events on Middle School campuses. TCSD consults with private schools throughout the year and provides services and funding for students in our boundaries. Community Liaisons under the direction of the Community Schools Coordinator, provide resources for families and host parent education opportunities on campus.
Success: Community Liaisons are an asset to parents and staff as evidenced by LCAP survey feedback. New partnerships with community resources have been formed to better serve our students. Liaisons at Wilson and Mulcahy offered TESL classes in collaboration with the Bilingual department this year.

Challenges: Not all families that need help reach out to the school, we continue to reach out to families in new ways through various forms of communication.

4.8 There were no substantive differences.
Implementation: Evidence-based, high quality professional learning to all staff to ensure and promote safety, security, health, and welfare in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities was provided. CPR/First Aid, Super Support Squad training to staff of at-risk students, Nonviolent Crisis Intervention Training & materials (CPI), and Safety training were implemented.
Success: Safety training is provided on an annual basis to prevent injury and illness though risk mitigation and emergency preparedness.
Challenges: Ensuring all staff completes safety training in a timely manner.

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.

The estimated actual expenditures for the 2025-26 Goal 4 budget were $1,558,215.33. The adopted budget for Goal 4 was $ 1,895,926.00. Actual expenditures were under budget by $337,710.67 with 82.19% of funds being utilized.

4.1- 78% of funds were spent. Fewer subs and timesheets than anticipated were needed due to utilizing Early Release Wednesdays.
4.2- 78% of funds were spent. Professional learning was provided in an alternative format.
4.3- 99% of funds were spent. No substantial difference in budget.
4.4- 73% of funds were spent. Fewer than anticipated conferences were attended than previously planned for.
4.5- 75% of funds were spent. Fewer professional learning opportunities were needed.
4.6- 142% of funds were spent. There was an increase in Master teachers needed to support student teachers in classrooms.
4.7- 70% of funds were spent. Funds were underspent due to free community resources being utilized.
4.8- 99% of funds were spent. No substantial difference in budget.

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

4.1- Effective
Metric(s): 4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Early Release Wednesdays have been instrumental in providing dedicated professional learning time for staff. Through feedback and observation, it has been determined that elementary (TK-6) teachers have different needs than Middle school (7-8) teachers. Grade Levels met to collaborate with Instructional Coaches. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

4.2- Effective
Metric(s):4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Events were held to provide onboarding and job specific training as staff was hired. Current employees attended conferences and training sessions. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

4.3- Effective
Metric(s):4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Evidence-based, high quality professional learning to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided. The CASC program facilitated the clear credential process for new administrators. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

4.4- Effective
Metric(s): 4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Tier III Professional Learning for Certificated staff, Classified staff, Management staff, Alternative Education staff and district CPI trainers were provided to ensure best practices are being utilized to support our students with additional needs. Tier III staff have increased professional learning needs due to increased student needs. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

4.5- Effective
Metric(s): 4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Middle School teachers met with content leads and the Tulare County Office of Education. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

4.6- Effective
Metric(s):4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: New teachers need additional professional learning and dedicated mentors to provide positive educational experiences for unduplicated students. 100% of New Teachers are assigned a mentor through the ESS program. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

4.7- Effective
Metric(s):4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Professional Learning was provided to Community Liaisons to inform them on strategies to stay connected with the community. Community partnerships will continue. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate. New partnerships with community resources have been formed to better serve our students.

4.8- Effective
Metric(s):4.1 Local indicator Academic Learning, 4.2 Professional Learning Reflection
Evidence: Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. All new staff and those requiring renewal (on a 2 year cycle) were provided training from the health staff. All staff participated in crisis response training. The Local indicator score decreased by .15 demonstrating a score of 3.70. The Professional Learning Reflection survey scored a 4.25/5.00 (85%) positive response rate.

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

No Changes in Goal

Changes in Actions:
4.1- The action will be continued. Dual Immersion professional learning will be implemented.
4.2- The action will be continued.
4.3- The action will be continued.
4.4- The action will be continued.
4.5- The action will be continued. There will be a focus on Middle School grading alignment. Conferences will not be continued in this action for the 26-27 school year.
4.6- The action will be continued. The Powerschool program will be used to streamline hiring and record keeping in the Human Resources department.
4.7- The action will be continued.
4.8- The action will be continued.

No Changes in Metrics

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	Certificated Professional Learning	Provide research based, high quality professional learning to certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Content Area PD for Professional Developers • Continue: Early Literacy Skills Training and Support • Continue: Cooperative Learning Strategies • Continue: Mathematics • Continue: Science Literacy Support • Continue: Social Studies Literacy Support • Continue: ELA Literacy Support • Continue: PE/ Health Support	$457,084.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue: Professional learning Resources • Continue: Educational Technology Support • Continue: Data Interpretation Support • Continue: Classified Support • Continue: Early Childhood Foundation Building Support (TK-1) • Continue: Developing Well Rounded Scholars (Keynotes and District Focus) Support • Continue: AVID Support • Continue: School Libraries Support • Continue: Dedicated Teacher planning time TK-6th • Continue: Meet Individual Site Needs • Continue: Early Release Wednesdays • Continue: Self Selected District Professional Learning based on a menu of options • Continue: Multitudes Professional Learning • New: Dual Immersion Professional Learning		
4.2	Classified Professional Learning	Provide research based, high quality professional learning to classified and support staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue & Expand: Training to promote efficiency and effectiveness • Continue: Meet Individual Site Needs	$31,000.00	No
4.3	Administrative Staff Professional Learning	Provide research based, high quality professional learning to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Training to promote efficiency and effectiveness	$175,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue: CASC (Clear Administrative Services Credential) Program • Continue: Meet Individual Site Needs • Continue: Materials & Supplies • Continue: Clear Administrative Services Credential (CASC) candidates program partnership with Tulare County office of Education (TCOE)		
4.4	Tier III Professional Learning	Provide research based, high quality professional learning to Intervention and Alternative Education certificated and classified staff who work with at risk students in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Tier III Professional Learning for Certificated Staff • Continue: Tier III Professional Learning for Classified Staff • Continue: Tier III Professional Learning for Management Staff • Continue: Tulare Support School Professional Learning • Continue: Community Day School Professional Learning • Continue: Community Day School Professional Learning • Continue: Professional Learning for CPI trainers • Continue: Early Release Wednesday Tier III cohorts to provide Professional Learning	$75,000.00	Yes
4.5	Continuous Improvement	Provide research based, high quality professional learning to staff in which focuses on continuous improvement in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: TCOE Consultants • Continue: Middle School department leads in ELA, Math, Science, Social Studies	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• New: Middle School grading alignment		
4.6	Educator Support Systems	Provide research based, high quality professional learning through the continued use of Educator Support Systems (ESS) for new certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities. • Continue: Staffing • Continue: Personnel Mentors • Continue: Teacher Recruitment Professional Learning • Continue: Substitute Professional Learning • Continue: Partnership through Fresno Pacific University partnership to support student teachers through grant funded resources. • New: Powerschool Staff Informational System	$1,278,241.00	Yes
4.7	Community Partnerships	Investigate and promote partnerships with our community to enhance student learning and opportunities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Community Information Professional Learning on District website • Continue: Materials & Supplies • Continue & Expand: Community Partnerships through the Community Schools Grant	$297,029.00	Yes
4.8	Safety, Security & Health Professional Learning	Provide research based, high quality professional learning to all staff to ensure and promote safety, security, health, and welfare in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	$151,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Continue: CPR Professional Learning • Continue: Crisis Prevention Institute (CPI) Professional Learning • Continue: Alert, Lockdown, Inform, Counter, Evacuate (A.L.I.C.E.) Professional Learning • Continue: Compliance Training		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students will be educated in learning environments that promote parent and community involvement which are safe, drug free and conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Parent input in decision making and participation in programs (focusing on families of unduplicated students) and ensuring student safety deepens connections to the community and ensures equitable opportunities are offered. Our needs assessment indicated a continued need to focus on positive behavior intervention, attendance and family supports. There is an additional need for targeted Tier I and II prevention at middle school and a cohesive district wide response to behaviors. This goal meets State Priorities: 1, 3, 5, 6, 7 and includes the following organizational pillars: 1. Learning and work environments are safe, secure, and healthy and 3. learning is enhanced by active and authentic partnership. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate Report Source: California State Dashboards	22-23 District: All: 2.4% EL: 1.70% Homeless: 3.60% SWD: 3.10% Asian: 0.70% Hispanic: 2.30% Two or More Races: 1.9%	23-24 District: All: 1.9% EL: 1.4% Homeless: 3.5% SWD: 3.1% Asian: 0.7% Hispanic: 1.9% Two or More Races: 1.3%	24-25 District: All: 1.9% EL: 1.3% Homeless: 2.9% SWD: 2.9% Asian: 1.9% Hispanic: 1.7% Two or More Races: 2.2%	26-27 District (decrease by 0.3% annually): All: 1.5% EL: 0.80% Homeless: 2.7% SWD: 2.2% Asian: 0.5% Hispanic: 1.4%	All: -0.5% EL: -0.4% Homeless: -0.7% SWD: -0.2% Asian: +1.2% Hispanic: -0.6% Two or More Races:+0.3% SED: -0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 2.60% White: 2.60% 22-23 Differentiated Assistance Districtwide: AA: 6.3% Foster: 8.40% 22-23 Red Indicators on Dashboard by Site: Cherry All: 10.1% EL: 14.8% Hispanic: 9.8% SED: 10.3% White: 12.1%	SED: 2.2% White: 1.7% 23-24 Differentiated Assistance Districtwide: AA: 3% Foster: 6.2% 23-24 Red Indicators on Dashboard by Site: Cherry All: 8% EL: 6.6% Hispanic: 8.2% SED: 8.9% White: 6%	SED: 2.10% White: 3.10% 24-25 Differentiated Assistance Districtwide: AA: 5.00% Foster: 8.5% 24-25 Red Indicators on Dashboard by Site: Cherry All: 4.7% EL: 4.2% Hispanic: 4.1% SED: 5% White: 3.5%	Two or More Races: 1.0% SED: 1.7% White: 1.7% 26-27 Differentiated Assistance Districtwide from 22-23: AA: 5.4% Foster: 7.5% 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry All: 9.2% EL: 13.9% Hispanic: 8.9% SED: 9.4% White: 11.2%	White: +0.5% Differentiated Assistance Districtwide: AA: -1.3% Foster: -0.1% Red Indicators on Dashboard by Site: Cherry All: -5.4% EL: -10.6% Hispanic: -5.7% SED: -5.3% White: -8.6%
5.2	Chronic Absenteeism Source: California State Dashboards	22-23 District: All: 19.2% (Yellow) AA: 21.8% (Yellow) EL: 16.7% (Yellow) Foster: 28.4% (Orange) Homeless: 41.1% (Yellow) SWD: 27.7% (Yellow) Asian: 15.7% (Yellow) Hispanic: 19.3% (Yellow) Two or More Races: 22.3% (Orange) SED: 20.7% (Yellow)	23-24 District: All: 13.8% (Yellow) AA: 16.3% (Yellow) EL: 12% (Yellow) LTEL (new): 17.7% (Orange) Foster: 16.8% (Orange) Homeless: 26.4% (Yellow) SWD: 20.1% (Yellow)	24-25 District: All: 12.6% (Yellow) AA: 17.00% (Orange) EL: 9.90% (Green) LTEL: 16.30% (Yellow) Foster: 24% (Red) Homeless: 19.9% (Yellow) SWD: 20% (Orange) Asian: 10.6% (Red)	26-27 District (decrease by 0.5% annually): All: 17.7% AA: 20.3% EL: 15.2% Foster: 26.9% Homeless: 39.6% SWD: 26.2% Asian: 14.2% Hispanic: 17.8% Two or More Races: 20.8% SED: 19.2%	All: -6.6% AA: -4.8% EL: -6.8% LTEL (new): -1.4% compared to previous year Foster: -4.4% Homeless: -21.2% SWD: -7.7% Asian: -5.1% Hispanic: -6.9% Two or More Races: -5.8% SED: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 18.6% (Yellow) 22-23 Red Indicators on Dashboard by Site: Cherry EL: 20.2%	Asian: 5.4% (Green) Hispanic: 13.9% (Yellow) Two or More Races: 13.6% (Yellow) SED: 14.9% (Yellow) White: 13.4% (Yellow) 23-24 Red Indicators on Dashboard by Site: Cherry EL: 25%	Hispanic: 12.4% (Yellow) Two or More Races: 16.5% (Orange) SED: 13.70% (Yellow) White: 12% (Yellow) 24-25 Red Indicators on Dashboard by Site: Cherry EL: 18.6%	White: 17.1% 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry EL: 18.7%	White: -6.6% Red Indicators on Dashboard by Site: Cherry EL: -1.6%
5.3	A3: William's Case Facility Monitoring Reports . Source: William's Case Facility Monitoring Reports	22-23: 0 Findings	23-24 Data: 0 Findings	24-25 Data: 0 Findings	26-27: 0 Findings	Maintained
5.4	C1: Middle school dropout rate Source: CALPADS 1.2.4 Report	22-23: 0%	23-24 Data: <0.1% 24-25 Data: <0.1%	24-25 Data: <0.1%	26-27: < 1%	Maintained
5.5	C2: District-wide Attendance rate Source: Aeries Analytics Non-Chronic Report	22-23: All: 83.20% AA: 81.90% EL: 87.40% Foster: 28.40% Homeless: 41.10% SWD: 76.80% Asian: 85.70%	23-24 Data: All: 87.90% AA: 84.50% EL: 90% LTEL (new): 86.7% Foster: 82.0% Homeless: 60%	24-25 Data: All: 88.90% AA: 86.6% EL: 92.1% LTEL : 87.3% Foster: 85.5% Homeless: 82.7% SWD: 83.4%	26-27: All: 90% AA: 90% EL: 90% Foster: 90% Homeless: 90% SWD: 90% Asian: 90%	All: +5.7% AA: +4.7% EL: +4.7% LTEL: +0.6% compared to previous year Foster: +57.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 83.10% SED: 81.9% White: 84.20%	SWD: 83.8% Asian:94.3% Hispanic: 87.8% SED: 87% White: 88.7%	Asian:91.6% Hispanic: 88.9% SED: 87.9% White: 90%	Hispanic: 90% SED: 90% White: 90%	Homeless: +41.6% SWD: +6.6% Asian: +5.9% Hispanic: +5.8% SED: +6% White: +5.8%
5.6	C3: Expulsion rate Source: Director of Educational Options	22-23: <1%	23-24: <1%	24-25: <1%	26-27: <1%	Maintained
5.7	C4: Survey responses on feeling Safe Source: Experience Surveys Parents:7,8,10 Students: 4,6,8,9,21 Staff: 21-23	23-24: Parents:4.15 Students: 3.52 Staff: 3.95	24-25 Data: Parents: 4.33 Students: 3.71 Staff: 4.01	25-26 Data: Parents: 4.33 Students: 3.46 Staff: 4.17	26-27: Parents: 4.30 Students: 3.67 Staff: 4.10	Parents: +0.18 Students: -0.06 Staff: +0.22
5.8	C5: Survey responses on School Connectedness Source: Experience Surveys Parents:4.15 4,9,11-15 Students: 3,7,14-18,20 Staff: 1-20 Omit: 8,10,14	23-24: Parents: 4.09 Students: 3.73 Staff: 3.79	24-25 Data: Parents: 4.29 Students: 3.74 Staff: 3.89	25-26 Data: Parents: 4.23 Students: 3.75 Staff: 3.98	26-27: Parents: 4.24 Students: 3.88 Staff: 3.94	Parents: +0.14 Students: +0.02 Staff: +0.19
5.9	C6: Parent Conference Participation Rate Source: Parent Conference Summary	22-23: 93.59%	23-24 Data: 93.51%	24-25 Data: 94.55%	26-27: >90%	+0.96%
5.10	C8. Percent of Schools Offering a Minimum of Four Parent Education Opportunities	22-23: 100%	23-24 Data: 100%	24-25 Data: 100%	26-27: 100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Parent Engagement Form					
5.11	C12. Percent of 1st - 8th grade Foster Youth students with a school-based advocate to promote access to a broad course of study Source: Foster Monitoring Sheets	22-23: 100%	23-24 Data: 100% 24-25 Data: 100%	24-25 Data: 100%	26-27: 100%	Maintained

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.

5.1 There were no substantive differences.
Implementation: Sufficient staffing levels of certificated and classified personnel to provide implementation and monitoring of research based programs, standards based professional learning and instructional support and access for all students were maintained. Multiple district departments collaborated to offer supports that educate the whole child including: Special Education, Child Welfare & Attendance, Health Services and Educational Options (including Alternative Education). On the school sites Vice Principals, Climate & Culture MTSS teachers and counselors worked collaboratively to meet the diverse needs of students.
Success: Student support was provided. There are multiple staff members on campuses to support students. Processes for behavior within the MTSS system of support was strengthened under the direction of the Director of Human Resources.
Challenges: The need for support at the Tier III level is on the rise specifically at the TK level. There is a need for additional new teacher support with the additional student teachers assigned to the district.

5.2 There were no substantive differences.
Implementation: Parent and community partnerships continued in order to collaborate with partners/educational partners in educational decision making and communicating goals in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards and 21st century skills. State and District priorities were sustained. Parent education was provided through community resources such as CALFresh, National Council on Alcoholism and Drug Dependence (NCADD) and Tulare Adult School. The volunteer fingerprinting program was offered to parent volunteers. In addition to the many Community Educational/Informational presentations hosted, PTO Connection meetings were held twice during the year. Parents that represent different

student groups including: Special Education, English Learners (LEP,NEP,RFEP), Foster students, GATE students and students experiencing homelessness attend district advisory groups. School site Community Liaisons provided parent education on site.
Success: Community Liaisons are a valuable addition to school sites in offering services to parents and assisting to create a positive school environment as evidenced through educational partner feedback. They also aid in student safety through providing cross walk duties that allow bonds to be formed with both parents and students. District Advisory Committee (DAC) meetings are well attended. Processes to collect meaningful feedback have been established at DAC meetings.
Challenges: We continue to find meaningful opportunities to collaborate with parents in a 2 way communication model. Recruiting parents for advisory meetings at the site level continues to be difficult.

5.3 There were no substantive differences.
Implementation: Safe school environments above and beyond the Core program were provided. Safety plans were updated and continued to be implemented. Training was provided for staff. Student Resource Officers were assigned to Middle School campuses through a partnership with the Tulare Police Department (when available) to build positive relationships with students at an early age, provide conflict resolution strategies and discuss alternative actions through reteaching opportunities for students with Tier 2 and 3 behavior needs. Security guards were provided for special events to ensure the safety of the community. Crossing guards are provided in identified areas of high traffic. Cameras and HALO smart sensors were purchased and replaced to ensure consistent monitoring and prevention.
Success: There are multiple safety measures at school sites. Parents and staff have positive safety ratings as evidenced by surveys.
Challenges: The Tulare Police Department experiences staffing shortages so Student Resource officers are not always available however, the police department has indicated this will change in the 26-27 school year.

5.4 There were no substantive differences.
Implementation: Support structures to promote socially, emotionally, and physically healthy students in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities were maintained. TCSD expanded and continued to train, implement and evaluate proactive climate & culture systems: (YSB, Sprigeo, Common Sense Media, SARB, Super Support Squad, Paraprofessionals, Classroom Support providers, PBIS implementation, SEL Wellbeing Curriculum, Tier 2 SEL curriculum). We continued the Wheel of Well Being (WOW) Health education, health services, nutrition services, counseling, psychological, social services, school and emotional climate, family engagement, local and global community connections, employee wellness and facilities. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.
Success: Tier 1 and Tier 2 supports are available to students to support Social-Emotional learning.
Challenges: we continue to work on improving access to Tier 3 supports for students to serve a wide variety of needs. We continue to find opportunities to practice prevention rather than reaction.

5.5 There were no substantive differences.
Implementation: State adopted and supplemental materials, certificated and classified personnel to provide implementation and monitoring of research based programs, evidence- based professional learning and instructional support for identified students through Alternative Educational Settings were provided. The Independent Study Program continued the online curriculum to provide opportunities for students, including unduplicated students, with diverse learning styles who may find success outside the traditional school setting and access rigorous curriculum, continuous growth, and development.
Success: Students have access to Educational options.

Challenges: Students in the Alternative Education setting have a variety of needs that require resources to support them.

5.6 There were no substantive differences.
Implementation: There were no substantive differences. Transportation was provided to students who reside within TCSD and live outside the designated walking area to their home school site to facilitate access to academic, social, emotional, behavioral, physical and educational services.
Success: Students receive safe, reliable transportation to and from school.
Challenges: Student behavior on the bus continues to be addressed and preventative measures are put into place to ensure safe environments.

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

The estimated actual expenditures for the 2025-26 Goal 5 budget were $ 42,739,904.80. The adopted budget for Goal 5 was $44,581,960.00 . Actual expenditures were under budget by $1,842,055.20 with 95.87% of funds being utilized.

5.1- 107% of funds were spent. No substantial difference in budget.
5.2- 92% of funds were spent. No substantial difference in budget.
5.3- 87% of funds were spent. Projects were not completed in the expected timeframe and will continue in the 26-27 school year.
5.4- 100% of funds were spent. No substantial difference in budget.
5.5- 100% of funds were spent. No substantial difference in budget.
5.6- 101% of funds were spent. No substantial difference in budget.

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

5.1- Effective
Metric(s): 5.7 Safety Survey, 5.8 Connectedness survey
Evidence: There were positive survey results for staff, students and parents. Both students (+0.01) and staff (+0.10) demonstrated growth in connectedness while staff showed growth in safety (+0.16). Students showed a slight drop in their safety score (-0.25) and there was no change for parents.

5.2- Effective
Metric(s): 5.8 Connectedness Survey Results, 5.9 Parent Conference Rate
Evidence: District wide, parent advisory groups were available as opportunities for the educational partners and district staff to gather data and participate in consultation. Educational partners scored connectedness as follows: Parents: 4.23, Students: 3.75, Staff: 3.98. The parent conference rate was 94.55%.

5.3- Effective
Metric(s): 5.7 Safety Survey

Evidence: Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. Materials and supplies as well as additional staff support to provide safe campuses were provided including: surveillance equipment, and Crossing guards. Student Resource Officers were assigned to Middle School campuses through a partnership with the Tulare Police Department (when available) to build positive relationships with students at an early age, provide conflict resolution strategies and discuss alternative actions through reteaching opportunities for students with Tier 2 and 3 behavior needs. Educational partners indicated feeling safe on the survey as follows: Parents: 4.33, Students: 3.46, Staff: 4.17.

5.4- Effective
Metric(s): 5.1 Suspension Dashboard, 5.2 Chronic Absenteeism Dashboard
Evidence: District support includes: the Wellness Committee, Health & Wellness Social Emotional Curriculum, Implementation, Training, and Evaluation of site/district Positive Behavior Intervention Systems (PBIS), Implementation, Training, and Evaluation Wheel of Wellness (WOW), and Comprehensive Behavior Response Plans for sites. There was a reduction in chronic absenteeism and the suspension rate remained low at 1.9% for students.

5.5- Effective
Metric(s): 5.1 Suspension Dashboard, 5.6 Expulsion Dashboard
Evidence: Alternative Education settings were provided at the Bridge site which houses Tulare Support School and Community Day School. Specialized support will be provided to students to assist them in learning social emotional skills. Students will have access to Tier III behavior supports. Suspension rates were 1.9% of students suspended at least one day. Expulsion rates remained less than one percent.

5.6- Effective
Metric(s): 5.7 Safety Survey
Evidence: Unduplicated students benefit from having home to school transportation in order to access school. Tulare City School District transports an average 3100 students per year. Chronic absenteeism decreased by 1.2% for the previous year. Educational partners indicated feeling safe on the survey as follows: Parents: 4.33, Students: 3.46, Staff: 4.17.

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.

Changes to Goal:
The goal will continue

Changes to Actions:
5.1- The action is supported by LREBG funds and will continue. Additional support staff will be provided including: Coordinator of New Teacher Support, Behavior Teacher on Assignment, 4 Registered Behavior Technicians (RBT). 2 counselors have been added to LREBG to support increased needs.
5.2- The action will continue.
5.3- The action will continue. Raptor Visitor Information system will be purchased to ensure safety.
5.4- The action will continue.
5.5- The action will continue.

5.6- The action will continue.

No changes to metrics

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
5.1	Support Staff for Students with Exceptional Needs	Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated and classified personnel to provide implementation and monitoring of research based programs, standards based professional learning and instructional support and access for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Maintain supplemental staff sufficient to meet the needs of identified students including: 1 Occupational Therapist and aide, 1 Social Worker, 1Psychologist, 1SDC Teacher Speech and Language pathologist, 1 coordinator of Alternative Education.1 speech and language pathologist assistant, 1 Head Teacher stipends for Speech & Language, 1 Elementary RSP aide, 1 Middle School RSP aide. • Continue: Meet Individual site needs • Continue: Middle School Tier 1 and Tier II behavior supports will be restructured to provide for consistent implementation in preventing behaviors. • Continue: Behavior response plans will be rolled out to all sites to provide for a cohesive response to behavior need. • New: Coordinator of New Teacher Support, Behavior Teacher on Assignment, 4 Registered Behavior Technicians (RBT). LREBG Action supported by $2,323,139.28 in LREBG funds. Metric(s) to Monitor Action: 5.7 Safety Survey, 5.8 Connectedness survey. Research: This action was selected to strengthen social emotional wellbeing . The action is aligned with the allowable use of funds identified in EC section 32526 as outlined in section C (Integrating evidence-based pupil supports	$17,432,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs). The action will address the chronic absenteeism as indicated in the needs assessment by funding 70% of Vice Principals salaries at each campus, providing for five middle school counselors, a director of Human Resources to provide training to Vice Principals in social emotional learning and the MTSS process, and a speech therapist. This support staff will lead site based MTSS Attendance meetings to identify at risk students, set goals, determine/ provide individualized supports and progress monitor student growth on a regular basis. Research consistently demonstrates that the implementation of Multi-Tiered Systems of Support (MTSS) correlates with improved student attendance within schools. MTSS, a proactive framework, utilizes data-driven decision-making to identify students' needs and deliver tiered levels of support, ranging from universal strategies for all students to intensive, individualized interventions. At the foundational Tier 1 level, MTSS fosters a positive school climate through strategies that emphasize the importance of attendance, build strong student-staff relationships, and create engaging learning experiences. For students exhibiting moderate attendance challenges, Tier 2 interventions provide targeted support, such as small group counseling, mentoring programs, or parent-teacher conferences. Finally, Tier 3 addresses chronic absenteeism through intensive, individualized interventions, which may include tailored attendance plans and collaborations with community resources to address underlying issues. The effectiveness of MTSS in improving attendance hinges on accurate data collection, early intervention, and the active engagement of families and community members, creating a comprehensive support network for students. Progress will be monitored through the California State Dashboard Chronic Absenteeism metric.		
5.2	Parent & Community Partnerships	Increase and promote parent and community partnerships in order to collaborate in educational decision making to support relevant, purposeful teaching aligned to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and	$363,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
		pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Promote Communication with Parents • Continue: SSC/ ELAC Meetings • Continue: DAC Meetings • Continue: DELAC Meetings • Continue: Preschool PAC Meetings • Continue: Migrant PAC Meetings • Continue: School Sites Promote Parent and Community Events • Continue: TK/Kindergarten Registration at Central Location • Continue: Preschool Registration at Central Location • Continue: District Promote Student, Parent, Staff, and Community Events • Continue: Promote Volunteer Involvement • Continue: Community Education and Presentations • Continue: Meet Individual site needs		
5.3	Safe Schools	Promote and maintain attractive, clean, functional, and safe school facilities, grounds, and equipment above and beyond the Core program in order to maintain a positive and productive work and learning environment for all educational partners to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Maintain supplemental safety staff sufficient to meet the needs of identified students • Continue: Implementation, Training, and Evaluation of site/district crisis plan • Expand and Continue: Assess and repair facilities, equipment, grounds for safety purposes • Expand and Continue: Evaluate and Improve Safety Measures (District) • Continue: Partner with Tulare Police Department for Safety Resource Officers • Continue: Crossing Guards at identified locations • Continue: Evaluate and Improve Safety Measures (Site) • Continue: Meet Individual site needs • New: Raptor Visitor Information system	$13,941,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Social Emotional Learning	Promote and support socially, emotionally, and physically healthy students in order to facilitate relevant, purposeful teaching that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Implementation, Training, and Evaluation of site/district Positive Behavior Intervention Systems (PBIS) • Continue: Implementation, Training, and Evaluation Wheel of Wellness (WOW) • Continue: Meet Individual site needs • Continue: District & Site Support for identified student groups scoring red on the dashboard via Director of Educational Options • Continue: Comprehensive Behavior Response Plans for sites	$369,442.00	Yes
5.5	Alternative Education Support	Provide state approved supplemental materials, research based programs, standards based professional learning, and instructional support for identified students through Alternative Educational Settings to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: Character Education and Social Skills Resources • Continue: Assess and Monitor Foster Family Needs • Continue: Student Attendance Incentives • Continue: Meet students needs social, emotional, behavioral, physical and educational beyond the general education setting • Continue: Independent Study School	$270,000.00	Yes
5.6	Transportation	Provide transportation to students who reside within TCSD and live outside the designated walking area for their homeschool site to facilitate access to academic, social, emotional, behavioral, physical and educational supports.	$3,696,818.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Expand and Continue: Access to transportation		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within 3 years all students, particularly low income, EL, and Hispanic students at Lincoln Elementary will demonstrate growth towards meeting or exceeding standards in ELA and Math as measured by CAASPP results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Lincoln Elementary was identified for Equity Multiplier funds based on a high non-stability rate (28%) and a high socioeconomically disadvantaged rate (93%).
ELA: CAASPP
All scholars: 64.2 points below standard
English Learner Scholars: 64.2 points below standard
Hispanic Scholars: 63 points below standard
Socioeconomically Disadvantaged Scholars: 67.2 points below standard

ELA Acadience MOY
All Scholars: 53% Far Below and Below Benchmark
English Learner Scholars: 62.5% Far Below and Below Benchmark
Hispanic Scholars: 53% Far Below and Below Benchmark
Socioeconomically Disadvantaged Scholars: 54% Far Below and Below Benchmark

Math: CAASPP
All Scholars: 83.4 points below standard
English Learner Scholars: 84.6 points below standard
Hispanic Scholars: 80.9 points below standard
Socioeconomically Disadvantaged Scholars: 86 points below standard

Math: HMH MOY
All Scholars: Far Below, Below and Approaching Benchmark 62.6%
English Learner Scholars: Far Below, Below and Approaching Benchmark 63%

Hispanic Scholars: Far Below, Below and Approaching Benchmark 59%
Socioeconomically Disadvantaged Scholars: Far Below, Below and Approaching Benchmark 59%

Educational Partner Feedback:
During SSC/ELAC Local Educational Program Effectiveness 3/20/24, parents shared needs for aides in classrooms and more library books being available in the classroom to increase access to reading. Equity Multiplier Feedback Parent Meeting 4/18/24, Parent Teacher Organization Meetings (Monthly) Fall Staff, Student and Family Surveys, Needs Assessment Survey Lincoln Educators (ELA & Math) revealed a need for continuing professional learning in PLCs, AVID and Writing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA Academic Indicator Source: ELA Dashboard	22-23: Points below standard All: -64.2 EL: -64.2 Hispanic: -63 SED: -67.2	23-24: Points below standard All: -42.6 EL: -45.4 Hispanic: -41.7 SED: -42.7	24-25: Points below standard All: -57.9 EL: -55.8 Hispanic: -55.7 SED: -56.8	26-27: All: -55.2 EL: -55.2 Hispanic: -54 SED: -58.2	All: +6.3 EL: +8.5 Hispanic: +7.3 SED: +10.4
6.2	Mathematics Academic Indicator Source: Mathematics Dashboard	22-23: Points below standard All: -83.4 EL: -84.6 Hispanic: -80.9 SED: -86	23-24: Points below standard All: -60.8 EL: -56.7 Hispanic: -60.1 SED: -60.8	24-25: Points below standard All: -79.5 EL: -78.3 Hispanic: -79 SED: -78.6	26-27: All: -55.2 EL: -55.2 Hispanic: -54 SED: -58.2	All:+3.9 EL: +6.3 Hispanic:+1.9 SED: +7.4

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.

6.1- There were no substantive differences.
Implementation: Supplemental instructional staff was hired to provide evidence based intervention programs in reading and math. Additional staff worked extra time to provide supplemental tier 2 support to students.
Success: Instructional aides worked with students in small groups on their lowest deficit skills.
Challenges: Providing extra support to students with academic needs while keeping group numbers small was a challenge.

6.2- There were no substantive differences.

Implementation: Supplemental materials and supplies to support students were purchased.
Success: Students gained access to additional library books to promote cultural diversity. Access to Step up to Writing materials were used to implement writing strategies.
Challenges: None

6.3- There were no substantive differences.
Implementation: Substitutes were provided to allow for professional learning to take place during the school day.
Success: Staff received additional professional learning.
Challenges: A stainability plan will be established to continue the work in an alternative format due to lack of funding.

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.

The estimated actual expenditures for 2025-26 were $ 122,585.06. The adopted budget for Goal 6 was $122,791.00. Expenditures were under budget by $205.94 with 99.83% of funds being utilized.

6.1- 103% of funds were spent. No substantial difference in budget.
6.2- 100% of funds were spent.No substantial difference in budget.
6.3- 89% of funds were spent. Due to additional funds being spent in 6.1, fewer funds were available in 6.3.

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

6.1- Effective
Metric(s): 6.1 ELA Dashboard & 6.2 Math Dashboard
Students received extra small group instruction and demonstrated growth on the dashboards. In ELA, there was growth of 6.3 points from the baseline score. In math, students grew 3.9 points from the baseline score.
6.2- Effective
Metric(s): 6.1 ELA Dashboard & 6.2 Math Dashboard
Teachers received supplemental materials to complete training gained during professional learning and demonstrated growth on the dashboards. In ELA, there was growth of 6.3 points from the baseline score. In math, students grew 3.9 points from the baseline score.
6.3- Effective
Metric(s): 6.1 ELA Dashboard & 6.2 Math Dashboard
Staff received training to improve writing and demonstrated growth on the dashboards. In ELA, there was growth of 6.3 points from the baseline score. In math, students grew 3.9 points from the baseline score.

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.

This goal will no longer continue and will be removed from the LCAP due to all Equity Multiplier funds being expended.

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
6.1				

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within 3 years all students at TSS (Tulare Support School) and CDS Community Day School) will demonstrate growth towards improved school climate and culture as measured by local behavior metrics.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Tulare Support School was identified for Equity Multiplier funds based on a high non-stability rate (70%) and a high socioeconomically disadvantaged rate (96%) and Community Day School was identified for Equity Multiplier funds based on a high non-stability rate (88%) and a high socioeconomically disadvantaged rate (96%). Metrics are targeted to all students in the Alternative Education programs as the programs do not have significant student groups due to current enrollment. Gathering consistent data is difficult due to the non-stability rate.

Community Day:
100% of students have recorded behaviors that resulted in expulsions and/or change of placements due to safety concerns. (behavioral intervention programs 0.62)
Educational Partner feedback: Needs assessment data indicates that students present safety concerns and their mental health/need for regular support has not been addressed effectively on a regular basis to promote growth. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.

Tulare Support School:
All students in the program require individualized behavior plans.(behavioral intervention programs 0.62)
Educational Partner feedback: Needs assessment data indicates that students are on behavior plans but more support to implement individual plans would assist in the effectiveness and fidelity to promote student achievement. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate for Community School Source: Suspension Dashboard	22-23: All: 20% Hispanic: 20% SED: 20.8%	23-24: All: 42.9% Hispanic: 44.4% SED: 42.9%	24-25: All: 33.3% Hispanic: 35.7% SED: 33.3%	26-27: All: 19.1% Hispanic: 19.1% SED: 19.9%	All: +13.3 Hispanic: +15.7% SED: +12.5
7.2	Suspension Rate for Tulare Support School Source: Suspension Dashboard	22-23: All: 21.7%	23-24: All: 44.8%	24-25: All: 20.7%	26-27: All: 20.8%	All: -1%
7.3	100% students will receive regular social skills instruction in small groups based on individualized and/or differentiated needs weekly. Source: Lesson Plans	New Metric Baseline data will be established with 24-25 information	100%	25-26: 100%	26-27: 100%	100%

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.

7.1- There were no substantive differences.
Implementation: Four Bridge aides were hired to provide positive behavioral strategies to assist in behavior prevention, implement de-escalation techniques, support social emotional skill building and support behavior plans.
Successes: 100% of students received SEL instruction and behavior support. The additional aides allow for extra support in the classroom.
Challenges: The students at the Alternative Education sites have a wide variety of needs. There is turnover in staff with the extra demands of the Alt.Ed setting.

7.2- There were substantive differences.
Implementation: The planned professional learning was provided during early release Wednesdays utilizing current programs. A conference was attended by staff.
Successes:100% of students received SEL instruction and behavior support. A conference was attended to build staff capacity in serving students.
Challenges: The students at the Alternative Education sites have a wide variety of needs.

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.

The estimated actual expenditures for the 2025-26 Goal 7 budget were $ 99,869.07. The adopted budget for Goal 7 was $100,171 . Actual expenditures were under budget by $ 301 with 99.70% of funds being utilized.
7.1- 103% of funds were spent. No substantial difference in budget.
7.2- 90% of funds were spent. No substantial difference in budget.

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

7.1- Effective
Metric(s): 7.1 Suspension Rate, 7.3 SEL Instruction
Evidence: Supplemental Staff provided targeted support to staff and students to deliver social-emotional and behavior support. There was a 9.5% decrease in suspensions and 100% students received regular social skills instruction in small groups based on individualized and/or differentiated needs.

7.2- Effective
Metric(s): 7.1 Suspension Rate, 7.3 SEL Instruction
Evidence: Professional learning was provided to support staff in social-emotional and behavior support. There was a 9.5% decrease in suspensions and 100% students received regular social skills instruction in small groups based on individualized and/or differentiated needs.

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.

Changes in Goal:
The goal will continue

Changes in Actions:
7.1 Actions will continue. Hire an additional Psychology Intern.
7.2 Actions will continue.

Changes in Metrics:
Metrics will continue

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
7.1	Instructional Support Supplemental Staff	Hire and maintain supplemental staff, above and beyond the basic core program offered, including classified personnel to provide implementation and monitoring of research based programs, standards based professional learning and instructional support and access for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) intervention. • Continue: Provide positive behavioral strategies to assist in behavior prevention • Continue: Implement de-escalation techniques • Continue: Support social emotional skill building • Continue: Support behavior plans • New: Psych. Intern	$80,000.00	No
7.2	Professional Learning	Provide research based high quality professional learning to staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. • Continue: De-escalation techniques • Continue: Social emotional skills • Continue: Behavioral strategies	$20,000.00	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
$33,455,395	$3,953,394

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
32.136%	0.000%	$0.00	32.136%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Support Supplemental Staff **Need:** State & Local Assessments show that Unduplicated students preform significantly lower than their peers in both English Language arts and Mathematics, with Foster and English Learners demonstrating the widest gaps in achievement.	In order to meet the academic needs of unduplicated students and close the achievement gaps, additional personnel are needed to monitor, assess, provide additional instruction to students and provide professional learning to educators in effective instruction and pedagogy. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38%	1.1 ELA Dashboard 1.2 Mathematics Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA Dashboard All: -50.04 EL: -72.1 Foster: -90.4% SED: -58.4 Math Dashboard: All: -81.3 EL: -103.2 Foster: -125.6 SED: -88.4 Students need increased instructional support from classified staff to reinforce foundational skills in reading and mathematics and close the achievement gap. **Scope:** LEA-wide	unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.2	**Action:** Language Arts Supplemental Materials **Need:** According to Acadience and STAR reading scores, unduplicated students require additional reading intervention because they preform lower than their peers. Acadience K-3 All: 48.87% EL: 36.65% Foster: 40% SED: 45.19% STAR Reading All: 28.54% EL: 7.66% Foster: 7.14% SED: 24.82% Students need targeted reading intervention in their lowest deficit skills to close the achievement gap and mitigate learning loss. **Scope:**	Students in K-3 will receive instruction in supplemental programs including: Read Naturally, 95%, reading fluency, vocabulary and comprehension. Instruction in 4-8 will focus on reading fluency and comprehension. We will continue and expand district support in early literacy and reading intervention (95% group materials and video licenses) to serve our unduplicated pupils by identifying their lowest deficit skills in the area of reading, and providing reading intervention to help close the achievement gap. Students who scored red on the California State dashboard will receive additional instruction though the online Lexia program. As a preventative measure, students scoring red on local assessments will also have access to the program. Lexia is adaptive and focuses on individual instruction for each student. Students in	1.9 Acadience 1.8 STAR

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	grades K-5 will use Lexia Core 5 while students in 6-8 will use Power Up. African American and Foster students will also have access to the Lexia program and will be monitored by site MTSS teachers as part of the district Differentiated Assistance designation. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.3	**Action:** Mathematics Supplemental Materials **Need:** According to 23-24 Spring HMH math scores, unduplicated students require additional math intervention because they demonstrate achievement gaps in composition to their peers. HMH: Into Math All: 63% EL:49% Foster: 39% SED: 58% Students need supplemental materials to deepen their understanding of mathematical concepts including manipulatives, BBY, Number Talks and math fact resources.	Students will receive instruction in supplemental programs including: What's My Place, What's My Value, BBY materials and Number Talks. Manipulatives will provide hands on experiences to deepen students understanding of conceptual math concepts. We will continue and expand district support in basic math skills and problem solving abilities to serve our unduplicated pupils by identifying their lowest deficit skills in the area of mathematics to help close the achievement gap. Students who scored red on the California State dashboard will receive additional instruction though the online math facts program called Imagine Learning. As a preventative measure, students scoring red on local assessments will also have access to the program.	1.7 HMH Math

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	African American and Foster students will also have access to the Imagine Learning math facts program and will be monitored by site MTSS teachers as part of the district Differentiated Assistance designation. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.4	**Action:** Science Supplemental Materials **Need:** According to 22-23 State science scores, unduplicated students require additional science concept development. Data shows that they preformed lower than their peers. CAST Scores All: 15.69% EL: 1.39%% Foster: 8.77% SED: 13.50% CAST scores identify a need for an improved understanding of science concepts. **Scope:** LEA-wide	Students will receive access to hands on- minds on supplemental materials to provide access to science labs. Subscriptions to Gizmos and Explore Learning provide additional instructional opportunities to explore scientific concepts. We will continue and expand district support in science concept development abilities to serve our unduplicated pupils by providing hands-on multimodality learning opportunities to support concept development. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	1.3 CAST Scores

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
1.6	**Action:** Physical Education Supplemental Materials **Need:** Physical Fitness and athletics are high interest and motivate unduplicated students to attend school regularly and keep their bodies active. Unduplicated students have lower attendance than their peers. Chronic Absenteeism All: 19.20% EL: 16.70% Foster: 28.40% SED: 20.70% Students need access to equipment to participate in a well rounded physical education program. **Scope:** LEA-wide	Students in all grade will have access to supplemental physical education materials and supplies to provide exposure to various sports and healthy activities. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	1.15 Student Response on PE Survey
1.7	**Action:** Cross-curricular instruction Supplemental Materials **Need:** Unduplicated students benefit from curriculum that is delivered in a variety of modalities. Online supplemental resources provide audio, visual, and hands on experiences to further connections made through instruction. Students need access to programs and supplemental materials and supplies to	Services such as brain pop offer high interest visual breakdowns of lessons and concepts. Educational Technology Resources offer exposure to technology to promote real world skills that span beyond the classroom and support communication and collaboration. STEM resources offer enrichment opportunities for students. Cross curricular materials and supplies are used to offer Multi-Tiered Supports for unduplicated students who have additional needs by providing access to hands on, minds on activities.	1.1 ELA Dashboard

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
	support cross-curricular learning through integration. **Scope:** LEA-wide	The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.8	**Action:** Assessment Materials **Need:** According to State & Local assessments, unduplicated students preform below the all student group. Accurate and consistent progress monitoring through assessment materials allows teachers to adjust plans to address instructional learning gaps. Teachers need access to assessment materials to provide for accurate progress monitoring of students conceptual understanding. **Scope:** LEA-wide	Assessment materials will be used to identify lowest deficit skills and areas of growth to support unduplicated students with targeted instruction and intervention services. The Formative Assessment platform will allow teachers to customize assessments to gauge learning on learning concepts as they are taught. Effectiveness with be monitored through site level Continuous Improvement meetings and district level Data Talks held on a quarterly basis. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	1.1 ELA Dashboard 1.2 Math Dashboard 1.3 CAST Scores 1.10 Social Studies Benchmarks
1.9	**Action:** Technology **Need:** According to parent surveys, unduplicated students lack technological resources and skills needed in order to access education	Students in 1st through 8th grade have access to 1:1 chromebooks. TK-K classes have access to ipads for greater accessibility. Classrooms were updated with new ViewSonic boards in 23-24. Routine maintenance is provided through the IT department.	1.11 Technology Ratio

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
	.Chromebooks and programs will be provided to provide equitable access. Students need access to technology to improve their knowledge of 21century skills in the classroom including: communication, collaboration, critical thinking and creativity. **Scope:** LEA-wide	The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.10	**Action:** Multi-Tiered System of Supports **Need:** According to parent surveys, DAC & DELAC meeting feedback and home visits by our bilingual and child welfare departments, resources to support wellbeing (academic, health, social, emotional behavioral) are difficult to access for our unduplicated students and are provided at the school to support learning and overall wellbeing. 79% of students with Tier III needs are unduplicated. Students with Tier III needs require access to additional supports to support their academic and behavior plans. **Scope:** LEA-wide	Supplemental materials and supplies will be provided with Tier III instructional needs to focus on individual goals for academic success. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	1.8 STAR 4-8
1.12	**Action:** Preschool/Early Childhood program	Students will have access to half day preschool programs to provide early access to foundation	1.13 DRDP Self Regulation 1.14 DRDP SEL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Access to Preschool and Early Childhood programs including TK provides students with early academic, behavioral and social emotional support. The preschool program prioritizes unduplicated students in the enrollment process to ensure students with higher needs have access to additional support. Students need access to early childhood programs to promote early access to the school environment. **Scope:** LEA-wide	skills in education. Transitional Kindergarten will be expanded. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.13	**Action:** Gifted and Talented Education (GATE) **Need:** According to parent surveys, parents requested access to in-person GATE classes and enrichment opportunities. Teachers also indicated a need for dedicated enrichment programs through the LCAP Goal 1 survey. Unduplicated students require equitable access to these programs. Students need access to enrichment opportunities. **Scope:** LEA-wide	Students will have access to in-person GATE classes that focuses on enrichment through access to STEM resources and activities. Funds are used to offer real world experiences through field trips and hands on learning experiences that assist unduplicated students in making connections to standards based learning opportunities. Effectiveness with be monitored through LCAP surveys provided to all staff and families. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American	1.1 ELA Dashboard 1.2 Mathematics Dashboards

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
		(96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.14	**Action:** Advancement Via Individual Determination (AVID) **Need:** The BERC Study Results indicated that students' course-taking patterns and achievement improved, and subsequent high school graduation and college enrollment rates increased when participating in AVID programs. 22-23 students with access to AVID performed better in ELA (76.02 vs 59.01) than students without access. Students need study skills in order to be college and career ready. **Scope:** LEA-wide	AVID electives in Middle School will teach students organizational and research skills which will increase ELA achievement through improved time management, enhanced reading comprehension and note taking, stronger writing processes, better test preparation and increased focus. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	1.12 AVID Participation
1.15	**Action:** School Libraries **Need:** Students need access to books in order to apply reading skills. **Scope:** LEA-wide	Students will have access to library books at various instructional and interest levels. Students checkout books to read at home and in the classroom. Increased library access to provide technology and current collections otherwise unavailable to EL, foster and poverty youth according to School Library Impact Studies: A Review of Findings and Guide to Sources (revised August 12, 2013). (Collection totals: 173,273 Percent: 46.83 dated 2010 or newer).	1.1 ELA Dashboard 1.8 STAR 4-8 1.9 Acadience K-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
		The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
2.1	**Action:** VAPA Supplemental Staff **Need:** VAPA participation is correlated to academic success according to the California Arts Standards for Public Schools. Opportunities for unduplicated students to participate in the the arts through school to educate the whole child will be provided as measured by Local Indicator survey of VAPA student opportunities. Students need opportunities to participate in VAPA and PE. **Scope:** LEA-wide	The Visual and Performing Arts team provide a variety of opportunities to students TK-8th including: art, choir, band, instrumental music, dance and drama. The physical education team provides enriched physical education to students in 1st-5th grade. Teams travel to elementary sites on a rotating basis. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	2.1 VAPA Offerings TK-6 2.2 VAPA electives 7-8
2.2	**Action:** Student Enrichment Activities **Need:** Unduplicated students lack background knowledge as evidenced by teacher observation, enrichment activities are provided to promote access and educate the whole child.	Students take field trips and participate in competitions, showcases, art exhibits and performances. Coaches and technology leads provide on site support to both staff and students. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79%	2.1 VAPA Offerings TK-6 2.2 VAPA electives 7-8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students need access to enrichment opportunities to build background knowledge and interact with real world experience. **Scope:** LEA-wide	unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
2.3	**Action:** VAPA PD **Need:** VAPA participation is correlated to academic success according to the California Arts Standards for Public Schools. Opportunities for unduplicated students to participate in the the arts through school to educate the whole child will be provided as measured by Local Indicator survey of VAPA student opportunities. VAPA and enrichment staff need professional learning to provide quality instruction. **Scope:** LEA-wide	VAPA Professional Learning will be provided to educated staff on best practices. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	2.1 VAPA Offerings TK-6 2.2 VAPA electives 7-8
2.4	**Action:** VAPA Supplemental Materials **Need:** VAPA participation is correlated to academic success according to the California Arts Standards for Public Schools. Materials for unduplicated students to participate in the the	Supplemental materials are provided for art, vocal music, instrumental music, drama, elective classes and PE teams. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79%	2.1 VAPA Offerings TK-6 2.2 VAPA electives 7-8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	arts through school to educate the whole child will be provided as measured by Local Indicator survey of VAPA student opportunities. Students need access to supplemental materials to support VAPA and physical education instruction. **Scope:** LEA-wide	unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
4.1	**Action:** Certificated Professional Learning **Need:** Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content. Teachers need continued professional learning to provide high quality instruction. **Scope:** LEA-wide	Professional learning will be delivered during early release Wednesdays with a focus on continuous improvement. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	4.1 Professional Learning Events 4.2 Professional Learning Rubric
4.3	**Action:** Administrative Staff Professional Learning	The district is continuing the work started with the Heron group to provide leadership support while	4.1 Professional Learning Events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Strong Leadership is needed to support unduplicated students and offer positive educational experiences to reduce suspensions and support attendance. Administrators receive ongoing targeted professional development. Administrators and members of the management group need continued professional learning to enhance leadership skills. **Scope:** LEA-wide	the CASC program facilitates the clear credential process for new administrators. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
4.4	**Action:** Tier III Professional Learning **Need:** Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content. Teachers who teach out students with additional needs require specialized professional learning.	Tier III Professional Learning for Certificated staff, Classified staff, Management staff, Alternative Education staff and district CPI trainers will be provided to ensure best practices are being utilized to support our students with additional needs. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	4.1 Professional Learning Events 4.2 Professional Learning Rubric

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		
4.6	**Action:** Educator Support Systems **Need:** Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content. New teachers need additional support in the first two years. **Scope:** LEA-wide	New teachers need additional professional development and dedicated mentors to provide positive educational experiences for unduplicated students. 100% of New Teachers are assigned a mentor through the ESS program. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	4.1 Professional Learning Events 4.2 Professional Learning Rubric
4.7	**Action:** Community Partnerships **Need:** Connections to the community are needed for unduplicated students so that they have full access to community resources.	Professional Learning will be provided to stay informed on strategies to stay connected with the community. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American	4.1 Professional Learning Events

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 district needs community partnerships and active 2 way communication to keep the community informed. **Scope:** LEA-wide	(96% unduplicated), and Asian (85.50% unduplicated) student groups.	
4.8	**Action:** Safety, Security & Health Professional Learning **Need:** Increased professional learning in student safety based content is needed to create a strong connection to school, thus increasing academic performance and social emotional wellbeing. According to feedback from educational partners, safety is a top priority. Staff needs to stay current on health and safety trainings. **Scope:** LEA-wide	Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. Staff members are given health and safety training to support a healthy, safe environment as evidenced by registration. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	4.1 Professional Learning Events
5.1	**Action:** Support Staff for Students with Exceptional Needs **Need:** Data from Child Welfare and Attendance, Bilingual services and Student Services Department indicate Unduplicated students request greater access to supplemental staff to support their varying needs including	Special needs Support staff, which target the needs of Unduplicated students who also have Exceptional needs due to conditions and circumstances, provide evidence based research based programs to serve students with identified Tier 2 and Tier 3 needs. Effectiveness with be monitored through the Climate & Culture survey as well as site behavior Tier 2 and Tier 3 meeting documentation.	5.8 Connectedness survey 5.7 Safety Survey

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
	academic (see action 1.1,1.2 and 1.3), SEL and behavioral supports resulting in an increased suspension rate (All student group: 2.40% Unduplicated students: 4.23%). Students with exceptional needs need increased instructional support from staff to reinforce foundational skills in reading, mathematics, language, social emotional skills and behavior supports. The majority of students with exceptional needs enrolled in Tulare City school district are also unduplicated, and actions contributing to increased or improved services for this student group are principally directed based on their identified needs as part of the unduplicated student group. **Scope:** LEA-wide	The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
5.2	**Action:** Parent & Community Partnerships **Need:** Parent & Community partnerships are valued district wide. Parents are integral in providing feedback and assisting in district needs assessments. Parents of unduplicated students need additional support according to collaborative work between the Child, Welfare and Attendance office and the Bilingual department. **Scope:**	District wide, parent advisory groups are available as opportunities for the educational partners and district staff to gather data and participate in consultation. Parents of unduplicated students are encouraged to participate in these advisory meetings, volunteer at school sites and attend school site events to learn how to better support their students at home. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American	5.8 Connectedness Survey Results 5.9 Parent Conference Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	(96% unduplicated), and Asian (85.50% unduplicated) student groups.	
5.3	**Action:** Safe Schools **Need:** It is important to provide a clean, safe, modern school environment with adults who care to enable our unduplicated students to move past fulfilling their basic needs, as outlined in Maslow's hierarchy of needs, to working on fulfilling their psychological and self-fulfillment needs. Unduplicated students have higher suspension rate than the all student group (All student group: 2.40% Unduplicated students: 4.23%). Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. According to feedback from educational partners, safety is a top priority. Unduplicated students rate safety high (3.8/5.0) due to current actions. **Scope:** LEA-wide	Materials and supplies as well as additional staff support to provide safe campuses are provided including: surveillance equipment, and Crossing guards. Student Resource Officers were assigned to Middle School campuses through a partnership with the Tulare Police Department to build positive relationships with students at an early age, provide conflict resolution strategies and discuss alternative actions through reteaching opportunities for students with Tier 2 and 3 behavior needs. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups. Parents continuously express the need for safe campuses and express gratitude for current actions.	5.7 Safety Survey Results
5.4	**Action:** Social Emotional Learning **Need:** Data from Child Welfare and Attendance, Bilingual services and Student Services Department indicate Unduplicated students require greater access to supplemental programs to support their varying needs	District support includes: the Wellness Committee, Implementation, Training, and Evaluation of site/district Positive Behavior Intervention Systems (PBIS), Implementation, Training, and Evaluation Wheel of Wellness (WOW), and Comprehensive Behavior Response Plans for sites. School sites who scored red on the California State Suspension dashboard will receive	5.1 Suspension Dashboard 5.2 Chronic Absenteeism Dashboard 5.8 Connectedness survey 5.7 Safety Survey

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
	including academic, SEL, health, and behavioral supports. **Scope:** LEA-wide	additional support from the Director of Human Resources through regular site visits. The site will collaborate with the Director of Human Resources during MTSS behavior meetings to discuss preventative measures and build site climate and culture. The Director of Human Resources will also facilitate professional learning and the monitoring of suspensions for African American and Foster students as part of the district Differentiated Assistance designation. Prevention and aligning site supports will be paired with regular data checks with administration. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
5.5	**Action:** Alternative Education Support **Need:** As evidenced by program referrals, alternative educational settings are made available to unduplicated students that require nontraditional settings in order to thrive. **Scope:** LEA-wide	Alternative Education settings will be provided at the Bridge site which houses Tulare Support School and Community Day School. Specialized support will be provided to students to assist them in learning social emotional skills. Students will have access to Tier III behavior supports. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated),	5.1 Suspension Dashboard 5.6 Expulsion Dashboard

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
		Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
5.6	**Action:** Transportation **Need:** Unduplicated students benefit from having home to school transportation in order to access school. Parent surveys and Educational Partner feedback identify lack of transportation as a barrier to accessing educational opportunities Students need safe transportation to and from school and extracurricular events. **Scope:** LEA-wide	Tulare City School District transport an average 3100 students per year. The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	5.7 Safety Surveys

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
3.1	**Action:** ELD Support Staff **Need:** Currently 52.2% of English learners are making progress and 8.52% of EL students	English Language learners receive targeted designated and integrated instruction based on their needs as evidenced by the ELPAC and other local assessments. Dedicated Bilingual aides and supplemental staff provide additional support, tutoring, and testing services to support student	3.1 ELPI 3.3 Redesignation rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	are reclassified. English Language learners require supplemental instructional support to close the achievement gap and improve language acquisition through small group settings. **Scope:** Limited to Unduplicated Student Group(s)	needs. School sites with high numbers of English Language Learners have implemented a deployment model to use dedicated time to focus on strategies and supports for English Language Learners.	
3.2	**Action:** ELD Supplemental Materials **Need:** Currently 52.2% of English learners are making progress and 8.52% of EL students are reclassified. English Learners need supplemental curriculum, including materials and supplies that offer access to multi-modality teaching . **Scope:** Limited to Unduplicated Student Group(s)	Supplemental materials and supplies are provided to our English learners to assist in providing extra support including additional targeted support for our newcomer students through the Lexia ELD program as well as the Vista program for our Newcomer students. The Ellevations software provides real time monitoring for all English Learners as well as previously reclassified students. Supplemental transition materials are used to aid students and parents in accessing the curriculum as well as school based services.	3.1 ELPI 3.3 Redesignation rate
3.3	**Action:** ELD Intervention **Need:** Currently 52.2% of English learners are making progress and 8.52% of EL students are reclassified. English Learners need targeted intervention to close the achievement gap and build foundational language skills. **Scope:** Limited to Unduplicated Student Group(s)	English Language learners who score red on the English Learner Progress Indicator receive intervention with the support of the Bilingual Curriculum Specialist. The curriculum specialist works with teachers, bilingual aides and students to provide quality, Targeted intervention to help students succeed.	3.1 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** ELD Parent Involvement **Need:** Parents have indicated a need through the LCAP Goal 3 survey and DELAC meetings to receive English Language support. Interpretation is needed to provide accessible communication between the schools and the community. **Scope:** Limited to Unduplicated Student Group(s)	Parent classes are offered in 4 sessions as an opportunity to support parents English language acquisition, assist in navigating school environments and events (such as conferences), increase school to home communication and provide skills to be successful in the community. Current staff provide interpretation services during extended hours at 100% of sites and are available in 12 languages district wide to serve as an increased/improved service.	3.6 Access to Translation Services
3.5	**Action:** ELD Professional Learning **Need:** Teachers indicate a need on the LCAP Goal 3 survey for ongoing Professional Learning in order to meet the needs of their English Learner students. **Scope:** Limited to Unduplicated Student Group(s)	Ongoing professional learning for staff on programs and materials that are aimed at increasing EL success are provided as evidenced through OMS registrations. Professional learning is focused on improving designated and integrated ELD instruction. An ELD cohort of teachers was established in 23-24 and will continue through the 26-27 school year.	3.2 Teacher EL Strategy Monitoring
3.6	**Action:** LTEL and At-Risk Support **Need:** Long Term English Learners and At-Risk English Learners need additional targeted support to improve language acquisition and to access grade level curriculum. **Scope:**	Bilingual aids will offer additional support to LTEL and At-risk students in Middle School ELD classes and through push in services.	3.4 LTEL Rate 3.5 At-Risk Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

All TCSD schools meet the requirement of 55% of Unduplicated students with the exception of Alpine Elementary (53.10%) and Alpine Middle School (49.21%).

Additional concentration grant funding will be used to increase the number of staff providing direct services to students at schools with a high concentration (over 55%) of unduplicated students by:
Goal 1 Action 1:Providing site based MTSS teachers to provide tiered instructional support.
Goal 1 Action 1: Increasing instructional aides to provide supplemental instruction in math and language arts instruction.
Goal 3 Action 1: Providing English learners with Bilingual aides and assessment aides to determine needs and provide ELD support.

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	Elementary Average :1:21 Middle School Average: 1:41	Elementary Average: 1:17 Middle School Average:1:33
Staff-to-student ratio of certificated staff providing direct services to students	Elementary Average: 1:14 Middle School Average: 1:16	Elementary Average: 1:14 Middle School Average: 1:16

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	104,106,860	33,455,395	32.136%	0.000%	32.136%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$45,288,567.00	$30,286,224.00	$12,615,732.00	$7,554,759.00	$95,745,282.00	$60,409,326.00	$35,335,956.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Support Supplemental Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$14,049,454.00	$0.00	$10,255,056.00	$414,267.00	$0.00	$3,380,131.00	$14,049,454.00	0
1	1.2	Language Arts Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$287,482.00	$79,625.00	$0.00	$0.00	$207,857.00	$287,482.00	0
1	1.3	Mathematics Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$67,600.00	$32,600.00	$0.00	$0.00	$35,000.00	$67,600.00	0
1	1.4	Science Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$19,757.00	$12,500.00	$0.00	$0.00	$7,257.00	$19,757.00	0
1	1.5	Social Studies Supplemental Materials	All	No			All Schools	2026-2027	$0.00	$127,000.00	$1,000.00	$125,000.00	$0.00	$1,000.00	$127,000.00	0
1	1.6	Physical Education Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$42,484.00	$13,556.00	$28,928.00	$0.00	$0.00	$42,484.00	0
1	1.7	Cross-curricular instruction Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$426,000.00	$422,900.00	$0.00	$0.00	$3,100.00	$426,000.00	0
1	1.8	Assessment Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$308,076.00	$296,500.00	$0.00	$0.00	$11,576.00	$308,076.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	22026-2027	$0.00	$2,745,000.00	$2,745,000.00	$0.00	$0.00	$0.00	$2,745,000.00	0
1	1.10	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$6,261,052.00	$5,430,345.00	$807,207.00	$0.00	$23,500.00	$6,261,052.00	0
1	1.11	Extended Learning Opportunities	All * Funding: ELO Grant	No			All Schools Based on identified needs at each school site	2026-2027	$5,030,203.00	$8,721,603.00	$0.00	$13,751,806.00	$0.00	$0.00	$13,751,806.00	0
1	1.12	Preschool/Early Childhood program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: elementary school sites preschool (3 and 4 year old)	2026-2027	$5,539,192.00	$100,000.00	$2,037,738.00	$3,351,454.00	$250,000.00	$0.00	$5,639,192.00	0
1	1.13	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alpine Vista Middle School, Cherry Ave. Middle School, Live Oak Middle School, Los Tules Middle School, Mulcahy Middle School	2026-2027	$198,153.00	$6,000.00	$6,000.00	$0.00	$0.00	$198,153.00	$204,153.00	0
1	1.14	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$124,193.00	$12,650.00	$50,371.00	$0.00	$61,172.00	$124,193.00	0
1	1.15	School Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027	$10,000.00	$162,000.00	$146,000.00	$10,000.00	$0.00	$16,000.00	$172,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	**2.1**	VAPA Supplemental Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$8,740,636.00	$0.00	$4,826,490.00	$3,914,146.00	$0.00	$0.00	$8,740,636.00	0
2	**2.2**	Student Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$1,175,091.00	$229,500.00	$902,577.00	$0.00	$43,014.00	$1,175,091.00	0
2	**2.3**	VAPA PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	0
2	**2.4**	VAPA Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$814,628.00	$93,500.00	$721,128.00	$0.00	$0.00	$814,628.00	0
3	**3.1**	ELD Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$1,738,214.00	$0.00	$1,402,988.00	$0.00	$0.00	$335,226.00	$1,738,214.00	0
3	**3.2**	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$0.00	$91,471.00	$15,000.00	$0.00	$0.00	$76,471.00	$91,471.00	0
3	**3.3**	ELD Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$0.00	$100.00	$100.00	$0.00	$0.00	$0.00	$100.00	0
3	**3.4**	ELD Parent Involvement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$0.00	$45,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	ELD Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027	$0.00	$30,230.00	$4,000.00	$0.00	$0.00	$26,230.00	$30,230.00	0
3	3.6	LTEL and At-Risk Support	English Learners	No			All Schools Specific Schools: Alpine Vista Middle School, Cherry Ave. Middle School, Live Oak, Los Tules, Mulcahy	2026-2027	$161,703.00	$0.00	$0.00	$0.00	$0.00	$161,703.00	$161,703.00	0
4	4.1	Certificated Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$40,000.00	$417,084.00	$272,168.00	$70,000.00	$0.00	$114,916.00	$457,084.00	0
4	4.2	Classified Professional Learning	All Funding: Classified Grant	No			All Schools	2026-2027	$0.00	$31,000.00	$30,000.00	$0.00	$0.00	$1,000.00	$31,000.00	0
4	4.3	Administrative Staff Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$24,000.00	$151,057.00	$93,000.00	$0.00	$0.00	$82,057.00	$175,057.00	0
4	4.4	Tier III Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$43,500.00	$31,500.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0
4	4.5	Continuous Improvement	All Students with Disabilities	No				2026-2027	$15,000.00	$60,000.00	$0.00	$20,000.00	$0.00	$55,000.00	$75,000.00	0
4	4.6	Educator Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,169,241.00	$109,000.00	$245,647.00	$432,000.00	$0.00	$600,594.00	$1,278,241.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$297,029.00	$19,000.00	$267,500.00	$0.00	$10,529.00	$297,029.00	0
4	4.8	Safety, Security & Health Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$136,000.00	$15,000.00	$106,000.00	$0.00	$15,000.00	$30,000.00	$151,000.00	0
5	5.1	Support Staff for Students with Exceptional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$17,432,060.00	$0.00	$9,201,810.00	$5,169,840.00	$1,174,050.00	$1,886,360.00	$17,432,060.00	0
5	5.2	Parent & Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$363,954.00	$309,461.00	$0.00	$0.00	$54,493.00	$363,954.00	0
5	5.3	Safe Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$1,946,690.00	$11,994,585.00	$2,598,754.00	$150,000.00	$11,119,682.00	$72,839.00	$13,941,275.00	0
5	5.4	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$125,000.00	$244,442.00	$262,861.00	$0.00	$57,000.00	$49,581.00	$369,442.00	0
5	5.5	Alternative Education Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$188,462.00	$81,538.00	$260,000.00	$0.00	$0.00	$10,000.00	$270,000.00	0
5	5.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$3,696,818.00	$0.00	$3,696,818.00			$0.00	$3,696,818.00	0
7	7.1	Instructional Support Supplemental Staff	All	No			Specific Schools: Tulare Support School Community Day School	2026-2027	$80,000.00	$0.00	$0.00	$80,000.00	$0.00	$0.00	$80,000.00	
7	7.2	Professional Learning	All	No			Specific Schools: Tulare Support School Community Day	2026-2027	$0.00	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									

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
104,106,860	33,455,395	32.136%	0.000%	32.136%	$45,257,567.00	0.000%	43.472 %	**Total:**	$45,257,567.00
								LEA-wide Total:	$43,790,479.00
								Limited Total:	$1,467,088.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Support Supplemental Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,255,056.00	0
1	1.2	Language Arts Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,625.00	0
1	1.3	Mathematics Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,600.00	0
1	1.4	Science Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,500.00	0
1	1.6	Physical Education Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,556.00	0
1	1.7	Cross-curricular instruction Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$422,900.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Assessment Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,500.00	0
1	1.9	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,745,000.00	0
1	1.10	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,430,345.00	0
1	1.12	Preschool/Early Childhood program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: elementary school sites preschool (3 and 4 year old)	$2,037,738.00	0
1	1.13	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alpine Vista Middle School, Cherry Ave. Middle School, Live Oak Middle School, Los Tules Middle School, Mulcahy Middle School	$6,000.00	0
1	1.14	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,650.00	0
1	1.15	School Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,000.00	0
2	2.1	VAPA Supplemental Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,826,490.00	0
2	2.2	Student Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,500.00	0
2	2.3	VAPA PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	VAPA Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,500.00	0
3	3.1	ELD Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,402,988.00	0
3	3.2	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$15,000.00	0
3	3.3	ELD Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100.00	0
3	3.4	ELD Parent Involvement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$45,000.00	0
3	3.5	ELD Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,000.00	0
4	4.1	Certificated Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,168.00	0
4	4.3	Administrative Staff Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$93,000.00	0
4	4.4	Tier III Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0
4	4.6	Educator Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,647.00	0
4	4.7	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	0
4	4.8	Safety, Security & Health Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,000.00	0
5	5.1	Support Staff for Students with Exceptional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,201,810.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.2	Parent & Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,461.00	0
5	5.3	Safe Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,598,754.00	0
5	5.4	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,861.00	0
5	5.5	Alternative Education Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,000.00	0
5	5.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,696,818.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$100,362,953.00	$96,831,384.55

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**	Instructional Support Supplemental Staff	Yes	$12,893,178.00	$14,541,517.26
1	**1.2**	Language Arts Supplemental Materials	Yes	$163,780.00	$59,642.15
1	**1.3**	Mathematics Supplemental Materials	Yes	$48,914.00	$32,519.58
1	**1.4**	Science Supplemental Materials	Yes	$92,000.00	$53,033.82
1	**1.5**	Social Studies Supplemental Materials	No	$3,000.00	$694.52
1	**1.6**	Physical Education Supplemental Materials	Yes	$42,437.00	$21,413.73
1	**1.7**	Cross-curricular instruction Supplemental Materials	Yes	$287,000.00	$352,115.31
1	**1.8**	Assessment Materials	Yes	$286,964.00	$229,334.30
1	**1.9**	Technology	Yes	$2,252,500.00	$2,594,458.63
1	**1.10**	Multi-Tiered System of Supports	Yes	$4,792,734.00	$4,299,245.89
1	**1.11**	Extended Learning Opportunities	No	$14,623,022.00	$14,915,482.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Preschool/Early Childhood program	Yes	$5,980,250.00	$2,452,927.71
1	1.13	Gifted and Talented Education (GATE)	Yes	$188,936.00	$197,049.05
1	1.14	Advancement Via Individual Determination (AVID)	Yes	$129,413.00	$119,059.96
1	1.15	School Libraries	Yes	$166,496.00	$155,833.12
2	2.1	VAPA Supplemental Staff	Yes	8,343,776.00	$8,650,672.00
2	2.2	Student Enrichment Activities	Yes	1,124,284.00	$1,113,041.16
2	2.3	VAPA PD	Yes	10,000.00	$6,933.76
2	2.4	VAPA Supplemental Materials	Yes	336,650.00	$361,159.14
3	3.1	ELD Support Staff	Yes	$1,636,423.00	$1,879,754.00
3	3.2	ELD Supplemental Materials	Yes	$33,105.00	$45,113.74
3	3.3	ELD Intervention	Yes	$100.00	$100.00
3	3.4	ELD Parent Involvement	Yes	$45,867.00	$41,280.30
3	3.5	ELD Professional Learning	Yes	$20,190.00	$21,860.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	LTEL and At-Risk Support	No	$161,086.00	$163,568.00
4	4.1	Certificated Professional Learning	Yes	$375,485.00	$297,296.00
4	4.2	Classified Professional Learning	No	$30,000.00	$23,365.94
4	4.3	Administrative Staff Professional Learning	Yes	$110,500.00	$109,617.61
4	4.4	Tier III Professional Learning	Yes	$75,000.00	$44,717.04
4	4.5	Continuous Improvement	No	$113,078.00	$50,773.65
4	4.6	Educator Support Systems	Yes	$544,026.00	$679,148.42
4	4.7	Community Partnerships	Yes	$491,837.00	$198,870.26
4	4.8	Safety, Security & Health Professional Learning	Yes	$156,000.00	$154,426.41
5	5.1	Support Staff for Students with Exceptional Needs	Yes	$17,677,699.00	$18,920,107.00
5	5.2	Parent & Community Partnerships	Yes	$245,091.00	$225,483.72
5	5.3	Safe Schools	Yes	$22,786,596.00	$19,729,841.44
5	5.4	Social Emotional Learning	Yes	$337,908.00	$307,148.36
5	5.5	Alternative Education Support	Yes	$287,900.00	$268,848.28

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)
5	**5.6**	Transportation	Yes	$3,246,766.00	$3,288,476.00
6	**6.1**	Instructional Support Supplemental Staff	No	$94,291.00	$97,119.00
6	**6.2**	Supplemental Materials & Supplies	No	$500.00	$500.00
6	**6.3**	Professional Learning	No	$28,000.00	$27,966.06
7	**7.1**	Instructional Support Supplemental Staff	No	$75,171.00	$77,424.00
7	**7.2**	Professional Learning	No	$25,000.00	$22,445.07

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)
$31,666,794	$40,759,206.00	$38,993,061.91	$1,766,144.09	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Support Supplemental Staff	Yes	$8,389,915.00	$8,450,153.00	0	0
1	1.2	Language Arts Supplemental Materials	Yes	$85,244.00	$44,376.88	0	0
1	1.3	Mathematics Supplemental Materials	Yes	$38,587.00	$32,519.58	0	0
1	1.4	Science Supplemental Materials	Yes	$91,000.00	$53,033.82	0	0
1	1.6	Physical Education Supplemental Materials	Yes	$13,201.00	$10,294.25	0	0
1	1.7	Cross-curricular instruction Supplemental Materials	Yes	$287,000.00	$352,115.31	0	0
1	1.8	Assessment Materials	Yes	$258,150.00	$229,334.30	0	0
1	1.9	Technology	Yes	$2,224,856.00	$2,594,458.63	0	0
1	1.10	Multi-Tiered System of Supports	Yes	$3,918,836.00	$3,708,546.18	0	0
1	1.12	Preschool/Early Childhood program	Yes	$1,809,129.00	$456,513.34	0	0
1	1.13	Gifted and Talented Education (GATE)	Yes	$188,936.00	$197,049.05	0	0
1	1.14	Advancement Via Individual Determination (AVID)	Yes	$10,000.00	$2,482.38	0	0
1	1.15	School Libraries	Yes	$140,438.00	$128,315.08	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	VAPA Supplemental Staff	Yes	$4,261,356.00	$4,211,880.00	0	0
2	2.2	Student Enrichment Activities	Yes	$247,207.00	$248,155.80	0	0
2	2.3	VAPA PD	Yes	$10,000.00	$6,933.76	0	0
2	2.4	VAPA Supplemental Materials	Yes	$205,650.00	$185,405.52	0	0
3	3.1	ELD Support Staff	Yes	$1,473,224.00	$1,511,415.00	0	0
3	3.2	ELD Supplemental Materials	Yes	$17,500.00	$16,042.31	0	0
3	3.3	ELD Intervention	Yes	$100.00	$100.00	0	0
3	3.4	ELD Parent Involvement	Yes	$45,867.00	$25,508.07	0	0
3	3.5	ELD Professional Learning	Yes	$7,000.00	$2,650.39	0	0
4	4.1	Certificated Professional Learning	Yes	$280,455.00	$291,296.00	0	0
4	4.3	Administrative Staff Professional Learning	Yes	$110,500.00	$109,617.61	0	0
4	4.4	Tier III Professional Learning	Yes	$75,000.00	$44,717.04	0	0
4	4.6	Educator Support Systems	Yes	$134,500.00	$137,302.12	0	0
4	4.7	Community Partnerships	Yes	$16,000.00	$15,720.33	0	0
4	4.8	Safety, Security & Health Professional Learning	Yes	$156,000.00	$154,426.41	0	0
5	5.1	Support Staff for Students with Exceptional Needs	Yes	$11,200,313.00	$11,200,300.00	0	0
5	5.2	Parent & Community Partnerships	Yes	$201,420.00	$132,654.12	0	0
5	5.3	Safe Schools	Yes	$1,008,000.00	$575,272.99	0	0
5	5.4	Social Emotional Learning	Yes	$329,156.00	$307,148.36	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.5**	Alternative Education Support	Yes	$277,900.00	$268,848.28	0	0
5	**5.6**	Transportation	Yes	$3,246,766.00	$3,288,476.00	0	0

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)
$99,964,514	$31,666,794	0.000%	31.678%	$38,993,061.91	0.000%	39.007%	$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 32627(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 32627(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 32627(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 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024