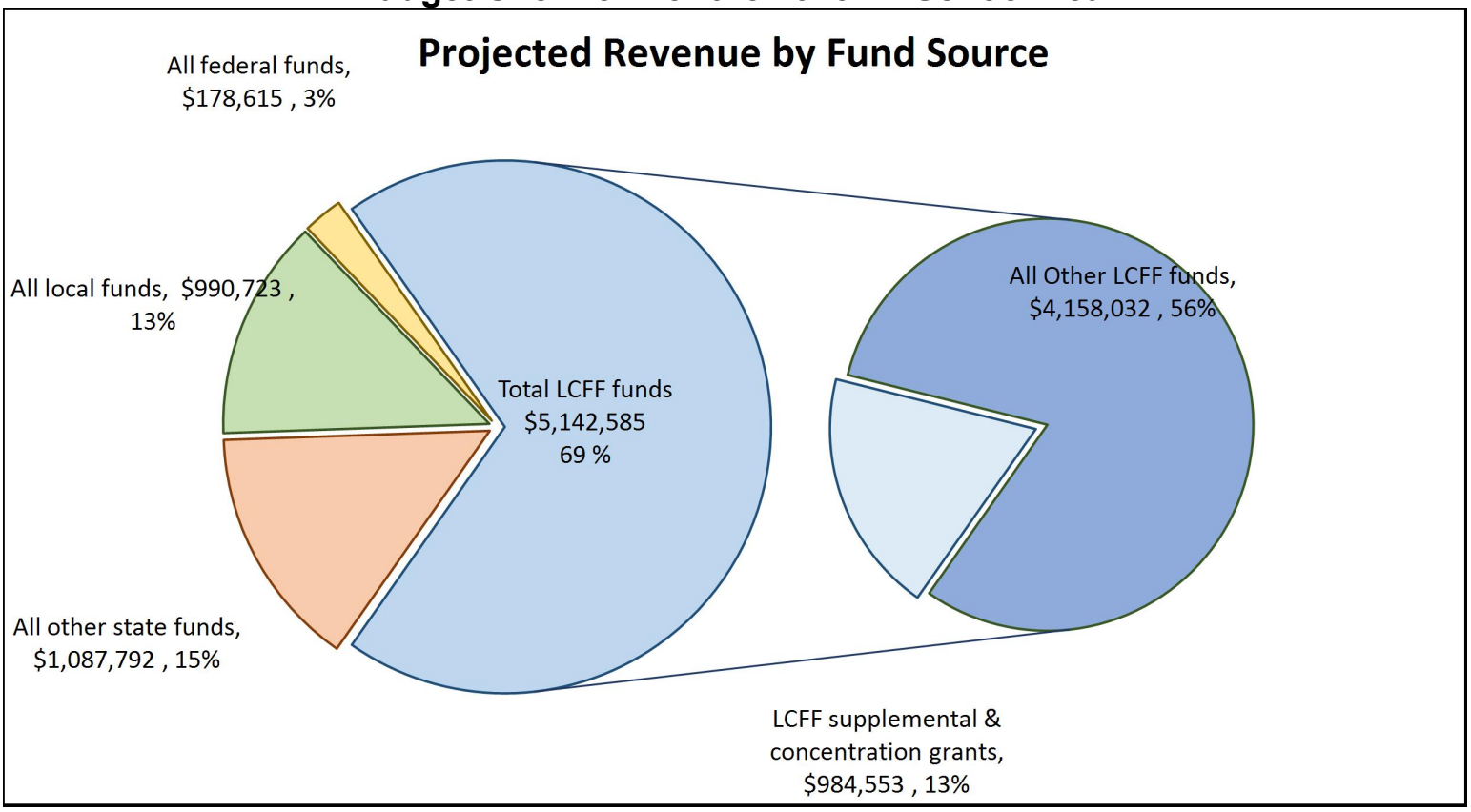
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kit Carson Union Elementary School District
CDS Code: 16-63958-0000000
School Year: 2026-27
LEA contact information:
Michelle King
Superintendent/Principal
mking@kitcarsonschool.com
(559) 582-2843 Ext. 102

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

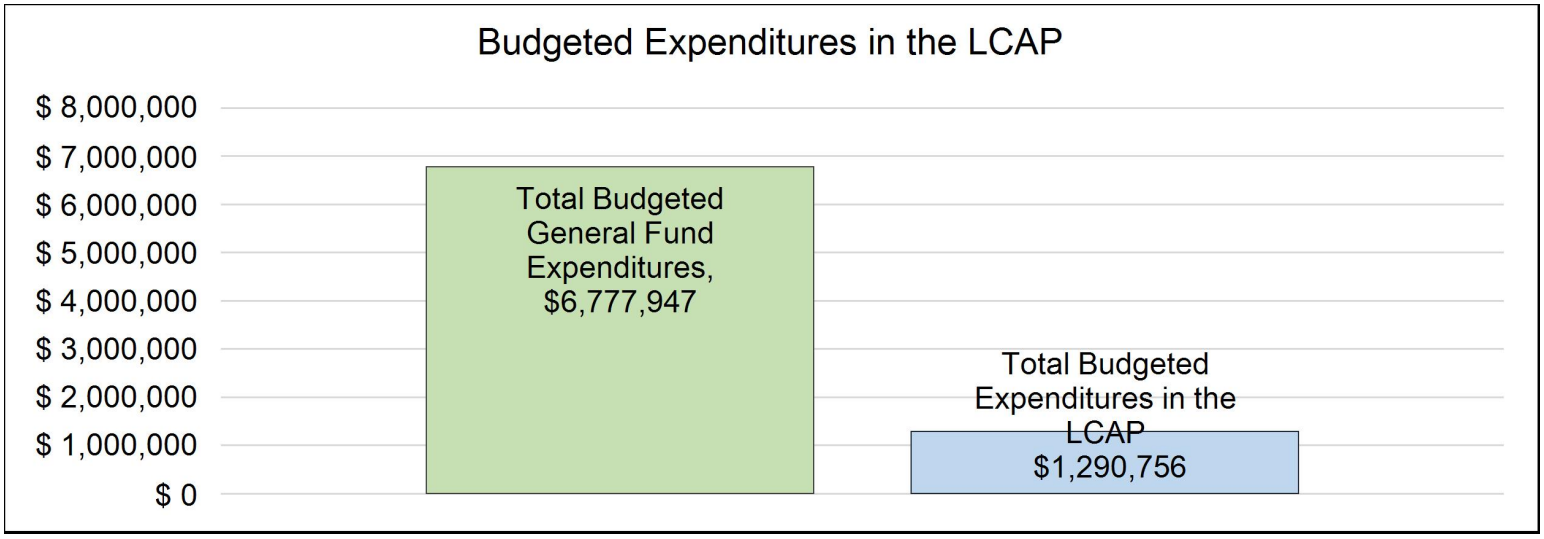


This chart shows the total general purpose revenue Kit Carson Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kit Carson Union Elementary School District is $7,399,715, of which $5,142,585 is Local Control Funding Formula (LCFF), $1,087,792 is other state funds, $990,723 is local funds, and $178,615 is federal funds. Of the $5,142,585 in LCFF Funds, $984,553 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 Kit Carson Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kit Carson Union Elementary School District plans to spend $6,777,947 for the 2026-27 school year. Of that amount, $1,290,756 is tied to actions/services in the LCAP and $5,487,191 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

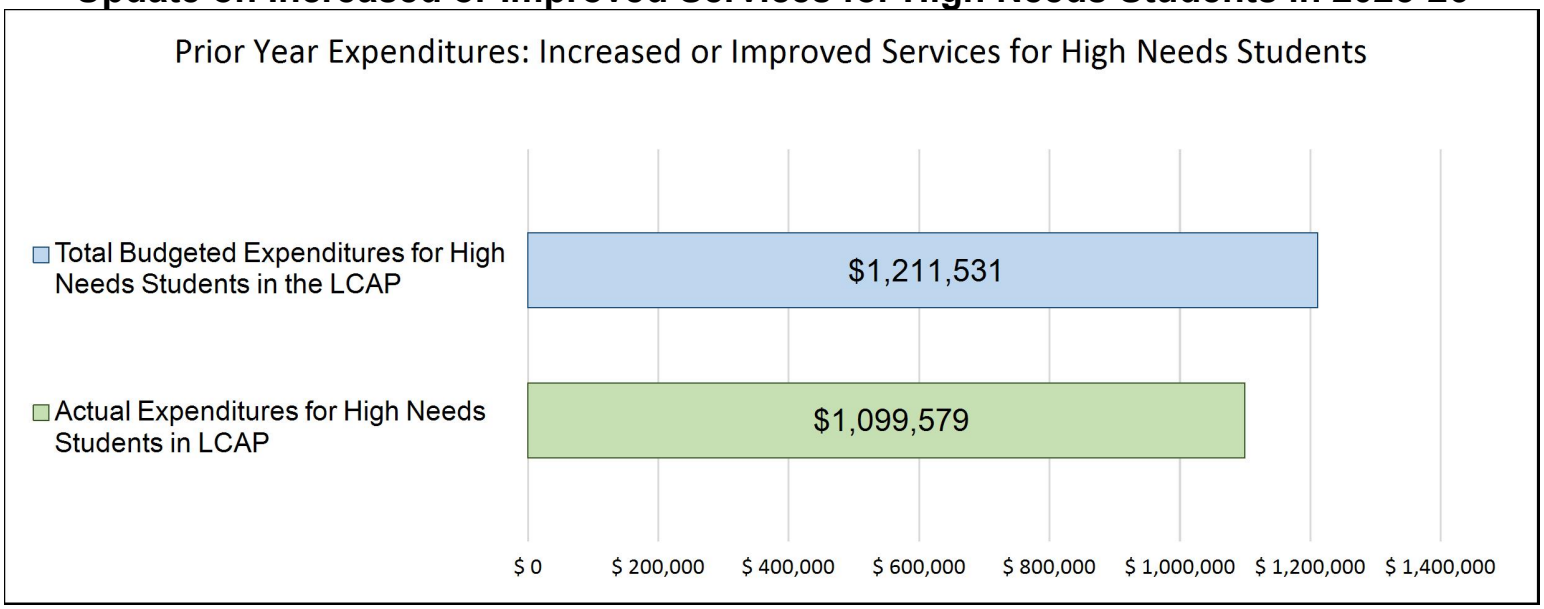
General Fund expenditures not specifically included in the Local Control and Accountability Plan (LCAP) support the overall operation, maintenance, and sustainability of the school district. These expenditures may include routine facilities maintenance, utilities, custodial services, transportation, insurance, technology infrastructure, administrative operations, professional services, and other costs necessary to maintain a safe and effective learning environment for students and staff.

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

In 2026-27, Kit Carson Union Elementary School District is projecting it will receive $984,553 based on the enrollment of Foster Youth, English learner, and low-income students. Kit Carson Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kit Carson Union Elementary School District plans to spend $1,090,805 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 Kit Carson Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kit Carson Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Kit Carson Union Elementary School District's LCAP budgeted $1,211,531 for planned actions to increase or improve services for high needs students. Kit Carson Union Elementary School District actually spent $1,099,579 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $111,952 had the following impact on Kit Carson Union Elementary School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2025–26 were lower than the total budgeted expenditures primarily due to the loss of a school psychologist position and declining enrollment, which resulted in a decrease in the number of students with Individualized Education Programs (IEPs). These changes reduced personnel and service costs associated with planned supports. While expenditures were lower than anticipated, the district continued to provide required services and supports to high-needs students. The overall impact on increased or improved services was minimal, as available staff and resources were adjusted to meet student needs and maintain access to essential educational and support services.

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
Kit Carson Union Elementary School District	Michelle King Superintendent/Principal	mking@kitcarsonschool.com (559) 582-2843 Ext. 102

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.

Kit Carson Union School District serves approximately 377 students in a rural community east of the City of Hanford in Kings County, California. The campus was built in 1952 on land donated by local dairy farmers, the Giacomazzi family. Since then, Kit Carson School has served as the hub of the community for multiple generations of families.

The district houses two schools serving students in Transitional Kindergarten through Eighth Grade. Kit Carson Elementary School enrolls approximately 292 students, while Mid Valley Alternative Charter School enrolls approximately 85 students.

The student population is representative of the surrounding community. Current data indicate that approximately 72% of students are socioeconomically disadvantaged, 20.3% are identified as English Learners, and 3.1% are foster youth or experiencing homelessness. Approximately 66% of students identify as Hispanic, 10.3% are students with disabilities, and 24.9% identify as White/non-Hispanic.

The district's Local Control and Accountability Plan (LCAP) goals focus on providing fundamental student support, implementing California State Standards, maintaining a positive school climate, and fostering a high level of Educational Partner engagement.

Reflections: Annual Performance

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

A review of both California School Dashboard indicators and local data demonstrates areas of growth as well as areas requiring continued improvement. Dashboard results indicate improvement in English Language Arts achievement, English Learner Progress, and Science performance for multiple student groups. Local assessment data, including i-Ready diagnostic results and ELPAC data, also identified areas of growth as well as ongoing needs in mathematics achievement, English learner reclassification, and implementation of Multi-Tiered Systems of Support (MTSS).

Following is a reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data:

The following is a description of successes:
Priority 1: Basic Services
A. 99% appropriately assigned & 74.16% fully credentialed
B. 100% of pupils that have standards-aligned instructional materials

Priority 3: Parent Involvement
A. Parents of all Students: 10 events
B. Parents of Unduplicated Students: additional resources at 2 events
C. Parents of Students with exceptional needs: additional resources at 2 events

Priority 4: Student Achievement
A1.CAASPP: ELA (2025 CA Dashboard)

- All: 27.5 points below standard (positive increase 24.3)
- Socioeconomically Disadvantaged: 40.8 below standard (positive increase 26.1)
- English Learners: 55.1 points below standard (positive increase 35.9)

A2. CAASPP: Math (2025 CA Dashboard)

- All: 73 points below standard (positive increased 20.1)
- Socioeconomically Disadvantaged: 89.9 points below standard (positive increased 17)
- English Learners: 100.1 points below standard (positive increased 14.5)

E. ELPAC:

- 14.75% LEVEL 4 (Well Developed)
- 44.26% LEVEL 3 (Moderately Developed)

Priority 5: Student Engagement
A. School attendance rates: -0.55%% decrease in attendance
B. Chronic absenteeism rates:

- All Students: Positive decrease of 5.4%
- Socioeconomically Disadvantaged (SED): Positive decrease of 5.8%
- English Learners: Negative Increase of 5.1%
- Hispanic: Positive decrease of 4.5%
- White: Positive decrease of 8.3%
- Students with Disabilities: Positive decrease of 15.9%

C. Middle school dropout rates: 0%

Priority 6: School Climate
C. Surveys
Safety:

- Students: 100%
- Parents: 95%
- Staff: 84% (need SEL lessons)

Connectedness:

- Students: 100%
- Parents: 95%
- Staff: 94% (need SEL lessons)

Following is a description of challenges:

Priority 6: School Climate
A. Pupil suspension rates:

- All Students: +0.3% increase
- EL: +0.8% increase

B. Pupil expulsion rates: +0.81%

The following student groups have Red Dashboard Indicators based on 2023 California School Dashboard:
ELA - English Learners. In 2025, Yellow indicator with 55.1 points below and increase 35.9 points
Math - English Learners. In 2025 Orange indicator with 100.1 points below making progress increase 14.5 points
ELPI - English Learners. In 2025, Green ELPI indicator is 52.1% making progress with increase of 9.2%

Differentiated Assistance (DA) eligibility was determined for the following student groups:

- English Learners, ELA, Math & Chronic Absenteeism based on the 2024 CA Dashboard
- Based on the 2025 CA Dashboard, no student groups were identified for DA.

To address English Learners, we will: 1) continue to provide an EL Specialist who closely monitor English Language student progress in Math, ELA and Language acquisition. With the EL Specialist, there will be co-teaching to support EL Langue acquisition. We are very excited to be able to continue to leverage this internal position to work as not only a resource for students, but to build stronger connections with the teachers. The EL Specialist has also build strong relationships with the families and provide a more holistic look into the lives of our students

and the ability to swiftly address these needs.

Based on the 2023 California Dashboard, Students with Disabilities were identified as a student group demonstrating the greatest academic needs, particularly in English Language Arts and Mathematics. The district continues to address these needs through supplemental instructional support, intervention services, professional development, MTSS implementation, English learner supports, and social-emotional supports identified throughout Goals 1 and 2 of this LCAP. Additionally, based on the 2025 CA Dashboard, Kit Carson was determined as eligible for Students With Disability in the area of suspension.

Kit Carson currently has unexpended funds from the Learning Recovery Emergency Block Grant (LREBG). The LREBG provides one-time funds to school districts for learning recovery initiatives through the 2027–28 school year. Based on a needs assessment, we have determined we will be utilizing funding in the following areas:

1) Goal/Action 1.2: The district's needs assessment identified persistent achievement gaps in ELA and Mathematics for English Learners and Socioeconomically Disadvantaged students based on CAASPP and i-Ready data. This action is intended to address the needs identified through the district's LREBG needs assessment by strengthening Tier I literacy instruction and intervention practices to accelerate learning recovery and close achievement gaps. As such we have determined an appropriate use of funds would be:
B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:
vi. Providing professional development and coaching on either or both of the following:

- The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

Although we recognize a need within ELA & Math, we have determined that because our largest gaps, based on the CAASPP results, were shown to be within the areas of ELA Reading & Writing, we believe this targeted literacy professional development would also bridge to increasing problem solving and logic explaining often seen in CAASPP Math assessments.

- Professional development in the Orton-Gillingham approach supports teachers in implementing Structured Literacy practices, including explicit, systematic, and sequential instruction in phonological awareness, phonics, decoding, spelling, and language structures. These instructional practices are aligned with the Science of Reading and are supported by a substantial body of reading research. While research on the Orton-Gillingham approach as a specific intervention remains emerging, its core instructional components are evidence-based and consistent with recommendations for effective literacy instruction for students with reading difficulties and dyslexia.

Evidence: 1) Stevens, E. A., Austin, C., Moore, C., Scammacca, N., Boucher, A. N., & Vaughn, S. (2021). Current State of the Evidence: Examining the Effects of Orton-Gillingham Reading Interventions for Students With or at Risk for Word-Level Reading Disabilities. Exceptional Children, 87(4), 397–417. https://drive.google.com/file/d/1eqTmHzQNw4ZrB4ZoAExDlW7UlWLw-Ngu/view?usp=drive_link . 2) Solari, E. J., et al. (2023). Orton-Gillingham: Which Aspects are Supported by Research and Which Are Not? The Reading League Journal. https://drive.google.com/file/d/1Rs9JConw1DECnUV89VKNpSGGrqsuKWIQ/view?usp=drive_link .

2) Goal/Action 2.1: The district's needs assessment identified chronic absenteeism and suspension rates as barriers to student success, particularly among students requiring additional social-emotional and behavioral supports. This action is intended to address the needs identified through the district's LREBG needs assessment by providing evidence-based mental health, behavioral, and attendance supports that remove barriers to learning and increase student engagement. As such we have determined an appropriate use of funds would be:

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.

Kit Carson is planning to expend LREBG funds in the current goals:

- Goal/Action 2.1 Psychologist and LMFT. The National Association of School Psychologists highlights that school psychologists' services are integral to creating positive school climates that support student success. School psychologists contribute to safer, more supportive, and inclusive educational environments by implementing social-emotional learning programs, behavioral interventions, crisis response strategies, and the enhancement of family-school collaborations. These efforts are linked to improved student mental health, higher academic achievement, and reduced behavioral issues.

Research demonstrates that access to school-based mental health services can improve student attendance, engagement, and school connectedness while reducing barriers associated with chronic absenteeism and behavioral challenges. A study of rural school districts found that access to school-based physical and mental health services reduced the likelihood of chronic absenteeism by 29%. School mental health professionals, including Licensed Marriage and Family Therapists (LMFTs), provide counseling, family engagement, and behavioral supports that address the underlying causes of absenteeism and disciplinary incidents, contributing to improved school climate and student outcomes.
Evidence: 1) National Association of School Psychologists. (2021). School psychologists: Improving student and school outcomes [Research summary]. https://drive.google.com/file/d/1D0ePsGj60mW6Td4_-DOA8VrNKwwAVxNU/view?usp=sharing . 2) The Impact of School Mental Health Services on Reducing Chronic Absence: https://drive.google.com/file/d/100u9DfcQGeZ-hSD0LYR8dgVO31o-aD3j/view?usp=sharing

The district anticipates utilizing remaining LREBG funds through the actions identified above. Expenditures will continue to be monitored and adjusted based on student needs, staffing availability, and implementation timelines through the 2027–28 school year.

Reflections: Technical Assistance

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

For the 2024 school year, Kit Carson became eligible for Differentiated Assistance. We continue working with the Kings County Office of Education to investigate factors for low academic performance and chronic absenteeism. Specifically, Kit Carson was identified for Differentiated Assistance based on the CA Dashboard within the areas of: ELA, Math, and Chronic Absenteeism for English Learners. The DA Team consists of KCOE Staff and site administrators.

English Language Arts

- Tier 1:

x Use data to monitor growth of students
x Continue with ELL specialist
x Designate PLC time
x Tier 1 learning strategies grade level
-Tier 2:
x Small group for all students with interventions to support students needs in ELA.
x Strategically planned Designated ELD.

-Tier 3 Intensive Support
x Increasing targeted support for Newcomers. Provide intensive intervention.

Mathematics
- Curriculum Alignment and Consistency:

x There's a focus on aligning math standards across grade levels, ensuring the curriculum is efficient, and establishing consistent vocabulary for K-8.
x This includes identifying essential standards and addressing the gap in tier 1 math interventions.
- Support for Diverse Learners:

x Emphasizing the need for small group instruction, particularly for English Learners (EL) students, as well as the importance of reading comprehension in math and vocabulary development across all grade levels.
- Professional Development and Training:

x Highlighting the importance of ongoing professional development and training to equip educators with the necessary knowledge and skills to effectively implement the math practices and standards.
x Provide curriculum training

Chronic Absenteeism
- Tier 1: Incentives

x Rewards
x Continue weekly rewards for attendance school-wide
- Tier 2:

x Check and connect (students w/teachers)
x Identify students during meetings (staff & office)
x Parent resources
x EL Parent Night
x Daily phone calls to parents
- Tier 3: SARB

x Collect data from home visits, phone calls, and resources given

Kit Carson Union School District was not eligible for Differentiated Assistance and did not formally request technical assistance pursuant to Education Code sections 52071, 52071.5, 52072, or 52072.5 during the 2025–26 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Guardians	• Survey was distributed two times this year • Formal and informal input was solicited • Meetings were held quarterly • PTC Monthly Meetings
Students	• Survey was distributed two times this year • Formal and informal input was solicited • Student Council (Student Advisory Committee (SAC)) exists to solicit feedback to implement within the LCAP and for other student activities
Teachers, Staff and Administration including Local Bargaining Units	• Survey • Formal and informal input was solicited
PAC/DAC/SSC/ELAC (Including parents of students disabilities)	• SSC meetings: These were held quarterly. Students are also a part of SSC meetings. • ELAC meetings: We held meetings on the same day as our SSC meeting • PAC: Parent Advisory Committee met quarterly. Spanish translation was available upon request. • Parents of students with disabilities were consulted. • LREBG was discussed at SSC/PAC meetings
SELPA	• SELPA/Governance held monthly meetings • Formal and informal discussions with IEP team members

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

Following is a description of how the adopted LCAP was influenced by the feedback provided:

- 1.1 Supplemental Supports for Increased Achievement: Teachers families and students requested increased to continue academic support to help increase rigor and give students an opportunity for intervention. The study trips have also been appreciated and helpful opportunity for students to connect academic lessons to real-life experiences.
- 1.2 Staff Development: Based on student academic needs, teachers, staff, parents, students, administration, have expressed desire for additional professional development support to strengthen ELA and Math achievement. CAASPP data shows these achievement gaps in ELA and Math for all students, with significant needs for English Learners and socially disadvantaged students. As such, Kit Carson will leverage LREBG funds that provides one-time funds to school districts for learning recovery initiatives through the 2027–28 school year to provide Orton-Gillingham (OG) professional development which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling.
- 1.5 Increase Academic Achievement Support for English Learners: Teachers/Staff and parents requested staff, interventions and supports for students that are English learners and long term EL students.
- 2.1 and 2.3 School Climate Support: Teachers/Staff. families and students requested more positive behavioral supports to help students with self-regulate, celebrate positive behaviors and to help students form stronger more effective connections to school. Additionally, based on gaps in suspension and chronic absenteeism rates, LREBG (goal/action 2.1) will additionally help to fund social emotional support staff in the form of a School Psychologist and an LMFT.
- 2.3 Safety and connectedness: Teachers/Staff students and families agreed or strongly agreed they felt safe so we will provide supplemental safety measures to increase the level of safety. Survey results show that an SRO on campus is needed and should continue as students, families, and staff agreed or strongly agreed that the SRO position was welcomed. Teachers/Staff and parents appreciate the supplemental forms of communication with families and the opportunities for events to connect with families. Staff commented that social-emotional learning lessons are needed to help support positive outcome behaviors.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Achievement Support	Broad Goal

State Priorities addressed by this goal.

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

Increasing academic achievement support encompasses various critical components, each playing a pivotal role in shaping the educational landscape. Staff development initiatives equip educators with the necessary skills and knowledge to adapt to evolving teaching methodologies and cater to diverse student needs. Simultaneously, providing support for teacher aides ensures that all members of the educational team are equipped to facilitate effective learning experiences.

Technology integration stands as a cornerstone in modern education, offering avenues for personalized learning and digital literacy development. By harnessing educational technology tools and providing adequate training, schools can enhance engagement and foster 21st-century skills among students. Moreover, fostering Professional Learning Communities (PLCs) cultivates a culture of collaboration among educators, facilitating the sharing of best practices and data-driven decision-making to improve student outcomes collectively.

Academic excellence is the continuous improvement of teacher quality and targeted support for specific student populations. By investing in mentoring, professional growth opportunities, and tailored support services, schools can empower educators to meet the diverse needs of their students effectively. Through a comprehensive approach that addresses these key components, schools can create an environment conducive to learning, where every student has the opportunity to thrive academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic Services (Conditions of Learning) A. Teachers in the LEA are appropriately	Priority 1: Basic Services	A. 99.7% appropriately assigned & 93.6% fully credentialed	A. 99.5% appropriately assigned &	Priority 1: Basic Services A. 100% appropriately	A. -0.3% appropriately assigned &

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	assigned and fully credentialed in the subject area and for the pupils they are teaching B. Pupils in the school district have sufficient access to the standards-aligned instructional materials C. School facilities are maintained in good repair.	A. 100% appropriately assigned & 54.5% fully credentialed B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: good (2023 SARC)	B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: Good	74.16% fully credentialed B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: Good	assigned & 75% fully credentialed B. 100% of pupils that have standards-aligned instructional materials C. Rating on the FIT: good	+39.1% fully credentialed B. Standards-aligned instructional materials: No difference C. Rating on the FIT: No difference
1.2	Priority 2: Implementation of State Standards (Conditions of Learning) A. Implementation of state board adopted academic content and performance standards for all students B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Priority 2: Implementation of State Standards A.iReady: Year one of implementation will be 2024-25. Baseline will be collected. B. English Learner Progress Indicator (ELPI): 43.9% making progress towards English language proficiency (2023 CA Dashboard)	A) iReady ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade levels or more Below • K: 42% tier 1; 58% tier 2 - no tier 3 • 1st: 29% tier 1; 71% tier 2; 0% tier 3 • 2nd: 40% tier 1; 34% tier 2; 26% tier 3 • 3rd: 59% tier 1;	A) iReady ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade levels or more Below • K: 67% tier 1; 33% tier 2 - no tier 3 • 1st: 17% tier 1; 80% tier 2; 3% tier 3 • 2nd: 33% tier 1; 59% tier 2; 7% tier 3 • 3rd: 32% tier 1;	Priority 2: Implementation of State Standards A.iReady: Target will be set in 2024-25 A) iReady (2024-2025) ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade levels or more Below • K: 50% tier 1; 50% tier 2 - no tier 3 • 1st: 50% tier 1; 50% tier	A) iReady ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade levels or more Below • K: +25% tier 1; -25% tier 2; 0% tier 3 • 1st: -12% tier 1; +9% tier 2; +3% tier 3 • 2nd: -7% tier 1; +25% tier 2; -19% tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			28% tier 2; 13% tier 3 • 4th: 31% tier 1; 42% tier 2; 27% tier 3 • 5th: 21% tier 1; 30% tier 2; 50% tier 3 • 6th: 20% tier 1; 30% tier 2; 50% tier 3 • 7th: 39% tier 1; 29% tier 2; 31% tier 3 • 8th: 29% tier 1; 23% tier 2; 47% tier 3 Math: • K: 39% tier 1; 61% tier 2; no tier 3 • 1st: 29% tier 1;	32% tier 2; 35% tier 3 • 4th: 35% tier 1; 50% tier 2; 15% tier 3 • 5th: 20% tier 1; 33% tier 2; 47% tier 3 • 6th: 32% tier 1; 21% tier 2; 47% tier 3 • 7th: 23% tier 1; 23% tier 2; 55% tier 3 • 8th: 39% tier 1; 25% tier 2; 35% tier 3 Math • K: 18% tier 1; 82% tier 2; 0%tier 3 • 1st: 29% tier 1;	2; 0% tier 3 • 2nd: 50% tier 1; 40% tier 2; 10% tier 3 • 3rd: 65% tier 1; 25% tier 2; 10% tier 3 • 4th: 40% tier 1; 50% tier 2; 10% tier 3 • 5th: 40% tier 1; 30% tier 2; 30% tier 3 • 6th: 40% tier 1; 30% tier 2; 30% tier 3 • 7th: 55% tier 1; 35% tier 2; 10% tier 3 • 8th: 55% tier 1; 35% tier 2; 10% tier 3	• 3rd: -27% tier 1; +4% tier 2; +22% tier 3 • 4th: +4% tier 1; +8% tier 2; -12% tier 3 • 5th: -1% tier 1; +3% tier 2; -3% tier 3 • 6th: +12% tier 1; -9% tier 2; -3% tier 3 • 7th: -16% tier 1; -6% tier 2; +24% tier 3 • 8th: +10% tier 1; +2% tier 2; -12% tier 3 Math: • K: -18% tier 1; +21% tier 2; 0% tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			65% tier 2; 6% tier 3 • 2nd: 34% tier 1; 52% tier 2; 14% tier 3 • 3rd:34% tier 1; 52% tier 2; 29% tier 3 • 4th: 17% tier 1; 49% tier 2; 29% tier 3 • 5th: 17% tier 1; 39% tier 2; 52% tier 3 • 6th: 11% tier 1; 37% tier 2; 52% tier 3 • 7th: 19% tier 1; 33% tier 2; 50% tier 3 • 8th: 11% tier 1; 42% tier	57% tier 2; 14% tier 3 • 2nd: 29% tier 1; 57% tier 2; 14% tier 3 • 3rd: 13% tier 1; 60% tier 2; 27% tier 3 • 4th : 19% tier 1; 71% tier 2; 10% tier 3 • 5th : 33% tier 1; 33% tier 2; 33% tier 3 • 6th: 0% tier 1; 100% tier 2; 0% tier 3 • 7th: 11% tier 1; 22% tier 2; 67% tier 3 • 8th: 17% tier 1; 33% tier	Math: • K: 50% tier 1; 50% tier 2; no tier 3 • 1st: 50% tier 1; 55% tier 2; 5% tier 3 • 2nd: 35% tier 1; 50% tier 2; 15% tier 3 • 3rd: 50% tier 1; 40% tier 2; 10% tier 3 • 4th: 40% tier 1; 40% tier 2; 20% tier 3 • 5th: 40% tier 1; 40% tier 2; 20% tier 3 • 6th: 40% tier 1; 40% tier 2; 20% tier 3	• 1st: 0% tier 1; -8% tier 2; +8% tier 3 • 2nd: -5% tier 1; +5% tier 2; 0% tier 3 • 3rd: -21% tier 1; +8% tier 2; -2% tier 3 • 4th: +2% tier 1; +22% tier 2; -19% tier 3 • 5th: +16% tier 1; -6% tier 2; -19% tier 3 • 6th: -11% tier 1; +63% tier 2; -52% tier 3 • 7th: -8% tier 1; -11% tier 2; +17% tier 3 • 8th: +6% tier 1; -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2; 48% tier 3 Overall School - ELA: 34% tier 1; 35% tier 2; 32% tier 3 Overall School - Math: 22% tier 1; 47% tier 2; 31% tier 3 B. English Learner Progress Indicator (ELPI): 42.9% making progress towards English language proficiency.	2; 50% tier 3 Overall School - ELA: 32% tier 1; 40% tier 28 % tier 3 Overall School - Math: 17% tier 1; 43% tier 2; 40% tier 3 B. English Learner Progress Indicator (ELPI): 52.1% making progress (increase 9.2%) towards English language proficiency.	• 7th: 40% tier 1; 40% tier 2; 20% tier 3 • 8th: 40% tier 1; 40% tier 2; 20% tier 3 Overall School - ELA: 60% tier 1; 25% tier 2; 15% tier 3 Overall School - Math: 40% tier 1; 40% tier 2; 20% tier 3 B. English Learner Progress Indicator (ELPI): 55% making progress towards English language proficiency	9% tier 2; +2% tier 3 Overall School - ELA: -2% tier 1; +5% tier -4% tier 3 Overall School - Math: -5% tier 1; -4% tier 2; -9% tier 3 B. English Learner Progress Indicator (ELPI): Percentage making progress towards English language proficiency: +9.2% increase
1.3	Priority 4: Student Achievement (Pupil Outcomes) A. Statewide assessments E.Percentage of English learner students who make progress toward English proficiency as measured by the English	Priority 4: Student Achievement A1. CAASPP: ELA • All: 43.8 below standard • Socioeconomically Disadvantaged: 58.6 below standard	Priority 4: Student Achievement A1.CAASPP: ELA (2024 CA Dashboard) • All: 51.8 points below standard	Priority 4: Student Achievement A1.CAASPP: ELA (2025 CA Dashboard) • All: 27.5 points below standard	Priority 4: Student Achievement A1.CAASPP: ELA • All: increase by 13 points annually • Socioeconomically	Priority 4: Student Achievement A1.CAASPP: ELA • All: Increased 16.3 • Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Proficiency Assessments for California (ELPAC) F. EL reclassification rate * B, C, D, G & H are not applicable to this school	• English Learners: 76.1 below standard -Hispanic: 53 below standard -White: 20.6 below standard -SWD: 127.7 below standard • LTEL: 7.14% (Level 3 & 4) A2. CAASPP: Math • All: 78.5 below standard • Socioeconomically Disadvantaged: 92.9 below standard • English Learners: 106.9 below standard -Hispanic: 87.7 below standard -White: 57.8 below standard -SWD: 156.7 below standard -LTEL 0% (Level 3 & 4) (2023 CA Dashboard) A3. CAST: -ALL: 18.28% (Level 3 & 4) -Socioeconomically Disadvantaged: 12.86%	(declined 8) • Socioeconomically Disadvantaged: 66.9 below standard (declined 14.1) • English Learners: 91.1 points below standard (declined 15) • Hispanic: 61.7 points below standard (declined 8.6) • White: 23.3 points below standard (maintained 2.7) • SWD: 140.3 points below	(increased 24.3) • Socioeconomically Disadvantaged: 40.8 below standard (increased 26.1) • English Learners: 55.1 points below standard (increased 35.9) • Hispanic: 37.8 points below standard (increased 23.8) • White: 9.6 points below standard (increased 13.7) • SWD: 99.8 points below standard	Disadvantaged: increase by 7 points annually • English Learners: increase by 5 points annually -Hispanic: increase by 3 points annually -White: increase by 5.5 annually -SWD: increase by 3 points annually. -LTEL 11% (Level 3 & 4) increase 8.5 points A2. CAASPP: Math • All: increase by 13 points annually • Socioeconomically Disadvantaged: increase by 7 points annually	Increased 17.8 • English Learners: Increased 21 • Hispanic: Increased 15.2 • White: Increased 11 • SWD: Increased 27.9 • LTEL: Decreased 7.14%; Increase 40.5 points A2. CAASPP: Math • All: Increased 5.5 • Socioeconomically Disadvantaged: Increased 3.9 • English Learners: Increased 6.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Level 3 & 4) -English Learners: 0% (Level 3 & 4) -Hispanic: 16.42% (Level 3 & 4) -White: 23.81% (Level 3 & 4) (2023-24 DataQuest) E. ELPAC: 15.19% LEVEL 4 (Well Developed) 41.77% LEVEL 3 (Moderately Developed) (2023-24 DataQuest) F. 15% of students reclassified (2024 Local Data)	standard (declined 12.6) • LTEL: 29.92% (NEW CA DASHBOARD: 83.3 points below standard (Level 3 & 4) A2. CAASPP: Math (2024 CA Dashboard) • All: 93.2 points below standard (declined 14.6) • Socioeconomically Disadvantaged: 106.9 points below standard (declined 14.1) • English Learners: 114.6	(Increased 40.5) LTEL: 0% (Level 3 & 4) 42.8 points below standard making progress (increase 40.5) points A2. CAASPP: Math (2025 CA Dashboard) • All: 73 points below standard (Increased 20.1) • Socioeconomically Disadvantaged: 89.9 points below standard (increased 17) • English Learners: 100.1 points below standard (increased 14.5)	• English Learners: increase by 5 points annually -Hispanic: increase by 3 points annually. -White: increase by 3 points annually. -SWD: increase by 3 points annually. -LTEL 6% (Level 3 & 4) increase by 13.7 points. A3. CAST: -ALL: 24% (Level 3 & 4) increase by 5 points. -Socioeconomically Disadvantaged: 18% (Level 3 & 4) increase by 10 points. -English Learners: 6% (Level 3 & 4) increase by 10 points. -Hispanic: 22% (Level 3 & 4) increase by 10 points. -White: 29% (Level	• Hispanic: Increased 0.7 • White: Increased 14.5 • SWD: Declined 4.9 • LTEL: Maintained 0%; Declined 33.6 A3. CAST (Science): • ALL: DataQuest: Declined 5.54%; CA Dashboard: 22.6 point Increase • Socioeconomically Disadvantaged: DataQuest: Declined 3.77%; CA Dashboar

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points below standard (declined 7.7) • Hispanic: 100.7 points below standard (declined 13) • White: 72 points below standard (declined 14.2) • SWD: 170.4 points below standard (declined 13.7) • LTEL: 15.47% ((New CA DASHBOARD: 123.7 points below (Level 3 & 4)) A3. CAST	• Hispanic: 87 points below standard (increased 13.8) • White: 43.3 points below standard (increased 28.7) • SWD: 161.6 points below standard (Increased 8.7) • LTEL: 0% (Level 3 & 4) 157.3 points (declined 33.6) (CA Dashboard) A3. CAST (Science) (DataQuest): • ALL: (DataQuest) 12.74 (Level 3 & 4) (-3.05); (CA Dashboar	3 & 4) increase by 10 points. E. ELPAC: 16% LEVEL 4 (Well Developed) 50% reach level 4. 50% LEVEL 3 (Moderately Developed) 25% reach level 3. 2023 DataQuest F. 17% of students reclassified	d: 17.7 point increase • English Learners: DataQuest: Maintined 0; CA Dashboard: 11.3 point increase • Hispanic: DataQuest: Declined 7.85%; CA Dashboard: 16.4 increase • White: DataQuest: Increased 1.19% CA Dashboard: 40.7 point increase • LTEL: Fewer Than 11 Students, No Differenc

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Science) (DataQuest): • ALL: (DataQuest) 15.79% (Level 3 & 4) (-1.41); (CA Dashboard) 23 points below standard (2.5 Point decrease) • Socioeconomically Disadvantaged: (DataQuest) 11.86% (Level 3 & 4) (-1); (CA Dashboard) 25.5 points below standard (2.2 points decrease) • English Learners: (DataQue	d) 45.6 science points below standard (increased 4 points) • Socioeconomically Disadvantaged: (DataQuest) 9.09% (Level 3 & 4) (-2.77); (CA Dashboard) 43.2 science points (increase 4.1 points) • English Learners: (DataQuest) 0% (Level 3 & 4) (0); (CA Dashboard) 39.4 science points (Increase		e Available E. ELPAC: • LEVEL 4 0.33% increase • LEVEL 3 3.06% increase F. 4% of students reclassified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			st) 0% (Level 3 & 4) (0); (CA Dashboard) 28.1 points below standard (0.1 point increase) • Hispanic: (DataQuest) 15.38% (Level 3 & 4) (-1.04); (CA Dashboard) 25.3 points below standard (3.9 point decrease) • White: (DataQuest) 20% (Level 3 & 4) (-3.81) (CA Dashboard): 14.7 points below standard	2.7 points) • Hispanic: (DataQuest) 8.57% (Level 3 & 4) (-6.81); (CA Dashboard) 41.7 science points (2.4 point increase) • White: (DataQuest) 25% (Level 3 & 4) (+5) (CA Dashboard): 55.4 points below standard (5.7 point increase) • LTEL: (DataQuest) Fewer than 11 Students (CA Dashboard): Fewer than 11 students		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(4.1 point increase) • LTEL: (CA Dashboard): 123.7 points below standard (15.5 point increase) E. ELPAC: • 12.16% LEVEL 4 (Well Developed) (-3.03) • 40.54% LEVEL 3 (Moderately Developed) (-1.23) F. 11% of students reclassified	(data not displayed) E. ELPAC: • 15.52% LEVEL 4 (Well Developed) • 44.83% LEVEL 3 (Moderately Developed) F. 11% of students reclassified		
1.4	Priority 8: Student Outcomes (Pupil Outcomes) A. Pupil outcomes if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable.	Priority 8: Student Outcomes A.iReady: Year one of implementation will be 2024-25. Baseline will be collected. B. ELPAC Interims: Year one of implementation will be 2024-25	Priority 8: Student Outcomes A) iReady ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade	A) iReady A) iReady ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade levels or more Below	Priority 8: Student Outcomes A.iReady: Target will be set in 2024-25 A) iReady (2024-2025) ELA: Tier 1 = On Grade Level or Above	Priority 8: Student Outcomes A) iReady ELA: Tier 1 = On Grade Level or Above Tier 2 = One Grade Level Below Tier 3 = Two grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2024 Local Data)	levels or more Below • K: 42% tier 1; 58% tier 2 - no tier 3 • 1st: 29% tier 1; 71% tier 2; 0% tier 3 • 2nd: 40% tier 1; 34% tier 2; 26% tier 3 • 3rd: 59% tier 1; 28% tier 2; 13% tier 3 • 4th: 31% tier 1; 42% tier 2; 27% tier 3 • 5th: 21% tier 1; 30% tier 2; 50% tier 3 • 6th: 20% tier 1; 30% tier 2; 50% tier 3	• K: 67% tier 1; 33% tier 2 - no tier 3 • 1st: 17% tier 1; 80% tier 2; 3% tier 3 • 2nd: 33% tier 1; 59% tier 2; 7% tier 3 • 3rd: 32% tier 1; 32% tier 2; 35% tier 3 • 4th: 35% tier 1; 50% tier 2; 15% tier 3 • 5th: 20% tier 1; 33% tier 2; 47% tier 3 • 6th: 32% tier 1; 21% tier 2; 47% tier 3 • 7th: 23% tier 1; 23% tier	Tier 2 = One Grade Level Below Tier 3 = Two grade levels or more Below • K: 50% tier 1; 50% tier 2 - no tier 3 • 1st: 50% tier 1; 50% tier 2; 0% tier 3 • 2nd: 50% tier 1; 40% tier 2; 10% tier 3 • 3rd: 65% tier 1; 25% tier 2; 10% tier 3 • 4th: 40% tier 1; 50% tier 2; 10% tier 3 • 5th: 40% tier 1; 30% tier 2; 30% tier 3 • 6th: 40% tier 1; 30% tier	levels or more Below • K: +25% tier 1; -25% tier 2; 0% tier 3 • 1st: -12% tier 1; +9% tier 2; +3% tier 3 • 2nd: -7% tier 1; +25% tier 2; -19% tier 3 • 3rd: -27% tier 1; +4% tier 2; +22% tier 3 • 4th: +4% tier 1; +8% tier 2; -12% tier 3 • 5th: -1% tier 1; +3% tier 2; -3% tier 3 • 6th: +12% tier 1; -9% tier 2; -3% tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 7th: 39% tier 1; 29% tier 2; 31% tier 3 • 8th: 29% tier 1; 23% tier 2; 47% tier 3 Math: • K: 39% tier 1; 61% tier 2; no tier 3 • 1st: 29% tier 1; 65% tier 2; 6% tier 3 • 2nd: 34% tier 1; 52% tier 2; 14% tier 3 • 3rd:34% tier 1; 52% tier 2; 29% tier 3 • 4th: 17% tier 1; 49% tier 2; 29% tier 3	2; 55% tier 3 • 8th: 39% tier 1; 25% tier 2; 35% tier 3 Math • K: 18% tier 1; 82% tier 2; 0%tier 3 • 1st: 29% tier 1; 57% tier 2; 14% tier 3 • 2nd: 29% tier 1; 57% tier 2; 14% tier 3 • 3rd: 13% tier 1; 60% tier 2; 27% tier 3 • 4th : 19% tier 1; 71% tier 2; 10% tier 3 • 5th : 33% tier 1; 33% tier	2; 30% tier 3 • 7th: 55% tier 1; 35% tier 2; 10% tier 3 • 8th: 55% tier 1; 35% tier 2; 10% tier 3 Math: • K: 50% tier 1; 50% tier 2; no tier 3 • 1st: 50% tier 1; 55% tier 2; 5% tier 3 • 2nd: 35% tier 1; 50% tier 2; 15% tier 3 • 3rd: 50% tier 1; 40% tier 2; 10% tier 3 • 4th: 40% tier 1; 40% tier	• 7th: -16% tier 1; -6% tier 2; +24% tier 3 • 8th: +10% tier 1; +2% tier 2; -12% tier 3 Math: • K: -18% tier 1; +21% tier 2; 0% tier 3 • 1st: 0% tier 1; -8% tier 2; +8% tier 3 • 2nd: -5% tier 1; +5% tier 2; 0% tier 3 • 3rd: -21% tier 1; +8% tier 2; -2% tier 3 • 4th: +2% tier 1; +22% tier 2; -19% tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• 5th: 17% tier 1; 39% tier 2; 52% tier 3 • 6th: 11% tier 1; 37% tier 2; 52% tier 3 • 7th: 19% tier 1; 33% tier 2; 50% tier 3 • 8th: 11% tier 1; 42% tier 2; 48% tier 3 Overall School - ELA: 34% tier 1; 35% tier 2; 32% tier 3 Overall School - Math: 22% tier 1; 47% tier 2; 31% tier 3 B. ELPAC Interims: Year one of implementation: Somewhat to moderate to well developed are	2; 33% tier 3 • 6th: 0% tier 1; 100% tier 2; 0% tier 3 • 7th: 11% tier 1; 22% tier 2; 67% tier 3 • 8th: 17% tier 1; 33% tier 2; 50% tier 3 Overall School - ELA: 32% tier 1; 40% tier 28 % tier 3 Overall School - Math: 17% tier 1; 43% tier 2; 40% tier 3 B. English Learner Progress Indicator (ELPI): 52.1% making progress (increase 9.2%) towards English language proficiency. B. ELPAC	2; 20% tier 3 • 5th: 40% tier 1; 40% tier 2; 20% tier 3 • 6th: 40% tier 1; 40% tier 2; 20% tier 3 • 7th: 40% tier 1; 40% tier 2; 20% tier 3 • 8th: 40% tier 1; 40% tier 2; 20% tier 3 Overall School - ELA: 60% tier 1; 25% tier 2; 15% tier 3 Overall School - Math: 40% tier 1; 40% tier 2; 20% tier 3 B. ELPAC Interims: Kinder: • Listening: 50%;	• 5th: +16% tier 1; -6% tier 2; -19% tier 3 • 6th: -11% tier 1; +63% tier 2; -52% tier 3 • 7th: -8% tier 1; -11% tier 2; +17% tier 3 • 8th: +6% tier 1; -9% tier 2; +2% tier 3 Overall School - ELA: -2% tier 1; +5% tier 2; -4% tier 3 Overall School - Math: -5% tier 1; -4% tier 2; +9% tier 3 B. ELPAC Interims: Kinder: • Listening: +63%; Reading: -7%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported out in %. Kinder: • Listening: 37%; Reading: 87%; Speaking: 74%; Writing: 37% First: • Listening: 100%; Reading: 100%; Speaking: 50%; Writing: 50% Second: • Listening: 90%; Reading: 70%; Speaking: 100%; Writing: 60% Third: • Listening: 100%; Reading: 70%; Speaking: 33%; Writing: 66%	Interims: Year one of implementation: Somewhat to moderate to well developed are reported out in %. Kinder: • Listening: 100%; Reading: 80%; Speaking: 83%; Writing: 80% First: • Listening: 75%; Reading: 75%; Speaking: 86%; Writing: 42% Second: (No EL Students) Third: • Listening: 43%; Reading: 29%; Speaking: 72%; Writing: 71% Fourth:	Reading: 90%; Speaking: 85%; Writing: 50% First: • Listening: 100%; Reading: 100%; Speaking: 65%; Writing: 65% Second: • Listening: 100%; Reading: 85%; Speaking: 100%; Writing: 75% Third: • Listening: 100%; Reading: 85%; Speaking: 50%; Writing: 85% Fourth: • Listening: 85%; Reading:	Speaking: +9%; Writing: +43% First: • Listening: -25%; Reading: -25%; Speaking: +36%; Writing: N/A Second: • No comparison (no EL students current year) Third: • Listening: -57%; Reading: -41%; Speaking: +39%; Writing: +5% Fourth: • Listening: +30%; Reading: -28%; Speaking: +29%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Fourth: • Listening: 70%; Reading: 28%; Speaking: 71%; Writing: 57% Fifth: • Listening: 80%; Reading: 90%; Speaking: 90%; Writing: 70% Sixth: • Listening: 99%; Reading: 33%; Speaking: 99%; Writing: 100% Seventh: • Listening: 87%; Reading: 50%; Speaking: 85%; Writing: 87% Eighth:	• Listening: 100%; Reading: 0%; Speaking: 100%; Writing: 33% Fifth: • Listening: 66%; Reading: 17%; Speaking: 67%; Writing: 33% Sixth: • Listening: 67%; Reading: 33%; Speaking: 83%; Writing: 100% Seventh: • Listening: 67%; Reading: 100%; Speaking: 100%; Writing: 100% Eighth:	50%; Speaking: 85%; Writing: 75% Fifth: • Listening: 95%; Reading: 100%; Speaking: 100%; Writing: 85% Sixth: • Listening: 100%; Reading: 50%; Speaking: 100%; Writing: 100% Seventh: • Listening: 100%; Reading: 75%; Speaking: 100%; Writing: 100% Eighth: • Listening: 95%; Reading: 50%;	Writing: -24% Fifth: • Listening: -14%; Reading: -73%; Speaking: -23%; Writing: -37% Sixth: • Listening: -32%; Reading: 0%; Speaking: -16%; Writing: 0% Seventh: • Listening: -20%; Reading: +50%; Speaking: +15%; Writing: +13% Eighth: • Listening: +5%; Reading: +53%; Speaking: -13%;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Listening: 83%; Reading: 33%; Speaking: 99%; Writing: 83%	• Listening: 88%; Reading: 86%; Speaking: 86%; Writing: 86%	Speaking: 100%; Writing: 95%	Writing: +3%

Goal Analysis [2025-26]

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

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

Overall, the actions associated with Goal 1 were substantially implemented as planned during the 2025–26 school year. The district provided supplemental supports for increased achievement through supplemental staff, instructional aides, technology resources, study trips, staff development opportunities, Professional Learning Community (PLC) collaboration time, and targeted supports for English Learners. These actions were designed to increase academic achievement, strengthen instructional practices, and support English language acquisition.

One substantive implementation adjustment occurred related to the use of Learning Recovery Emergency Block Grant (LREBG) funds. The district originally planned to utilize LREBG funds for Actions 1.1, 1.2, and 1.3. However, through ongoing monitoring of student needs and implementation progress, the district determined that the originally planned allocation for Action 1.1 (Supplemental Supports for Increased Achievement) was insufficient to fully address identified learning recovery needs. As a result, LREBG funds originally designated for Action 1.2 (New Teacher Induction Support) were redirected to Action 1.1 to provide additional supplemental student supports and curriculum resources that directly impacted student learning. Action 1.2 (Staff Development), New Teacher Induction services continued to be fully implemented; however, they were funded through Supplemental and Concentration Grant funds rather than LREBG funds. This adjustment allowed the district to maintain all planned services while directing learning recovery resources toward the area of greatest identified need. Action 1.3 (Instructional Support Aides) proved to be successful, as evident by CAASPP scores. Although iReady results were mixed, the instructional aides and school psychologist implemented the action as planned, providing students with individualized attention, classroom support, and increased opportunities for inclusive education.

Implementation successes were reflected in multiple student outcome measures. The district observed positive student growth across grade levels, with 78% of grade levels demonstrating growth in English Language Arts and 89% demonstrating growth in Mathematics on diagnostic assessments. California Assessment of Student Performance and Progress (CAASPP) results showed growth in English Language Arts across all reported student groups and growth in Mathematics for several student groups. English Learner outcomes also improved, with increases in students reaching ELPAC Levels 3 and 4 and additional students meeting reclassification criteria. LREBG-funded

supplemental instructional supports and instructional aide services were fully implemented and contributed to expanded intervention opportunities for students.

Challenges remain in sustaining consistent Tier 1 instructional growth across all grade levels. Although many grade levels demonstrated positive growth, overall schoolwide i-Ready results showed slight declines in Tier 1 performance in both English Language Arts and Mathematics. These results highlight the need to continue strengthening core instruction, curriculum alignment, data analysis practices, and Multi-Tiered System of Supports (MTSS) implementation to ensure all students have access to high-quality instruction and opportunities for academic success.

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

Following is an explanation of material differences between budgeted expenditures and estimated actual expenditures:

- Action 1.1: Supplemental Supports for Increased Achievement: Estimated actual expenditures were approximately 22% lower than budgeted expenditures. During the year, the district redirected Learning Recovery Emergency Block Grant (LREBG) funds originally planned for Action 1.2 to Action 1.1 in order to address identified student learning needs through additional supplemental instructional supports and curriculum resources. Despite this adjustment, actual expenditures remained below budget due to lower-than-anticipated costs associated with study trips, instructional supplies, curriculum purchases, and other supplemental support activities.

- Action 1.4: PLC Support: Estimated actual expenditures were approximately 12% lower than budgeted expenditures. This variance was primarily due to a reduction in available Title II funding and associated professional learning expenditures.

- Action 1.5: Increase Academic Achievement Support for English Learners: Estimated actual expenditures were approximately 26% lower than budgeted expenditures. This variance was primarily due to lower-than-anticipated costs associated with English Learner data management systems and related support services.

Additionally, during the year, the district adjusted the planned use of Learning Recovery Emergency Block Grant (LREBG) funds. Funds originally budgeted for Action 1.2 (New Teacher Induction Support) were redirected to Action 1.1 (Supplemental Supports for Increased Achievement) to address identified student learning needs and provide additional supplemental instructional supports and curriculum resources. New Teacher Induction services continued to be fully implemented utilizing Supplemental and Concentration Grant funding rather than LREBG funding.

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

Overall, the actions associated with this goal were effective in improving student academic outcomes, particularly in English Language Arts and English Learner achievement. CAASPP results demonstrated significant growth in English Language Arts, with all students increasing by 16.3 points, socioeconomically disadvantaged students increasing by 17.8 points, and English Learners increasing by 21 points. Mathematics performance also improved, with all students increasing by 5.5 points, socioeconomically disadvantaged students increasing by 3.9 points, and English Learners increasing by 6.8 points. While Long-Term English Learners maintained proficiency rates in mathematics

and experienced a decline in ELA proficiency, Dashboard results showed a positive increase of 40.5 points in ELA, indicating meaningful growth over time. English Learner outcomes further demonstrated the effectiveness of district supports, with the English Learner Progress Indicator increasing by 9.2 percentage points to 52.1% of students making progress toward English language proficiency. ELPAC results also improved, with increases in both Level 4 (Well Developed) and Level 3 (Moderately Developed) performance levels.

Based on these results, Actions 1.1, 1.2, 1.3, and 1.5 were effective. Investments in supplemental academic supports, staff development, instructional support aides, intervention services, and English Learner programs contributed to improved student outcomes on state assessments and language proficiency measures. The district reviewed the effectiveness of Learning Recovery Emergency Block Grant (LREBG) funded strategies implemented through Actions 1.1 and 1.3 and determined that these investments were effective in addressing identified learning recovery needs. Supplemental instructional supports, curriculum resources, and instructional aide services increased student access to intervention and targeted academic assistance, contributing to improved CAASPP performance and English Learner outcomes. Based on progress demonstrated through CAASPP, English Learner Progress Indicator (ELPI), and ELPAC results, the district determined that the overall LREBG strategy remains warranted. Additional English Learner services, including English Learner specialists, data management tools, and targeted professional development, also contributed to measurable growth in both ELPAC and ELPI outcomes.

Local i-Ready data presented a more mixed picture. Although several grade levels demonstrated notable growth and the percentage of students performing two or more grade levels below standard in English Language Arts decreased by 4 percentage points, overall Tier 1 performance declined slightly in ELA and mathematics. In mathematics, the percentage of students performing two or more grade levels below standard increased by 9 percentage points, indicating that achievement gaps remain and additional instructional refinement is needed. As a result, Action 1.4, PLC Supports, was only partially effective. While collaboration structures were established, the district identified a need to strengthen data analysis, progress monitoring, instructional alignment, and the use of assessment data to improve student outcomes more consistently across grade levels.

To address these needs, the district will continue to strengthen its Professional Learning Community (PLC) process through dedicated collaboration time focused on student data analysis, common assessments, instructional planning, curriculum alignment, and Multi-Tiered System of Supports (MTSS) implementation. Grade-level teams will use data to identify effective instructional strategies, monitor interventions, and coordinate academic and behavioral supports. Additionally, the district will refine and strengthen its investments in instructional quality and student engagement through professional development in the Science of Reading, evidence-based support strategies for English Learners, mathematics instruction, curriculum alignment, and high-quality instructional materials. These efforts are intended to build on the positive gains demonstrated in state assessment data while addressing areas of continued need identified through local assessment measures.

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

The district also reviewed the effectiveness of the Learning Recovery Emergency Block Grant (LREBG) funded strategy selected to address learning recovery needs. LREBG funds were utilized to support New Teacher Induction (Action 1.2). This action was originally selected to strengthen instructional capacity, support the implementation of effective instructional practices, and ensure that new teachers received the mentoring, coaching, and professional support necessary to effectively meet the academic needs of students.

A review of student achievement and English Learner performance data indicates that the district made meaningful progress toward improving student outcomes during the implementation period. CAASPP results improved in both English Language Arts and Mathematics for multiple student groups, English Learner Progress Indicator (ELPI) results increased, and ELPAC performance improved across multiple proficiency levels. While these outcomes cannot be attributed solely to New Teacher Induction, the district's review of student achievement, English Learner progress, and instructional implementation data indicates that continued investment in teacher development remains a reasonable and effective strategy for supporting learning recovery.

Based on the progress demonstrated through state and local data, the district determined that the overall LREBG strategy remains warranted and effective in supporting learning recovery efforts. However, local i-Ready data indicate that additional strengthening of Tier 1 instruction and mathematics achievement is still needed. As a result, the district will continue to refine professional learning opportunities, strengthen Professional Learning Community (PLC) processes, and support evidence-based instructional practices to ensure that gains in student achievement are sustained and expanded across all grade levels.

In the 2025–2026 LCAP, the District identified LREBG funding to support Actions 1.1, 1.2, and 1.3. After reviewing student needs and priorities, the District determined that moving forward into the 2026–2027 LCAP, LREBG funding will be utilized specifically to support Action 1.2.

Action 1.1 has been updated to reflect the instructional aide positions that support students through various activities, including iReady groups, supplemental technology support, instructional materials, and curriculum support.

Fiscal differences were noted in the following areas:
Actions 1.1 and 1.3: Decreased due to the redirection of salary positions.
Action 1.2: Increase due to professional development costs were added.
Action 1.5: The number of ELG meetings was reduced, resulting in lower associated costs.

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	Supplemental Supports for Increased Achievement	Providing students with supplemental support for increased achievement is essential because it helps address barriers to learning, promotes academic success, and ensures that all students have the opportunity to reach their full potential. Many students face challenges that can impede their academic progress, such as learning disabilities, language barriers, socioeconomic disadvantages, or inadequate support systems. Supplemental supports, such as tutoring, mentoring, academic	$252,688.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interventions, and enrichment programs, provide targeted assistance to help students overcome these challenges, build academic skills, and succeed in school. Ultimately, investing in supplemental supports for increased achievement helps close achievement gaps, promote equity in education, and ensure that all students have the opportunity to succeed. To address these needs we will provide some of the following but not limited to: • Library Aide (98%) • Instructional Aides 4 (3 FTE) • iReady • supplemental technology, materials, and curriculum • study trips; • supplemental teachers (stipends) • Technology Support Specialist (80%)		
1.2	Staff Development	Staff development in education is crucial as it equips educators with the latest teaching strategies, knowledge, and skills to effectively address diverse student needs in all grades and all core subject areas. For English Learners (EL), continuous professional development helps teachers adopt inclusive practices and innovative language instruction techniques. It also enables educators to better support foster children by understanding trauma-informed approaches and providing a stable, nurturing environment. Moreover, training can enhance teachers' ability to recognize and mitigate the challenges faced by economically disadvantaged students, ensuring equitable access to resources and opportunities for all learners. Supporting new teachers by providing NTI and mentorship opportunities is also a goal of Kit Carson to improve learning outcomes for students. Additionally, as a supplemental support for the 2026-27 SY, we will be adding Orton-Gillingham professional development and associated costs to be funded using LREBG funds ($31,015.00 est.). LREBG effectiveness will be measured via iReady reading results.	$85,236.00	Yes
1.3	Instructional Support (Title I Part A: Basic	Kit Carson believes providing instructional support aides in elementary schools is important for several reasons, including:	$66,020.00	No

Action #	Title	Description	Total Funds	Contributing
	Grants Low-Income & Neglected.	1) Individualized Attention: Instructional support aides help provide individualized attention to students, particularly those who may need extra assistance or have diverse learning needs. With smaller student-to-teacher ratios, aides can work closely with students to reinforce concepts, provide personalized instruction, and offer additional support to help them grasp challenging material. This individualized attention is crucial for promoting academic success, building confidence, and addressing learning gaps among elementary school students. 2) Classroom Support: Instructional support aides play a vital role in classroom support, helping teachers create a positive and productive learning environment. Aides can assist with tasks such as organizing materials, facilitating small group activities, and providing one-on-one support as needed. By assisting with routine tasks and providing additional support, aides allow teachers to focus more attention on instructional planning, differentiation, and meeting the diverse needs of their students. 3) Promoting Inclusive Education: Instructional support aides contribute to the promotion of inclusive education by providing support to unduplicated students and other diverse learners. Aides can work collaboratively with teachers to implement accommodations, modifications, and differentiated instruction to ensure that all students have access to the curriculum and can participate meaningfully in classroom activities. By fostering an inclusive learning environment where all students feel valued and supported, instructional support aides help promote equity and ensure that every child has the opportunity to succeed in school. 4) We recognize that students with disabilities are struggling. They will be a focus next school year. For effectiveness we will monitor CAASPP scores. Additionally, as a supplemental support for the 2026-27 SY, we will be adding: • Aides (1 aide, 0.5 FTE)		
1.4	PLC Support (Title II Part A: Improving Teacher Quality)	Our ongoing Professional Learning Communities (PLC) work is focused on monitoring data and assessing the effectiveness of student success initiatives. We will implement new practices with iReady and ELPAC interim assessments to enhance our monitoring efforts. We will closely track the effectiveness of these tools to ensure they contribute to student	$10,388.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement. Additionally, we will continue to monitor Students with Disabilities (SWD) in both ELA and Mathematics, providing targeted support to address this critical area of growth. This comprehensive approach aims to enhance educational outcomes and ensure all students receive the support they need to succeed. For effectiveness we will monitor iReady results.		
1.5	Increase Academic Achievement Support for English Learners	ELs: In order to increase academic achievement support and English Language acquisition for English Learners, it is essential to build on past professional development efforts and target our next steps in English Language Arts (ELA). Based on ELPAC scores, we see their biggest area of need are reading and writing domains. LTELS: Given the high number of Long Term English Learners in our district, we must prioritize language acquisition strategies that address their unique needs. We will use our ELL Specialist to target interventions for our LTELS. Professional development for educators will be key in equipping them with the necessary skills and knowledge to effectively support English Learners. By addressing both ELA and mathematics, we aim to foster a more inclusive and supportive learning environment that promotes academic success for all students. Based on ELPAC scores, we see their biggest area of need are reading and writing domains; however, listening shows an area where we will focus to make the greatest gains in a shorter period. ELs & LTELS: While focusing on ELA is crucial, we also recognize the importance of extending this support to mathematics, ensuring comprehensive academic development. As such, our ELL Specialist will be supporting & co-teaching to support and increase academic achievement through ELD strategies such as using ELPAC interim assessments in the areas of ELA, Math, and other academic support needs based on data. Based on pre and post tests of each group (ELs & LTELS) our ELL specialist will determine areas of need in relation to each student group and plan just-in-time lessons to best support student learning.	$114,813.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These combined efforts have been targeted to meet RED indicators for ELs in the following areas: ELA/MATH/ELPI. To address these needs we will provide some of the following but not limited to: • PD and supplies/materials to support English Language Acquisition • PD and supplies/materials for the continuation of acceleration of math; • EL Specialist • EL data management program Additionally, this action supports ELs in the area of ELA & Math (CAASPP) based on DA eligibility.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Educational Partner Support and Positive School Climate	Broad Goal

State Priorities addressed by this goal.

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.

Increasing educational partner support and fostering a positive school climate are crucial for enhancing student outcomes and overall school success. Strong partnerships with families, community organizations, and other stakeholders ensure that students receive comprehensive support, addressing academic, social, and emotional needs. A positive school climate, characterized by safety, respect, and inclusivity, promotes student engagement, reduces behavioral issues, and improves academic performance. These elements together create an environment where students feel valued and motivated, leading to higher attendance rates and lower dropout rates. Moreover, collaborative efforts among educational partners facilitate the sharing of resources and best practices, further enriching the educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parent Involvement (Engagement) A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site B. How the school district will promote parental participation in	Priority 3: Parent Involvement A. Parents of all Students: 7 events B. Parents of Unduplicated Students: additional resources at 0 events	Priority 3: Parent Involvement A. Parents of all Students: 10 events B. Parents of Unduplicated Students: additional resources at 2 events	Priority 3: Parent Involvement A. Parents of all Students: 10 events B. Parents of Unduplicated Students: additional resources at 2 events	Priority 3: Parent Involvement A. Parents of all Students: 10 events B. Parents of Unduplicated Students: additional resources at 2 events	Priority 3: Parent Involvement A. Parents of all Students: +3 B. Parents of Unduplicated Students: +2 C. Parents of Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	C. Parents of Students with exceptional needs: additional resources at 0 events (2024 Local Data)	C. Parents of Students with exceptional needs: additional resources at 2 events	C. Parents of Students with exceptional needs: additional resources at 2 events	C. Parents of Students with exceptional needs: additional resources at 2 events	exceptional needs: +2
2.2	Priority 5: Student Engagement (Engagement) A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates * D & E are not applicable to this school	Priority 5: Student Engagement A. School attendance rates: 94.72% (2024 Local Data Schoolwise) B. Chronic absenteeism rates: • All Students: 20.2% • Socioeconomically Disadvantaged(SED): 22.1% • EL: 14.3% • Hispanic: 21.6% • White: 17.4% • Students with Disabilities: 33.3% (2023 Dashboard Data) C. Middle school dropout rates: 0% (2024 Local Data Schoolwise)	Priority 5: Student Engagement A. School attendance rates: 94.86% B. Chronic absenteeism rates: • All Students: 17.5% • Socioeconomically Disadvantaged (SED): 19.5% • English Learners: 22.4% • Hispanic: 19.3% • White: 13.5% • Students with Disabilities: 21.6% C. Middle school	Priority 5: Student Engagement A. School attendance rates: 94.17% B. Chronic absenteeism rates: • All Students: 14.8% • Socioeconomically Disadvantaged (SED): 16.3% • English Learners: 19.4% • Hispanic: 17.1% • White: 9.1% • Students with Disabilities: 17.4%	Priority 5: Student Engagement A. School attendance rates: 96% B. Chronic absenteeism rates: • All Students: 12.2% • Socioeconomically Disadvantaged (SED): 12% • English Learners: 10% • Hispanic: 15% • White: 10% • Students with Disabilities: 15% C. Middle school dropout rates: 0%	Priority 5: Student Engagement A. School attendance rates: -0.55%. B. Chronic absenteeism rates: • All Students: Positive decrease of 5.4% • Socioeconomically Disadvantaged (SED): Positive decrease of 5.8% • English Learners: Negative Increase of 5.1% • Hispanic: Positive decrease of 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dropout rates: 0% C. Middle school dropout rates: 0%			• White: Positive decrease of 8.3% • Students with Disabilities: Positive decrease of 15.9% C. Middle school dropout rates: No change
2.3	Priority 6: School Climate (Engagement) A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	Priority 6: School Climate A. Pupil suspension rates: -All Students: 3.7% -SED: 3.8% -EL: 6% (2023 CA Dashboard) B. Pupil expulsion rates: 0% (2022-2023 DataQuest) C. Surveys Safety: • Students: 84.6% • Parents: 97.9% • Staff: 94.7% Connectedness: • Students: 98% • Parents: 95.8%	Priority 6: School Climate A. Pupil suspension rates: • All Students: 3.5% • SED: 4.2% • EL: 5.7% • SWD 7.3% (Added 2024-25 SY) B. Pupil expulsion rates: 0% C. Surveys Safety:	Priority 6: School Climate A. Pupil suspension rates: • All Students: 4% • SED: 5.6% • EL: 6.8% • SWD 8.5% (Added 2024-25 SY) B. Pupil expulsion rates: .81% C. Surveys Safety:	Priority 6: School Climate A. Pupil suspension rates: -All Students: 2.5% -SED: 2.8% -EL: 3% • SWD 3% (Added 2024-25 SY) B. Pupil expulsion rates: 0% C. Surveys Safety: • Students: 95% • Parents: 100%	Priority 6: School Climate A. Pupil suspension rates: • All Students: +0.3% increase • SED: +1.9% increase • EL: +0.8% increase • SWD: +1.2% increase from Year 1 Baseline B. Pupil expulsion rates: +0.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Staff: 94.7% (2024 Local Data)	• Students: 100% • Parents: 98% • Staff: 97% Connectedness: • Students: 100% • Parents: 95% • Staff: 94%	• Students: 100% • Parents: 95% • Staff: 84% (SEL Lessons) Connectedness: • Students: 100% • Parents: 95% • Staff: 94% (SEL Lessons)	• Staff: 100% Connectedness: • Students: 100% • Parents: 100% • Staff: 100%	C. Surveys Safety: • Students: +15.4% • Parents: -2.9% • Staff: -10.7% Connectedness: • Students: +2% • Parents: -0.8% • Staff: +0.7%
2.4	Priority 7: Course Access (Conditions of Learning) A. Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to individuals with exceptional needs	Priority 7: Course Access A, B, C.: MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: 2/4 • Systemic and Sustainable Change: 1.66/4 • Integrated Data System: 1/4 • Positive Behavioral Support: 2/4 (2024 Local Data)	MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: 2/4 • Systemic and Sustainable Change: 2.33/4 • Integrated Data System: 2/4	MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: 2/4 • Systemic and Sustainable Change: 3/4 • Integrated Data System: 3/4	Priority 7: Course Access • High-quality, Differentiated Classroom Instruction: 3/4 • Systemic and Sustainable Change: 3/4 • Integrated Data System: 3/4	MTSS Progression rubric self-assessment: • High-quality, Differentiated Classroom Instruction: no change • Systemic and Sustainable Change: +1 • Integrated Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Positive Behavioral Support: 2/4	• Positive Behavioral Support: 2/4	• Positive Behavioral Support: 3/4	System: +2 • Positive Behavioral Support: no change

Goal Analysis [2025-26]

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

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

Overall, the actions associated with Goal 2, including Learning Recovery Emergency Block Grant (LREBG) funded activities, were implemented substantially as planned. The district successfully provided supplemental staff, materials, mental health supports, student interventions, and school climate activities designed to foster a safe, supportive, and engaging learning environment. Planned attendance monitoring, family outreach, behavioral supports, and social-emotional learning opportunities were implemented throughout the year.

There were no significant differences between the planned actions and actual implementation. A key success was the continued provision of comprehensive student supports and interventions, which contributed to improvements in chronic absenteeism and student engagement. The district also continued implementation of Multi-Tiered Systems of Support (MTSS) practices to better coordinate academic, behavioral, and social-emotional interventions.

Challenges remain in fully developing and refining MTSS systems and ensuring consistent implementation of intervention and progress-monitoring practices across all grade levels. The district will continue strengthening MTSS structures, staff collaboration, and data-based decision making to improve student outcomes, school climate, and overall student success.

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

Following is an explanation of material differences between budgeted expenditures and estimated actual expenditures:

- Action 2.3: Learning Director (REAP): Estimated actual expenditures were approximately 13% higher than budgeted expenditures. This increase was primarily due to higher-than-anticipated salary and benefit costs associated with staffing, including adjustments resulting from negotiated compensation increases and related personnel expenses.

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

Overall, Actions 2.1, 2.2, and 2.3 were effective in making progress toward Goal 2. The district experienced positive outcomes in several areas related to student engagement, school climate, safety, and connectedness. Parent involvement increased across all student groups, demonstrating the effectiveness of family engagement efforts and expanded opportunities for participation. Chronic absenteeism decreased for all students, socioeconomically disadvantaged students, Hispanic students, White students, and students with disabilities, indicating that district efforts to improve attendance and student engagement were generally successful. Student, parent, and staff connectedness survey results also remained high, reflecting a positive school culture and strong relationships among educational partners.

Action 2.1, School Climate Support, including Learning Recovery Emergency Block Grant (LREBG) funded psychologist and mental health services, was partially effective based on improvements in chronic absenteeism and continued access to social-emotional and behavioral supports for students. The psychologist and support staff provided counseling, behavioral interventions, family outreach, and student support services designed to reduce barriers to learning and increase student engagement. These efforts likely contributed to the positive reductions in chronic absenteeism observed across most student groups. However, suspension rates increased slightly for all students and English Learners, and expulsion rates also increased, indicating that while supports are benefiting many students, additional work is needed to strengthen behavioral interventions, restorative practices, and Tier 2 and Tier 3 supports within the district's Multi-Tiered System of Supports (MTSS).

Action 2.2, Safety and Connectedness, was effective as evidenced by strong student, parent, and staff perceptions of connectedness and generally positive perceptions of school safety. Students continued to report very high levels of safety and connectedness, and parent survey results remained positive. These results suggest that schoolwide efforts to promote a safe, welcoming, and supportive learning environment continue to positively impact student experience and school climate. However, staff perceptions of safety declined from the previous year, indicating an area that will require additional attention moving forward.

Action 2.3, Learning Director Support, was effective in supporting the coordination and implementation of attendance, intervention, parent engagement, and student support systems. Through oversight of schoolwide programs, monitoring of student data, and support for intervention and attendance processes, this action contributed to the district's progress toward improved student engagement and school climate outcomes. Increased parent participation and improvements in chronic absenteeism suggest that systems-level supports and coordination efforts are helping strengthen implementation across the district.

Based on the available data, the actions associated with Goal 2 have generally been effective in improving student engagement, attendance, connectedness, and access to supports. The district will continue to build on these successes while strengthening behavioral supports, MTSS implementation, attendance interventions for English Learners, and strategies to improve staff perceptions of safety.

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.

As a result of the analysis of state and local data, Goal 2 will remain focused on improving school climate, student engagement, attendance, safety, and connectedness. Data reviewed during the Annual Update process demonstrated several positive outcomes. Chronic absenteeism decreased for all students and for key student groups, including socioeconomically disadvantaged students, Hispanic students, White students, and students with disabilities. School connectedness survey results remained positive among students, parents, and staff,

indicating that students continue to feel safe, supported, and connected to their school community. Parent engagement opportunities also increased through expanded communication, family events, and outreach efforts.

The district determined that Actions 2.1, 2.2, and 2.3 were generally effective in supporting a positive school climate and student engagement. In particular, Action 2.1, School Climate Support, which included Learning Recovery Emergency Block Grant (LREBG) funded psychologist services, demonstrated effectiveness in addressing student social-emotional and behavioral needs. The psychologist position was originally selected as an allowable use of LREBG funds to support student well-being, increase engagement, reduce barriers to learning, and address the social-emotional impacts of disrupted learning. A review of attendance, chronic absenteeism, suspension, school climate, and connectedness data indicates that these services contributed to improved student supports, increased access to mental health resources, and reductions in chronic absenteeism. The district therefore determined that the overall strategy remains effective and continues to address needs identified through the district's learning recovery needs assessment.

While the overall goal was effective, analysis of local data identified areas requiring additional attention. Attendance rates declined slightly, and suspension rates increased modestly for some student groups. These results suggest that although existing supports are benefiting many students, additional intervention and prevention strategies are needed for students experiencing ongoing attendance challenges, behavioral concerns, and social-emotional needs.

As a result, the district has refined Goal 2 actions for the coming year by strengthening attendance monitoring systems, increasing the use of data to identify students at risk of chronic absenteeism, expanding coordination between academic, behavioral, and mental health supports, and enhancing family outreach efforts. The district will continue psychologist and counseling supports while placing greater emphasis on early intervention, restorative practices, Multi-Tiered System of Supports (MTSS), and family engagement strategies designed to improve student attendance, reduce behavioral incidents, and maintain a positive school climate.

The district reviewed the effectiveness of the LREBG-funded psychologist services and determined that the strategy remains warranted based on progress demonstrated in chronic absenteeism, student connectedness, and access to social-emotional supports. The district will continue implementing and refining this approach to ensure that resources remain aligned to identified student needs and contribute to improved engagement, attendance, and overall student success.

Additionally, within the Metrics, goal/action 2.1 Updated DA Eligibility from Suspension to Chronic Absenteeism.

Fiscal increases were noted in Action 2.2 (Safety and Connectedness) due to increased costs associated with parent outreach supplies, safety supplies, and website expenses.

Action 2.1 has been updated to reflect the School Psychologist and LMFT MOU positions as contracted services. Additionally, a PE Aide position has been added to this action.

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	School Climate Support	School climate support is crucial in education because it fosters a safe and inclusive environment where students feel valued and respected, which is essential for their emotional and academic development. A positive school climate promotes better student engagement, reduces absenteeism, and enhances overall academic performance. Additionally, it supports the well-being of both students and staff, leading to a more cohesive and productive learning community. Ensuring a supportive school climate also helps in addressing and mitigating issues such as bullying and discrimination, creating a healthier and more equitable educational environment. To address these needs we will provide some of the following but not limited to: • Healthcare specialist & subs • MTSS structures and supplies • Teacher On Special Assignment (90%) • Learning Director (60%) • Stipends for broad courses of study & enrichment staff to include supplies • PE teacher (100%), PE Aide (100%, 0.61 FTE) • Safety & school climate supplies and devices • Psych & LMFT (MOU) This action supports ELs in the area of Chronic Absenteeism based on DA eligibility. Additionally, as a supplemental support for the 2026-27 SY, we will be continue staff support in the form of Psych and LMFT (MOU) to increase learning recovery results to be funded using LREBG funds ($56,490.00). LREBG effectiveness will be measured via suspension and chronic absenteeism rates results.	$620,300.00	Yes
2.2	Safety & Connectedness	Safety and connectedness in schools is crucial because it fosters a positive learning environment where students feel secure and supported. Safety ensures that students can focus on their studies, while connectedness promotes strong relationships between students, teachers, and staff, enhancing social and emotional development. These elements	$105,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are vital for academic success and overall well-being, helping students to thrive both personally and academically. Furthermore, a safe and connected school environment can reduce incidents of bullying and violence, contributing to a more inclusive and respectful community. To address these needs we will provide some of the following but not limited to: • SRO (98% FTE) Per staff survey 100% were in favor of an SRO on campus. Per parent/guardian survey 95% were in favor of an SRO on campus. Per student survey 96% were in favor of an SRO on campus. • Communication • Parent Involvement events & materials		
2.3	Learning Director (REAP)	Research supports the implementation of Multi-Tiered Systems of Support (MTSS) as an effective framework for enhancing school climate. By integrating academic, behavioral, and social-emotional supports, MTSS fosters a learning environment where students feel safe, supported, and connected. Studies have shown that schools employing MTSS strategies experience reductions in disciplinary incidents, improvements in student engagement, and enhanced perceptions of safety and belonging among students and staff. According to WestEd (2024), their report showed a significant reduction in behavior incidents and student absences. These positive outcomes emphasize the value of MTSS in promoting a holistic and supportive educational atmosphere. Reference: WestEd. (2024). The impact of multi-tiered system of supports (MTSS) on student outcomes: Evidence from California schools. https://drive.google.com/file/d/1RF90KNCwCUVgb-INI8QAcwsnKEnD5X7I/view?usp=drive_link We will measure effectiveness based on our growth in priority 7.	$36,038.00	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
$984,553.00	$98,599.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.630%	0.000%	$0.00	24.630%

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:** Supplemental Supports for Increased Achievement **Need:** After assessing the needs, conditions, and circumstances of our English Language Learners, and Low-Income students we learned: CAASPP: ELA	To address these gaps, Kit Carson will provide students with supplemental support for increased achievement is essential because it helps address barriers to learning, promotes academic success, and ensures that all students have the opportunity to reach their full potential. Many students face challenges that can impede their academic progress, such as learning disabilities, language barriers, socioeconomic disadvantages, or inadequate support systems. Supplemental supports, such as tutoring, mentoring, academic	The measurement for effectiveness will be: CAASPP: ELA • All: increase by 13 points annually • Socioeconomically Disadvantaged: increase by 7 points annually

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• All: 27.5 points below standard • Socioeconomically Disadvantaged: 40.8 below standard • English Learners: 55.1 points below standard CAASPP: Math • All: 73 points below standard • Socioeconomically Disadvantaged: 89.9 points below standard • English Learners: 100.1 points below standard **Scope:** LEA-wide	interventions, and enrichment programs, provide targeted assistance to help students overcome these challenges, build academic skills, and succeed in school. Ultimately, investing in supplemental supports for increased achievement helps close achievement gaps, promote equity in education, and ensure that all students have the opportunity to succeed. To address these needs we will provide some of the following but not limited to: Iready; Supplemental Technology material; study trips; additional teachers and instruction aides.	• English Learners: increase by 5 points annually CAASPP: Math • All: increase by 13 points annually • Socioeconomically Disadvantaged: increase by 7 points annually • English Learners: increase by 5 points annually
1.2	**Action:** Staff Development **Need:** After assessing the needs, conditions, and circumstances of our English Language Learners and Low-Income students we learned: CAASPP: ELA • All: 51.8 points below standard • Socioeconomically Disadvantaged: 66.9 below standard • English Learners: 114.6 below standard CAASPP: Math • All: 93.2 below standard	To address these gaps, staff development will be provided as it equips educators with the latest teaching strategies, knowledge, and skills to effectively address diverse student needs. For English Learners (EL), continuous professional development helps teachers adopt inclusive practices and innovative language instruction techniques. It also enables educators to better support foster children by understanding trauma-informed approaches and providing a stable, nurturing environment. Moreover, training can enhance teachers' ability to recognize and mitigate the challenges faced by economically disadvantaged students, ensuring equitable access to resources and opportunities for all learners.	The measurement for effectiveness will be: CAASPP: ELA • All: increase by 13 points annually • Socioeconomically Disadvantaged: increase by 7 points annually • English Learners: increase by 5 points annually CAASPP: Math • All: increase by 13 points annually • Socioeconomically Disadvantaged:

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
	• Socioeconomically Disadvantaged: 106.9 below standard • English Learners: 114.6 below standard **Scope:** LEA-wide	To address these needs we will provide some of the following but not limited to: • PD for iReady implementation • PD for Restorative practices; • PD for the continuation of acceleration of math with TCOE.	increase by 7 points annually • English Learners: increase by 5 points annually
2.1	**Action:** School Climate Support **Need:** After assessing the needs, conditions, and circumstances of our low-income (SED) and English Learner (EL) students we learned that: P6A. Pupil suspension rates: -All Students: 2% -SED: 2% -EL: less than 1% P5B. Chronic absenteeism rates: • All Students: 17.5% • SED: 19.5% • EL: 22.4% **Scope:** LEA-wide	To address these gaps, our focus on school climate support is crucial in because it fosters a safe and inclusive environment where students feel valued and respected, which is essential for their emotional and academic development. A positive school climate promotes better student engagement, reduces absenteeism, and enhances overall academic performance. Additionally, it supports the well-being of both students and staff, leading to a more cohesive and productive learning community. Ensuring a supportive school climate also helps in addressing and mitigating issues such as bullying and discrimination, creating a healthier and more equitable educational environment. To address these needs we will provide some of the following but not limited to: • Healthcare specialist & subs • MTSS structures and supplies • Student Specialist • Learning Director (60%) • Stipends for broad courses of study & enrichment staff to include supplies • PE teacher (95%) & supplies • Safety Supplies and devices	The measurement for effectiveness will be based on the following outcomes as seen in our Target for Year Three Outcome: P6A. Pupil suspension rates: • All Students: 2.5% • SED: 2.8% • EL: 3% P5B. Chronic absenteeism rates: • All Students: 12.2% • SED: 12% • English Learners: 10%
2.2	**Action:** Safety & Connectedness	To address these gaps, we will provide support for safety and connectedness measures because it	The measurement for effectiveness will be based

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: After assessing the needs, conditions, and circumstances of our low-income (SED) and English Learner (EL) students we learned that: P6A. Pupil suspension rates: -All Students: 2% -SED: 2% -EL: lesson than 1% P5B. Chronic absenteeism rates: • All Students: 17.5% • SED: 19.5% • EL: 22.4% **Scope:** LEA-wide	fosters a positive learning environment where students feel secure and supported. Safety ensures that students can focus on their studies, while connectedness promotes strong relationships between students, teachers, and staff, enhancing social and emotional development. These elements are vital for academic success and overall well-being, helping students to thrive both personally and academically. Furthermore, a safe and connected school environment can reduce incidents of bullying and violence, contributing to a more inclusive and respectful community. To address these needs we will provide some of the following but not limited to: • SRO (98% FTE) Per staff survey 100% were in favor of an SRO on campus. Per parent/guardian survey 95% were in favor of an SRO on campus. Per student survey 96% were in favor of an SRO on campus. • Communication • Parent Involvement events & materials	on the following outcomes as seen in our Target for Year Three Outcome: P6A. Pupil suspension rates: • All Students: 2.5% • SED: 2.8% • EL: 3% P5B. Chronic absenteeism rates: • All Students: 12.2% • SED: 12% • English Learners: 10%

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:**	To address these gaps, within the EL and LTEL groups we will:	Year 3 outcome will be: B. English Learner

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Increase Academic Achievement Support for English Learners **Need:** After assessing the needs, conditions, and circumstances of our English Learners we learned: P2: English Learner Progress Indicator (ELPI): 52.1% making progress (increase 9.2%) towards English language proficiency. P4: E. ELPAC: • 14.75% LEVEL 4 (Well Developed) • 44.26% LEVEL 3 (Moderately Developed) P4: CAASPP: • EL ELA CAASPP: 55.1 points below standard (increased 35.9) • EL Math CAASPP: 100.1 points below standard (increased 14.5) • LTEL ELA CAASPP: 42.8 points below standard making progress (increase 40.5) • LTEL Math CAASPP: 157.3 points below standard (declined 33.6 points) **Scope:** Limited to Unduplicated Student Group(s)	• ELs: work to increase academic achievement support for English Learners as it is essential to build on past professional development efforts and target our next steps in English Language Arts (ELA) and Math. Our ELL Specialist will be supporting & co-teaching to support and increase academic achievement through ELD strategies such as using ELPAC interim assessments in the areas of ELA, Math, and other academic support needs based on data. • LTELS: Given the high number of Long Term English Learners in our district, we must prioritize language acquisition strategies that address their unique needs. We will be looking at LTEL CAASPP data to determine their specific areas of need. While focusing on ELA is crucial, we also recognize the importance of extending this support to mathematics, ensuring comprehensive academic development. We will use our ELL Specialist to target interventions for our LTELS. • Professional development for educators will be key in equipping them with the necessary skills and knowledge to effectively support English Learners and LTELS based on need. • By addressing both ELA and mathematics, we aim to foster a more inclusive and supportive learning environment that promotes academic success for all students.	Progress Indicator (ELPI): 55% making progress towards English language proficiency E. ELPAC: • 16% LEVEL 4 (Well Developed) 50% reach level 4. • 50% LEVEL 3 (Moderately Developed) 25% reach level 3 P4: CAASPP: • EL ELA CAASPP: increase by 5 points annually • EL Math CAASPP: increase by 5 points annually • LTEL ELA CAASPP: increase by 8.5 points annually • LTEL Math CAASPP: increase by 13.7 points annually

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		To address these needs we will provide some of the following but not limited to: • PD to support English Language Acquisition • PD for the continuation of acceleration of math with TCOE; • EL Specialist.	

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.

The method used to determine the contribution of the action toward the proportional % was based on data from the California School Dashboard Target Setting Tool for LCAPs and SPSAs to help determine the metrics to monitor effectiveness. Based on this EL needs, these funds were allocated only to English learner students to meet their needs. We used the data shown below (updated for 2024-25) to determine needs for English Learners:
B. English Learner Progress Indicator (ELPI): 42.9% making progress towards English language proficiency
E. ELPAC:

- 12.16% LEVEL 4 (Well Developed)
- 40.54% LEVEL 3 (Moderately Developed)
- LTEL ELA CAASPP: 83.3 points below standard.
- LTEL Math CAASPP: 123.7 points below standard.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will be used as follows: In the past, we have used additional concentration grant funding to assist in avoiding the implementation of combination classes. Due to declining ADA, we have shifted this funding to continue providing instructional aide support through Action 1.1, which may otherwise have been completely removed.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,997,392.00	984,553.00	24.630%	0.000%	24.630%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,090,805.00	$87,505.00	$0.00	$112,446.00	$1,290,756.00	$902,365.00	$388,391.00

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	Supplemental Supports for Increased Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 year span	$153,438.00	$99,250.00	$252,688.00				$252,688.00	
1	1.2	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year Span	$24,011.00	$61,225.00	$54,221.00	$31,015.00			$85,236.00	
1	1.3	Instructional Support (Title I Part A: Basic Grants Low-Income & Neglected.	All	No				3 Year Span	$58,203.00	$7,817.00				$66,020.00	$66,020.00	
1	1.4	PLC Support (Title II Part A: Improving Teacher Quality)	All	No				3 Year Span	$9,009.00	$1,379.00				$10,388.00	$10,388.00	
1	1.5	Increase Academic Achievement Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Year Span	$108,313.00	$6,500.00	$114,813.00				$114,813.00	
2	2.1	School Climate Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Year Span	$508,290.00	$112,010.00	$563,810.00	$56,490.00			$620,300.00	
2	2.2	Safety & Connectedness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 Year Span	$5,063.00	$100,210.00	$105,273.00				$105,273.00	
2	2.3	Learning Director (REAP)	All	No				3 Year Span	$36,038.00	$0.00				$36,038.00	$36,038.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,997,392.00	984,553.00	24.630%	0.000%	24.630%	$1,090,805.00	0.000%	27.288 %	**Total:**	$1,090,805.00
								LEA-wide Total:	$975,992.00
								Limited Total:	$114,813.00
								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**	Supplemental Supports for Increased Achievement	Yes	LEA-wide	English Learners Low Income	All Schools	$252,688.00	
1	**1.2**	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,221.00	
1	**1.5**	Increase Academic Achievement Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$114,813.00	
2	**2.1**	School Climate Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$563,810.00	
2	**2.2**	Safety & Connectedness	Yes	LEA-wide	English Learners Low Income	All Schools	$105,273.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,600,875.00	$1,494,083.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplemental Supports for Increased Achievement	Yes	$347,085.00	$271,027.00
1	**1.2**	Staff Development	Yes	$67,056.00	$68,959.00
1	**1.3**	Instructional Support Aides (Title I Part A: Basic Grants Low-Income & Neglected.	No	$186,523.00	$173,254.00
1	**1.4**	PLC Support (Title II Part A: Improving Teacher Quality)	No	$10,185.00	$9,009.00
1	**1.5**	Increase Academic Achievement Support for English Learners	Yes	$179,641.00	$132,497.00
2	**2.1**	School Climate Support	Yes	$682,173.00	$707,534.00
2	**2.2**	Safety & Connectedness	Yes	$92,989.00	$92,162.00
2	**2.3**	Learning Director (REAP)	No	$35,223.00	$39,641.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,021,289.00	$1,211,531.00	$1,099,579.00	$111,952.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Supports for Increased Achievement	Yes	$344,392.00	$259,542.00		
1	1.2	Staff Development	Yes	$35,056.00	$66,459.00		
1	1.5	Increase Academic Achievement Support for English Learners	Yes	$179,641.00	$132,497.00		
2	2.1	School Climate Support	Yes	$559,453.00	$550,183.00		
2	2.2	Safety & Connectedness	Yes	$92,989.00	$90,898.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,928,103.00	$1,021,289.00	0%	26.000%	$1,099,579.00	0.000%	27.993%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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