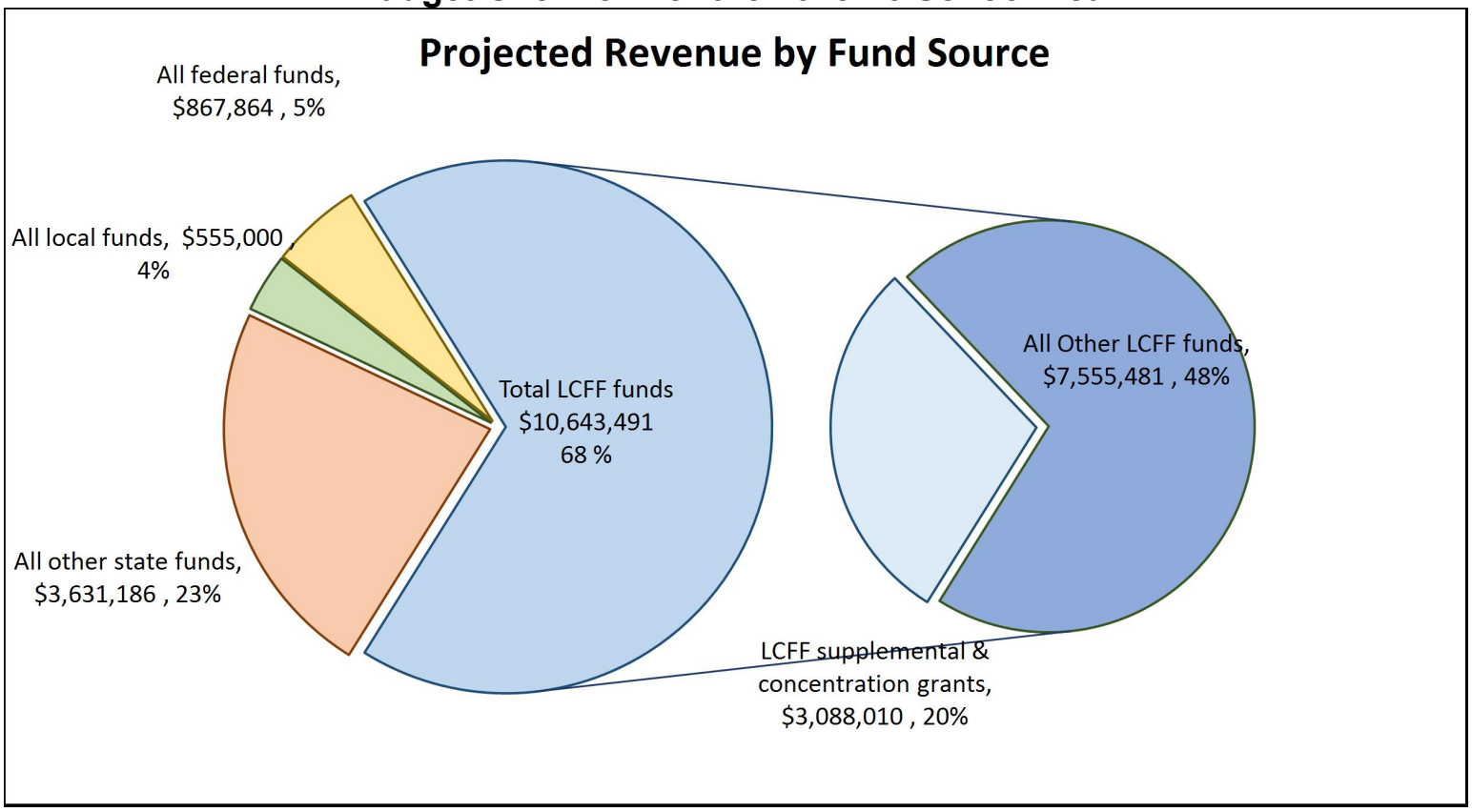
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Strathmore Union Elementary School District
CDS Code: 54721570000000
School Year: 2025-26
LEA contact information:
Lily Shimer
Superintendent
lshimer@suesd.k12.ca.us
559-568-1283

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 2025-26 School Year

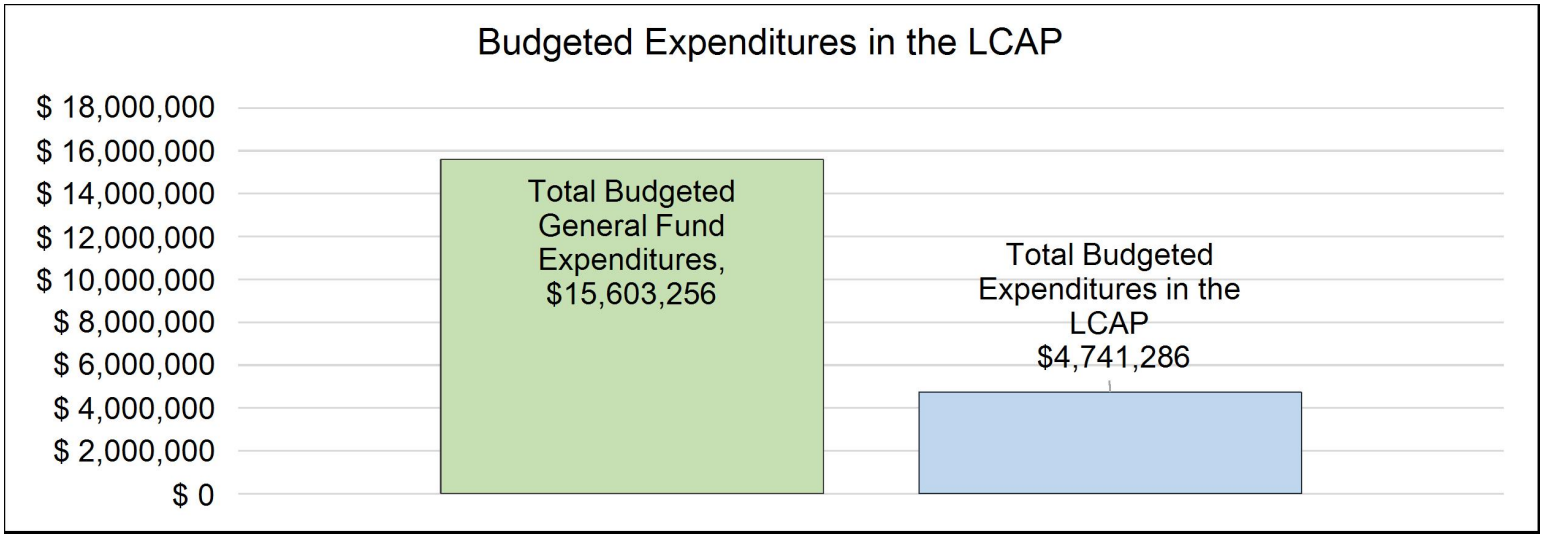


This chart shows the total general purpose revenue Strathmore Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Strathmore Union Elementary School District is $15,697,541, of which $10,643,491 is Local Control Funding Formula (LCFF), $3,631,186 is other state funds, $555,000 is local funds, and $867,864 is federal funds. Of the $10,643,491 in LCFF Funds, $3,088,010 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 Strathmore Union Elementary School District plans to spend for 2025-26. 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: Strathmore Union Elementary School District plans to spend $15,603,256 for the 2025-26 school year. Of that amount, $4,741,286 is tied to actions/services in the LCAP and $10,861,970 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

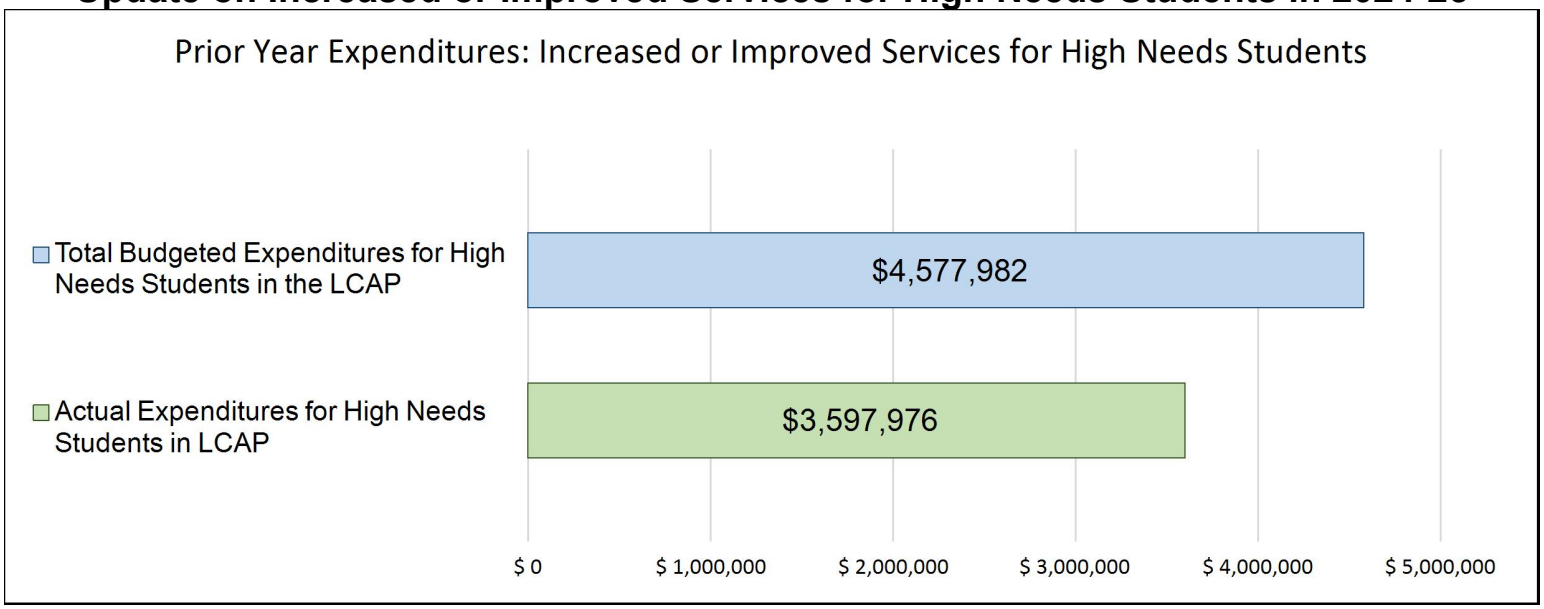
Other expenditures not coded to LCAP are as follows: transportation, utilities, the majority of all salaries classified and certificated, general maintenance, lottery, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Strathmore Union Elementary School District is projecting it will receive $3,088,010 based on the enrollment of foster youth, English learner, and low-income students. Strathmore Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Strathmore Union Elementary School District plans to spend $3,726,025 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 2024-25



This chart compares what Strathmore 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 Strathmore 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 2024-25, Strathmore Union Elementary School District's LCAP budgeted $4,577,982 for planned actions to increase or improve services for high needs students. Strathmore Union Elementary School District actually spent $3,597,976 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $980,006 had the following impact on Strathmore Union Elementary School District's ability to increase or improve services for high needs students:

There were no material differences that impacted the actions in services of the overall increase and or improved services for high-need students. The district had no material differences at year end.

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
Strathmore Union Elementary School District	Lily Shimer Superintendent	lshimer@suesd.k12.ca.us 559-568-1283

Plan Summary [2025-26]

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.

Strathmore is an unincorporated community in eastern Tulare County, located near the western slopes of the Sierra Nevada Mountains in the San Joaquin Valley. Major industries include diversified farming and the raising of subtropical fruits. Large packing houses employ many community members. Several small businesses exist, including a ladder factory and a Dollar General store. Strathmore Union Elementary School District, one of the largest small school districts in Tulare County, is a single school district with a California State Preschool.

Strathmore Union Elementary State Preschool is located at 22898 Avenue 198. It is licensed to serve 42 students ages 2 through 5 in two sessions: a morning session and an afternoon session. The state preschool employs a director, one teacher who holds proper certification, and instructional aides to ensure compliance with a 1:8 adult-to-student ratio. The preschool works closely with county programs, including the Migrant Education program.

Strathmore Elementary School is divided between two sites, with one County-District-School (CDS) code. Strathmore Elementary School, located at 23024 AVE 198 in Strathmore, houses our TK through 4th grade students. Strathmore Middle School, located at 19840 Orange Belt Drive in Strathmore, houses our 5th through 8th-grade students. In total, the schools serve approximately 700 students in grades transitional kindergarten through eight. With approximately 93.7% of the students qualifying as socioeconomically disadvantaged, the seventh highest percentage in Tulare County (https://www.cde.ca.gov/sp/cd/ci/neighborhoodschoolelig.asp), the district participates in the Community Eligibility Provision for nutrition services, allowing all students to receive free breakfast and lunch. English Learners comprise 41.3% of our population. The school has a small population of foster youth and students who are currently unhoused. Each campus has a principal responsible for the oversight of their campus.

While Strathmore Community Day School remains an open school site, no staff or students have been placed there since 2017-18. The District opted to run the program as a self-contained classroom on the Middle School site, keeping the ability to re-open CDS as an option. This allowed staff to serve all of the students on campus as appropriate, rather than limiting services to just a few students. This model worked well and will be continued into the future.

All students receive core standards-based curriculum instruction from their classroom teachers. Auxiliary services to students who need and qualify for these services include the following: intensive reading tutoring provided by a certificated teacher in the learning lab (the reading specialist) and aides; regular resource specialist program; and regular speech services. Both campuses share a social worker; each has its own school counselor. Both campuses offer an after-school program (HEART in grades K-6 and EDGE in grades 7 and 8), focusing on raising literacy and numeracy learning levels and assuring positive academic and social outcomes for students and families in our community. Grade-level tutoring is also offered for students needing extra help in a specific standard. Furthermore, the District provides summer and other intervention classes for students, including specific programs for migrant students. Through ELO-P, the district also provides an additional 30 days of instructional activities each year, taking place on some Saturdays and during school breaks and summer vacation.

Our local community is impacted by a high unemployment level of 10-11% (https://ycharts.com/indicators/tulare_county_ca_unemployment_rate), approximately double the level of unemployment statewide in California and much higher than the national average of 3-4% (US Bureau of Labor Statistics). Our community has always been welcoming to immigrants, which is reflected in the migrant population of our students increasing from 11% in 22-23 to over 17% in 23-24 (https://www.ed-data.org/district/Tulare/Strathmore-Union-Elementary).

Reflections: Annual Performance

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

This year's 2024 Dashboard results highlight several areas of growth and continued progress for Strathmore Union Elementary. Notably, the All Student group demonstrated measurable improvement across multiple indicators. In Mathematics, the ALL student group's performance increased 3.3 points with the overall distance from standard score of 84.9 points below standard (Yellow). In English Language Arts, we increased 4.8 Points with the overall distance from a standard score of 45.8 points below standard (Yellow). In Suspensions, saw a reduction in the overall rate, with All Students improving be showing the decline of 0.8%; 3.7% suspended at least one day (Yellow) In Chronic Absenteeism with the ALL student group, we saw the improvement of the decline of 4.3%, 16.3% of the students (Yellow) were absent 10% or more of the school year. We did see a decline in our English Learner Progress, with a decrease of 18.2%; 42.7% are identified as making progress (Red) toward English language proficiency.

While the overall gains are encouraging, subgroup data reveal disparities that will continue to inform our support strategies.

Disparities in ELA CAASPP Performance Indicate Need for Additional Support. These results reveal persistent performance gaps—particularly for LTELs and SWDs—that warrant targeted academic interventions and instructional support.

-English Learners (ELs): Scored 61.8 points below standard (Maintained in the Low level, Orange status) with minimal improvement (+1.9 points).

-Long-Term English Learners (LTELs): Performed significantly worse at 91.7 points below standard (Declined in the Very Low level, Red status), showing a 12.4-point drop from the previous year.
-Students with Disabilities (SWDs): Scored the lowest at 125.5 points below standard (Improved in the Very Low level, Orange status), though they made a 7.1-point gain.

CAASPP Math Results Reveal Significant Equity Gaps. These results underscore critical disparities in math achievement and signal an urgent need for targeted, data-informed interventions for these high-need student populations.
-Socioeconomically Disadvantaged Students: Scored 88.8 points below standard, with Low performance and Orange status, showing no improvement.
-Hispanic Students: Scored 86.1 points below standard, also in the Low level with Orange status and no change from the previous year.
-Students with Disabilities: Scored 167.7 points below standard, in the Very Low performance level with a Red status, and declined significantly.
-Long-Term English Learners: Scored 131 points below standard, remaining in the Very Low level with Red status and no improvement.

Chronic Absenteeism Remains High for Students with Disabilities Despite Improvement. While progress has been made, the persistently high rate signals a continued need for focused attendance interventions and support services.

Students with Disabilities have a 28.1% chronic absenteeism rate, which is still classified as High with an Orange status. This group showed a notable improvement, with a 13.8 percentage point decline, impacting 15 students.

Suspension Rate Concerns for Key Student Groups. These trends point to behavioral support needs among specific student populations and call for targeted interventions to address root causes and reduce exclusionary discipline practices.
Long-Term English Learners (LTELs): The suspension rate increased to 11.8%, placing the group at the very high level with a red status. This reflects a 2 percentage point increase, affecting six students.
White Students: Suspension rate rose to 7.4%, also in the Very High level with a Red status, showing a 5.7 percentage point increase.

English Learner Progress declined. These results indicate a troubling downward trend in English language development for both current and long-term English Learners, highlighting the need for strengthened ELD instruction and targeted language support.
English Learners (ELs): Only 42.7% progress toward English proficiency, a decline of 18.2 percentage points, placing the group in the Red performance level.
Long-Term English Learners (LTELs): While a higher 58.5% are making progress, this group also declined by 15.7 percentage points, resulting in an Orange status.

2023 Dashboard "Reds" Performance:
English Language Arts: Students with Disabilities
Math: English Learners
Chronic Absenteeism: Students with Disabilities

The 2024–25 Annual Needs Assessment survey, administered to students in grades 3–8, staff, and families, revealed several encouraging trends. A strong majority—71%—reported a positive school climate, and 57% of respondents shared that students feel safe at school. Additionally, 75% felt that families and students are meaningfully connected, and 63% responded positively about the quality of academic instruction and available supports. Feedback regarding services for English Learners was also favorable, with 63% expressing confidence in the support provided. One clear area for growth emerged around family engagement: only 32% reported that family input was welcomed and responded to, highlighting a vital opportunity to strengthen two-way communication and responsiveness across the district.

Although the district progressed in several key areas, continued attention and support are needed for our most vulnerable student groups. Based on the performance of Students with Disabilities as reported on the 23-24 dashboard, we continued to focus on them for year 2. We also qualified for year 2 of technical assistance. Our Technical Assistance eligibility for the academic indicator was met with a Red indicator for ELA and an Orange for Math. Students with Disabilities scored low (RED) in the categories of Chronic Absenteeism and English Language Arts. We started working with the Tulare County Office of Education (TCOE) to receive technical assistance for SUESD beginning last spring.The team began the work of continuous improvement by creating an aim with these primary drivers and actions. The aim is to increase student academic achievement CAASPP Scores by 10 points for our SWD. The primary drivers were the schedule, attendance, student confidence, math achievement, and reading achievement. The secondary drivers were building capacity for instructional aides, processes, structures, models, learning progressions, and cross-grade level collaborations. They chose to focus on reading and math achievement via cross-grade level collaborations with the change idea to incorporate ideas from students. They chose to gather street data by shadowing some chosen students with IEPs and then to capture empathy interviews, beginning the PDSA cycle.

Learning Recovery and Emergency Block Grant
SUESD has unexpended LREBG funds for the 2025-26 school year.
LREBG funded actions may be found in Goal 1, Action 6. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Technical Assistance eligibility for academic indicator was met with a Red indicator for ELA and an Orange for Math. We qualified for technical assistance for the 23-24 school year because we scored low (RED) in Chronic Absenteeism and English Language Arts. We started working with the Tulare County Office of Education (TCOE) to receive technical assistance for SUESD beginning last spring. The team began the work of continuous improvement by creating an aim with these primary drivers and actions. We aim to increase student academic achievement CAASPP Scores by 10 points for our SWD. The primary drivers were the schedule, attendance, student confidence, math achievement, and reading achievement. The secondary drivers were building capacity for instructional aides, processes, structures, models, learning progressions, and cross-grade level collaborations. They chose to focus on reading and math achievement via cross-grade level collaborations with the change idea to incorporate ideas from students. They chose to gather street data by shadowing some chosen students with IEPs and then to capture empathy interviews, beginning the PDSA cycle.

Students with Disabilities (SWD) showed improvement on the California School Dashboard, moving from Red to Orange in both Chronic Absenteeism and English Language Arts. However, this group remains in the Red status for Mathematics. In its second year of receiving Differentiated Assistance from the Tulare County Office of Education (TCOE), SUESD continued its continuous improvement journey by setting an aim to increase CAASPP scores for SWD by 10 points. The primary drivers of this work included student schedules, attendance, academic confidence, and achievement in both math and reading. Secondary drivers focused on building capacity in instructional aides, improving instructional structures, and fostering cross-grade level collaboration. The team prioritized math and reading instruction through collaborative planning and incorporated student voice using street data gathered from shadowing and empathy interviews. One key strategy implemented was shifting toward a “strategy over answer” instructional approach in math, supported by professional development and the use of manipulatives. As a result, this student group exceeded the aim, showing a 13.5-point gain on the CAASPP.

For Long-Term English Learners (LTELs), performance remained in the Red for both Math and ELA, qualifying SUESD for a first-year Differentiated Assistance cycle with TCOE focused on equity. A Continuous Improvement for Equity (CIE) team was formed, including district, site, and community school representatives. This team engaged in a comprehensive needs analysis using empathy interviews, EL student data, stakeholder input (from School Site Council and DELAC), and an EL Roadmap analysis. The resulting aim is:
“By August 2025, the Elevate Platform will integrate all EL data sets to enable educators to differentiate instruction and improve outcomes, while fostering engagement with educational partners.” SUESD’s Theory of Improvement for Long-Term English Learners aims to establish an integrated data system to monitor EL progress, inform instruction, and strengthen engagement with educational partners. Key drivers include data access, teacher data literacy, ELD-aligned lesson planning, and family engagement, supported by strategies like implementing Ellevation, embedding data reflection in teacher planning, and improving communication of EL student assets and needs. The district adopted the Ellevation platform through a three-year contract approved at the April 2025 board meeting to support this work.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (inclusive of Certificated Bargaining Unit)	Provided the union leadership (SETA) with the opportunity to provide specific input to the LCAP on 5/12/2025. Teachers were also included in the Survey given in March/April 2025. Teachers are also included in the makeup of the School Site Council (SSC). They met on these dates: 1/13/25, 2/10/25, 3/10/25, 4/14/25, and 5/12/25. The English Learner Advisory Committee met on the same dates as SSC, but also met on 12/9/24. The optional PAC meetings were 5/12/25 and 5/15/25. One teacher representative was included with the PTO. The PTO meetings were on the following dates during the 24-25 school year: 9/25, 10/9, 1/8, 2/5, 3/5, 4/2, 5/7, and 6/4.
Principals	The principals' voice was included in the March/April 2025 Survey. Principals are also included in the makeup of the School Site Council, the Parent Advisory Committee, and the English Learner Advisory Committee on these dates: 12/9/24, 1/13/25, 2/10/25, 3/10/25, 4/14/25, and 5/12/25. Principal input was included during leadership meetings on 1/23/25, 2/13/25, and 4/9/25. Principals are included in the PTO meetings during the 24-25 school year: 9/25, 10/9, 1/8, 2/5, 3/5, 4/2, 5/7, and 6/4.
Administrators	Administrators' voice was included in the March/April 2025 Survey. Administrators are also included in the makeup of the School Site Council, the Parent Advisory Committee, and the English Learner Advisory Committee on these dates: 12/9/24, 1/13/25, 2/10/25,

Educational Partner(s)	Process for Engagement
	3/10/25, 4/14/25, and 5/12/25. Their input was included during leadership meetings on 1/23/25, 2/13/25, and 4/9/25.
Other School Personnel (inclusive of Classified Bargaining Unit)	The local classified union leadership was provided an opportunity to provide specific input to the LCAP on 5/12/25 for an in-person meeting LCAP Presentations that were during the SSC and DELAC meetings on 1/13, 2/10, 3/10, 4/14 and 5/12. Additionally, the other PAC meeting was offered on Zoom on 5/14 in the evening to encourage more participation. Their voice was also included in the survey given in March and April 2025.
Parents	PTO meetings on the following dates: 9/25, 10/9, 1/8, 2/5, 3/5, 4/2, 5/7, and 6/4. . Parents are also included in the School Site Council and the district English Learner Advisory Council. Their meeting dates were: 1/13/25, 2/10/25, 3/10/25, 4/14/25, and 5/12/25. The English Learner Advisory Committee met on the same dates as SSC, but also met on 12/9/24. The optional PAC meetings were 5/12/25 and 5/15/25. LCAP components were included in every meeting. The needs analysis was discussed during 3/10/25 meeting. PAC meetings were held on 5/12/25 in the morning and were combined with DELAC and SSC. An additional Zoom meeting was on 5/15/25 to review and advise on LCAP. All of these groups include parents of English Learners, parents of students with disabilities, and are open to parents of foster youth and students who are currently unhoused. Because of the makeup of our school, many parents will also have children in the socioeconomically disadvantaged group of students. Parents were also included in responding to the Annual Needs Assessment in March and April 2025. Those responding self-identified as having a student belonging to all the previously listed groups, except Foster Youth and Homeless Youth.
Students	In March and April, all students in grades 3-8 were invited to respond to the Annual Needs Assessment. A total of 356 responses were recorded from students in grades 3 through 8. This was an increase of 119 students. This represented 79% of students enrolled. We did include the option to self-identify as an English Learner. We did not ask specifically about their disabilities, but general questions about

Educational Partner(s)	Process for Engagement
	teachers supporting their learning needs. We did not ask them to identify as socioeconomically disadvantaged, but since 95% of our students fall into that category, most of the responses would be from that group.
Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC)	These were offered in the morning and evening on 5/12 in person and then in the evening of 5/12 on Zoom. The PAC team consisted of our SSC, DELAC, three parents of students with disabilities, and four middle school student representatives. Three of those were RFEP and one of them has an IEP. PAC included our SSC and the additional parent member(s) and student representatives. Superintendent responded in writing to any questions brought up during these final LCAP input sessions.
SELPA/ Site Based Resource Teachers	These educators are considered part of our staff. Their input is sought at site-based meetings, IEPS, staffing, etc. They were included in the surveys sent out to staff. They were included in the DOSE meetings on August 25, October 6, November 3, December 5, February 2, March 2, April 13, and June 1.

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

Data was gathered through surveys, meetings, and informal discussions, incorporating input from the School Site Council, Parent Advisory Committee (PAC), both certificated and classified bargaining units, classified staff, parents/guardians, and students. Feedback from the survey revealed several encouraging trends. A substantial majority—71%—reported a positive school climate, and 57% of respondents shared that students feel safe at school. Additionally, 75% felt that families and students are meaningfully connected, and 63% responded positively about the quality of academic instruction and available supports. Feedback regarding services for English Learners was also favorable, with 63% expressing confidence in the support provided. One clear area for growth emerged around family engagement: only 32% reported that family input was welcomed and responded to, highlighting an important opportunity to strengthen two-way communication and responsiveness across the district. The EL learner roadmap tool showed a couple of strengths noted after internal analysis: Strengths: - School climates and campuses are affirming, inclusive, and safe. Schools value and build strong family and school partnerships. An opportunity: Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each content area. (Consulting, Coaching, and Planning). The needs assessment discussion at SSC and DELAC revolved around the need for more differentiated supports for their students and better communication regarding their students' English Learner level based on ELPAC. They were unclear about home language surveys, reclassification requirements, and the process. They also expressed their passion for intervention, especially at the middle school.

The input gathered from these groups yielded the following information that helped create our 25-26 school year goals. The district will prioritize targeted academic and engagement strategies to address the most pressing equity gaps revealed through data and stakeholder feedback. In Action 1.2, scaffolded math instruction continues to be implemented for English Learners in response to red Dashboard

performance, incorporating bilingual supports, visuals, and peer interaction to make content more accessible. For Students with Disabilities who continue to struggle in English Language Arts, Action 1.5 will enhance inclusive practices by equipping general education teachers with tools to support MTSS-based progress monitoring. Action 1.6 will utilize LREBG funds to increase access to standards-aligned materials and intervention tools, particularly for upper elementary students needing differentiated support. To strengthen the English Learner program overall, Action 2.2 will provide targeted professional development aligned with ELD standards, ELPAC testing, and reclassification processes to ensure students progress in both language and content. Finally, in response to very high chronic absenteeism among Students with Disabilities, Action 3.1 will bolster tiered support systems through expanded counselor outreach, family engagement, and proactive strategies to build student connection and campus belonging.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Through a variety of learning and enrichment activities, students will demonstrate growth towards meeting or exceeding standards in English/Language Arts (ELA) and mathematics (MATH). In addition, students who are English Learners (EL) will demonstrate progress in developing English Language Proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our educational partners have agreed that student achievement and learning is the top goal of our school district which can best be achieved through curricular and extracurricular enrichment activities. The only Dashboard metric in 2023 that did not improve for the All Student Group was ELA, which declined overall by 1.6 points (Distance From Standard or DFS). Because Students with Disabilities received the lowest performance level (RED) with their decline of 9.9 points in ELA, a specific action will be written to address this group within this goal. The English Learner student group declined 0.8 points, putting them in the lowest performance level (RED). Because of this, a specific action will be written to address this group within this goal

Although ELs declined in performance on the CAASPP ELA and MATH tests, overall, English Learner Progress was up 16.4% (BLUE on the Dashboard). Our educational partners identify this as a success and want to continue to provide support to our EL students, including those identified as Long Term English Learners (LTELs).

On the 2024 dashboard, our white students with disabilities subgroup declined by 14%. We need to continue our focus on academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP-ELA Growth Data Source: CA Dashboard	2022-2023	2023-2024		2026-2027 Target	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA Performance Results: All Students -50.6 points or more below standard Hispanic -50.2 points below standard English Learners -63.7 points below standard Socio-Economically Disadvantaged -51.6 points below standard Students with Disabilities -132.6	ELA Performance Results: All Students -45.8 points or more below standard Hispanic -46.7 points below standard English Learners -61.8 points below standard Socio-Economically Disadvantaged -48.9 points below standard Students with Disabilities -125.5 points below standard		ELA Performance Results: All Students -41.6 points below standard (3 points per year) Hispanic -38.2 points below standard (4 points per year) English Learners -51.7 points below standard (4 points per year) Socio-Economically Disadvantaged -39.6 points below standard (4 points per year) Students with Disabilities -117.6 points below standard (5 points per year)	ELA Performance Results: All Students -45.8 points below standard (improved 4.9 points) Hispanic -46.7 points below standard (improved 3.6 points) English Learners -61.8 points below standard (improved 1.9 points) Socio-Economically Disadvantaged -48.9 points below standard (improved 2.7 points) Students with Disabilities -125.5 points below standard (increased 7.2)
1.2	CAASPP-Math Growth	2022-23	2023-24		2026-2027 Target	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard	Math Performance Results: All Students -88.2 points below standard Hispanic -88.1 points below standard English Learners -97.8 points below standard Socio-Economically Disadvantaged -89.9 points below standard Students with Disabilities -151 points below standard	Math Performance Results: All Students -84.9 points below standard Hispanic -86.1 points below standard English Learners -92.5 points below standard Socio-Economically Disadvantaged -88.8 points below standard Students with Disabilities -167.7 points below standard		Math Performance Results: All Students -79.2 points below standard (3 points per year) Hispanic 76.1 points below standard (4 points per year) English Learners -82.8 points below standard (5 points per year) Socio-Economically Disadvantaged -80.9 points below standard (3 points per year) Students with Disabilities -139 points below standard (4 points per year)	Math Performance Results: All Students -84.9 points below standard (improved 3.3) Hispanic -86.1 points below standard (improved 2.0) English Learners -92.5 points below standard (improved 5.3) Socio-Economically Disadvantaged -88.8 points below standard (improved 1.1) Students with Disabilities -167.7 points below standard (declined 16.7)
1.3	English Learner Reclassification Data Source: CALPADS Data Source Updated: Aeries	2022-2023 Reclassification rate- 21%	2023-2024 Reclassification rate- 20% 2024-2025		2026-2027 Target 31% or higher (set in 2022-23)	Declined 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reclassification rate-17%		Updated Target (2024-25): Maintain 21% or higher	
1.4	English Learner Progress Indicator Source: CA Dashboard	2022 CA Dashboard English Learner Progress Indicator-44.5%	2023 CA Dashboard English Learner Progress Indicator-60.9% 2024 CA Dashboard English Learner Progress Indicator-42.7%		2026-2027 Target English Learner Progress Indicator-65% or higher (growth of 1.6% per year)	Declined 18.2%
1.5	Exiting 3rd Graders reading at or above grade level Data Source: STAR Renaissance Place Report	2023-24 Exiting 3rd Graders Reading at or above grade level- 53.16%	2024-25 As of January 2025, 49.3% are on track to be proficient.		2026-2027 Target 60.0% of exiting 3rd grade students (growth of 2% per year)	2025-2026 As of January 2025, exiting 3rd graders proficiency level declined 3.86%
1.6	Students' Proficiency in Reading Data Source: STAR Renaissance Place Report	2023-24 34% of all 3rd-8th grade students are identified as proficient in reading on the STAR's "State Student's State Proficiency in Reading" Report	Metric Removed		2026-2027 Target 43% of students will be proficient (growth of 3% a year)	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Students' State Proficiency in Math Data Source: STAR Renaissance Place Report	2023-24 Spring STAR 17% of all 3rd-8th grade students are identified as proficient in math.	Metric Removed		2026-2027 Target 29% of students will be proficient (growth of 4% a year)	N/A
1.8	Sufficiency of Materials Data Source: Board Resolution of Sufficiency of Materials	2023-24 100% of students had sufficient access to instructional materials.	2024-25 100% of students had sufficient access to instructional materials.		2026-2027 Target Maintain 100% of students having access to instructional materials.	2024-2025 0% difference-maintaining
1.9	Student Access to Broad Course of Study-Local Indicator Report Data Source: Board Meeting Agenda	2023-24 100% of students had sufficient access to a broad course of study.	2024-25 100% of students had sufficient access to a broad course of study.		2026-2027 Target Maintain 100% of students having access to broad course of study.	2024-2025 0% difference-maintaining
1.10	Implementation of Academic Standards-Local Indicator Report (Self Report) Data Source: Board Meeting Agenda Data Source Updated: CDE Reflection Tool	2023-24 LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Score of 3 (initial implementation) in all areas, including English Language Arts, English Language	2024-25 LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Score of 4 (full implementation) in		2026-2027 Target LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: -Score of 4 (full implementation) in	2024-2025 LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: increased one level in 3/5 areas.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Development, Math, History, and Next Generation Science. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks: Score of 4 (full implementation) in all areas, including English Language Arts, English Language Development, Math, History, and Next Generation Science. LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):	areas including English Language Arts, English Language Development, Math. Score of 3 in History and Next Generation Science. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks: Score of 4 (full implementation) in all areas including English Language Arts, English Language Development, Math, History and Next Generation Science. LEA's progress in implementing policies or		all areas including English Language Arts, English Language Development, Math, History and Next Generation Science. LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks: -Score of 4 (full implementation) in all areas including English Language Arts, English Language Development, Math, History and Next Generation Science. LEA's progress in implementing policies or programs to support staff in identifying areas	LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks: Maintained level LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): maintained level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Score of 3 (initial implementation) in all areas, including English Language Arts, English Language Development, Math, History, and Next Generation Science.	programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): Score of 3 (initial implementation) in all areas including English Language Arts, English Language Development, Math, History and Next Generation Science.		where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing): -Score of 4 (full implementation) in all areas including English Language Arts, English Language Development, Math, History and Next Generation Science.	
1.11	Student Participation in Extra Enrichment Opportunities	2023-2024	Metric Removed		2026-2027 Target	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local School Data Base	32.5% student participation rate			44.5% student participation rate (4% growth per year)	
1.12	Enrichment Opportunities for students per semester Data Source: ELOP and Community Schools Reports	2024-25 35 extra enrichment opportunities after school hours for students	N/A		2026-2027 Target 37 extra enrichment opportunities (6% growth (3% per year)	2024-25 was Baseline year. No comparable data available.
1.13	Renaissance English Language Arts Proficiency Data Source: Parsec Dashboard	2024-2025 33.1% proficient	N/A		2026-2027 Target 35.1% proficiency (1% a year; equivalent of 5 students a year)	2024-25 was Baseline year. No comparable data available.
1.14	Renaissance Math Proficiency Data Source: Parsec Dashboard	2024-2025 19.3% proficient	N/A		2026-2027 Target 23.3% proficiency (2% a year; equivalent of 5 students a year)	2024-25 was Baseline year. No comparable data available.

Goal Analysis [2024-25]

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.

Instructions: 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. (Must include any instance where the LEA did not implement a planned action.

Goal 1. Through various learning and enrichment activities, students will demonstrate growth towards meeting or exceeding standards in English/Language Arts (ELA) and mathematics (MATH). In addition, students who are English Learners (EL) will demonstrate progress in developing English Language Proficiency.

1.1 Maintain Additional Staff to Support Student Achievement.
Contributing Metrics: 1.1, 1.2, 1.13,1.14
We were able to implement this action fully. No challenges were encountered with the implementation of this action.

1.2 Provide Support Services for EL Students to Help Improve MATH Scores: (Provide additional in-classroom and out-of-classroom support, including additional instructional aide time and before, during, and/or after-school tutoring services for EL students. This could include an after-school English language class for newcomers. This Action addresses the 2023 Dashboard Red color performance result for English Learners in the area of math.)
Contributing Metrics used: 1.2, 1.3, and 1.4
We were able to implement some support services, particularly the in-class support. However, due to limited staff availability, we found it difficult to provide extra out-of-class support, such as tutoring. We did not have the personnel to provide the language class. On a positive note, parenting courses were implemented through the community schools program.

1.3 Improve/Increase Enrichment Opportunities: (Support such things as academic teams, clubs, after-school activities, theater, evening enrichment programs, whether on or off campus, field trips, SCICON (Science Camp), TCOE-sponsored events, re-designation parties, electives, AVID, and family events on campus. Transportation expenses are to be included for events that may require student transportation to participate in such events.)
Contributing Metrics: 1.12
We were able to implement this action fully. No challenges were encountered with this action.

1.4 Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level: (Provide additional in-classroom and out-of-classroom support, including additional instructional aide time and before, during, and/or after school tutoring services for K-3 students identified as needing additional support.)
Contributing Metrics: 1.5 and 1.13
We were able to implement the action as planned. We implemented our new AirReading Intervention program to utilize our support staff and technical resources. No challenges were encountered with the implementation of this action.

1.5 Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores: (Provide additional in-classroom and out-of-classroom supplemental support, including additional instructional aide time and before, during, and/or after-school tutoring services for students with disabilities. Provide additional training to classroom teachers on working with students with disabilities. This Action addresses the 2023 Dashboard Red color performance result for Students with Disabilities in the area of ELA.)
Metrics: 1.1, 1.2, 1.5, 1.13, 1.14
We were able to implement several components of this action. However, due to limited staff availability, we found it difficult to provide extra out-of-class support.

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

There was a significant increase in spending for Action 1.2. Some of the funds originally planned for Action 2.2 (English Learner Professional Development) were redirected to strengthen Math support, as this was identified as an area of greater student need. We also invested in additional aide support staff to provide targeted pull-out language support for English Learners, as well as in team planning days and instructional manipulatives to improve classroom instruction. In addition, we implemented new data programs, Parsec and ELLevation, to equip instructional staff with the tools to analyze student data and guide instruction for all students, with a particular focus on meeting the needs of English Learners. For Action 1.3, with the extra funds for our Expanded Learning Opportunities Program, we were able to expand enrichment opportunities for students beyond what was offered in the previous year.

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

Action 1.1 Maintain Additional Staff to Support Student Achievement- Effective
Contributing Metrics: 1.1, 1.2, 1.13,1.14
Evidence: Maintaining additional staff (instructional aides, intervention teachers, counselors, social worker, psychologist, technology support, nurse, tutoring services, Curriculum Director, and summer school) has had a measurable impact on student achievement. On CAASPP ELA, All Students improved by +4.8 points, with Students with Disabilities gaining +7.1 points—the most significant subgroup growth. On CAASPP Math, English Learners gained +5.3 points, the strongest growth of any subgroup. While SWD declined in Math 16.7 points, the overall trend supports the continued investment in additional staff to strengthen academic and social-emotional support systems. Moving forward, targeted math interventions for SWD will be prioritized.

Action 1.2 Provide Support Services for EL Students to Help Improve Scores-Mixed Effectiveness
Contributing Metrics: 1.2, 1.3, and 1.4
Evidence: Providing targeted support services for English Learners, including additional instructional aide time, small-group math intervention, and bilingual supports, was partially effective. EL students showed the most significant CAASPP Math gains, +5.3 points, demonstrating that scaffolding and intervention efforts were impactful. However, the English Learner Progress Indicator (ELPI) declined by –18.2%, indicating slower growth in language acquisition. Educational partners' feedback highlighted the value of videos, vocabulary supports, and peer interaction, but also emphasized the need for more professional development in integrating academic language into math.

Action 1.3 Improve/Increase Enrichment Opportunities-Effective
Contributing Metrics: 1.12
Evidence: Expanding enrichment opportunities through ELOP and Community Schools funding has significantly improved student engagement and school climate. Multiple new programs were offered, including academic teams, AVID, electives, theater, SCICON, TCOE events, sports, and family engagement nights. Surveys show strong participation and satisfaction, particularly in sports, electives, and artistic programs. Enrichment has strengthened relationships between schools and families while supporting student academic and social growth.

Action 1.4 Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level: Ineffective

Contributing Metrics: 1.5 and 1.13
Evidence: Support services for K–3 students reading below grade level had a limited impact. Overall reading proficiency on STAR exam for exiting 3rd graders declined by –3.86% (January 2025). The AIR Reading Program provided targeted after-school support for 20 high-need students and showed promise, but the scale was too limited to shift districtwide outcomes. Expanded, sustained literacy interventions will be required to meet the district's priority of all students reading by grade 3.

Action 1.5 Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores: Partially Effective
Contributing Metrics: 1.1 and 1.13
Evidence: Supplemental supports for Students with Disabilities (SWD) in CAASPP ELA produced significant subgroup growth, +7.1 points, moving performance into Orange. This was one of the strongest gains across all subgroups and was supported by in-class interventions, counselor/social worker collaboration, and professional development with TCOE's Differentiated Assistance team. All Students (+4.8), Hispanic (+3.5), English Learners (+1.9), and SED (+2.7) also improved, suggesting broader system benefits. However, limited staffing for tutoring and intervention constrained impact, and SWD remain significantly below standard. Additional investment in differentiation tools, MTSS systems, and targeted PD will be required to sustain and accelerate progress.

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.

Modify Metrics:
1.3 Update Source: Aeries. Easier to calculate.
1.3 Updated Data: based on a new source.
1.3 Updated Target: modified to be more realistic.
1.4 Updated Data to include missing Dashboard year. Difference (progress) is measured between 2023 and 2024 Dashboard years. Baseline not factored in the difference.
Metrics 1.3 and 1.4 reported two years in the year 1 outcome to allow for reporting the most recent data while accounting for all years since the baseline was established.
1.10 Changed data source from Board meeting agenda to CDE self-reflection tool

Remove Metrics:
Metric 1.6- Students' Proficiency in Reading: STAR Renaissance Place Report (data source: STAR Renaissance Place Report)-This report is insufficient to show proficiency towards mastery. We will no longer use this metric.
Metric 1.7—Students' Proficiency in Reading: STAR Renaissance Place Report (data source: STAR Renaissance Place Report). This report is insufficient to show proficiency toward mastery. We will no longer use this metric.
Metric 1.11 Student Participation in Extra Enrichment Opportunities (data source: Local School Database)-This is difficult to track accurately since we cannot capture sign-in sheets at all events. We created a different measure to track enrichment.

New Metrics:
Metric 1.12 Enrichment Opportunities for Students (data source: ELOP and Community Schools Reports). This will track the number of opportunities we provide annually.

Metric 1.13 Renaissance English Language Arts Proficiency (data Source: Parsec). This report is a more accurate measurement using our data platform service.
Metric 1.14 Renaissance Math Proficiency (data Source: Parsec). This report is a more accurate measurement using our data platform service.

Modify Actions:
Action 1.1 Removed metrics 1.6 and 1.7; added 1.13 and 1.14
Action 1.2 Add this to the description: "Scaffold Math instruction with specific language supports."
Action 1.3 Removed 1.11; Added metric; 1.12
Action 1.4 Removed 1.6; Added 1.13
Action 1.5 Removed 1.6; Added 1.13

Added Actions:
Action 1.6 Provide Supplemental Tools for Differentiation. This will added to allow us to track and monitor the use of our LREBG funds specifically.

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	Maintain Additional Staff to Support Student Achievement	Maintain/Additional Instructional Aides, Teachers to Reduce Class Load, Provide Learning Lab (Intervention Classes), Support Services such as Nurse, Tutoring Services, District Director (to support Foster, Homeless and at-risk Students), Psychologist Services, Social Worker Services, School Counselor Services, Additional Technology Support, Increased Teaching Time, Summer School.	$3,546,892.40	Yes
1.2	Provide Support Services for EL Students to Help Improve MATH Scores.	Provide additional in-classroom and out-of-classroom support, including additional instructional aide time and before, during, and/or after-school tutoring services for EL students. This could include an after school English language class for newcomers.This Action addresses the 2023 Dashboard Red color performance result for English Learners in the area of math. Scaffold Math instruction with specific language supports.	$220,517.60	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Improve/Increase Enrichment Opportunities	Support such things as academic teams, clubs, after-school activities, theater, evening enrichment programs whether on or off campus, field trips, SCICON (Science Camp), TCOE sponsored events, redesignation parties, electives, AVID and family events on campus. Transportation expenses are to be included for events that may require student transportation to participate in such events.	$151,048.00	Yes
1.4	Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level.	Provide additional in-classroom and out-of-classroom support, including additional instructional aide time and before, during, and/or after school tutoring services for K-3 students identified as needing additional support.	$125,000.00	Yes
1.5	Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores.	Provide additional in-classroom and out-of-classroom supplemental support, including additional instructional aide time and before, during, and/or after-school tutoring services for students with disabilities. Provide additional training to classroom teachers on working with students with disabilities. This Action addresses the 2023 Dashboard Red color performance result for Students with Disabilities in the area of ELA.	$75,000.00	Yes
1.6	Implement Differentiation Strategies and Multi-Tiered Systems of Support through Instructional Tools, Professional Development, and Personnel	Utilize LREBG funds to strengthen differentiation and Multi-Tiered Systems of Support (MTSS) through a combination of evidence-based instructional tools (e.g., manipulatives, curricular resources, intervention platforms), professional development, and personnel supports. Funds may be used to provide training and coaching for teachers and instructional aides on using these tools effectively to meet IEP goals, support classroom instruction, and hire or assign staff to deliver targeted interventions and progress monitoring. This investment will build districtwide capacity to track and monitor academic growth, use data to inform instruction, and provide timely, tiered interventions. The overall use of LREBG funds in 2025–26 will be guided by a focus on differentiation and equity, aligned to LCAP metrics 1.1, 1.2, 1.4, and 1.5. These investments will help ensure all students receive the support they need to thrive academically.	$33,000.00	No

Action #	Title	Description	Total Funds	Contributing
		After reviewing the 2023–24 California School Dashboard results and conducting a districtwide needs assessment, it is evident that literacy development must be prioritized, particularly for English Learners, socioeconomically disadvantaged students, and Students with Disabilities—all of whom continue to perform significantly below standard in English Language Arts. National studies confirm that these subgroups experienced the steepest literacy declines during the pandemic (Kuhfeld, Soland, & Lewis, 2022), and early intervention in reading by Grade 3 is strongly associated with long-term academic success (Fiester, 2010, Annie E. Casey Foundation). As a result, LREBG funds will support targeted literacy interventions with staff, training, and resources that promote evidence-based instructional practices that build foundational reading skills for these groups. In mathematics, Students with Disabilities declined by 9.6 points, underscoring the need for continued support. Hispanic and socioeconomically disadvantaged students also remain a priority. Research shows that manipulatives and explicit strategy instruction significantly improve conceptual understanding and achievement for struggling learners (Carbonneau, Marley, & Selig, 2013). Investments will therefore include tools, professional development, and staff who support and promote effective, differentiated math instruction grounded in these evidence-based practices. Our English Language Progress Indicator (ELPI) declined by 1.8%, reinforcing the urgency to enhance instruction for English Learners. According to the National Academies of Sciences, Engineering, and Medicine (2017), explicit language development embedded in content instruction accelerates EL progress and narrows achievement gaps. To address this, we will provide professional development, instructional resources, and staff who will support the facilitation of language acquisition and academic achievement better. This action aligns with allowable LREBG uses, including instructional tools, professional development, staffing, and data systems. Research consistently demonstrates that MTSS frameworks improve student outcomes by ensuring early identification, data-driven supports, and tiered interventions (Center on Multi-Tiered System of Supports, 2021).		

Action #	Title	Description	Total Funds	Contributing
		Furthermore, sustained professional learning for educators has been shown to directly increase student achievement (Darling-Hammond, Hyler, & Gardner, 2017), and additional instructional personnel embedded in tiered systems significantly improve intervention effectiveness for Students with Disabilities and English Learners (Gersten et al., 2009; National Center on Intensive Intervention, 2020). We plan to use $1.1 million over the next three years, with $33,000 of LREBG funding allocated for the 2025–26 school year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure that all teachers and staff receive high-quality professional development to effectively deliver instruction and provide comprehensive support to meet the diverse needs of all students.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Given the data from CAASPP, it is evident that the district's performance in English Language Arts (ELA) saw a significant decline, with all student sub-groups showing a drop in scores. Specifically, Students with Disabilities showed the most concerning decline (9.9 points, RED), followed by English Learners (6.7 points, ORANGE), Hispanics (1.2 points, ORANGE), and Socioeconomically Disadvantaged students (0.1 points, ORANGE). These performance declines indicate that targeted support is needed to address the learning gaps, particularly for Students with Disabilities' scores in ELA and English Learners with Math, both of whom qualified the district for Technical Assistance. Additionally, the district's Needs Assessment survey, which included input from staff, students, and families, identified Professional Development as a top priority. Teachers and staff themselves see the need for further training and support to improve instructional practices and better serve their students. Professional development is a key factor in addressing the specific needs of underperforming sub-groups, it will empower teachers to implement evidence-based strategies, leading to improved outcomes across the district, particularly for the most vulnerable student populations.

2024-25
Based on 2024–25 performance data and stakeholder input, Goal 2 remains essential to improving outcomes for underperforming student groups. While Students with Disabilities made significant ELA gains (+13.5 points), they declined sharply in Math (–19.1 points). English Learners improved in Math (+5.7 points) but showed limited growth in ELA (+2.6 points), and their English Learner Progress Indicator declined by 18.2%. Surveys identified professional development as a top priority, with educators requesting more training on strategies to support English Learners, Students with Disabilities, differentiated instruction, and effective use of new instructional tools. Continued investment in high-quality, equity-focused professional development will build staff capacity to address diverse student needs and close achievement gaps districtwide.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers are appropriately assigned. Data Source-Board Report of the latest Data Quest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Source Updated: Teaching Assignment Monitoring Outcomes Priority 1 Data File on CDE Website	2022-23 100% of our teaching staff is appropriately assigned for the subject area and for pupils that they are teaching	2023-2024 100% of our teaching staff is appropriately assigned for the subject area and for pupils that they are teaching		2026-2027 Target Maintain 100% appropriately assigned.	2024-2025 100% of our teaching staff is appropriately assigned for the subject area and for pupils that they are teaching (no change)
2.2	Teachers are fully credentialed for the subject area and the pupils they teach. Data Source- Board Report of the latest Data Quest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent Source Updated: Teaching Assignment Monitoring Outcomes Priority 1 Data File on CDE Website	2022-23 100% of our teaching staff is fully credentialed for the subject area and for pupils they are teaching	2023-2024 100% of our teaching staff is fully credentialed for the subject area and for pupils they are teaching		2026-2027 Target 97% or more will be fully credentialed for the subject area and the pupils they are teaching	2025-2025 100% of our teaching staff is fully credentialed for the subject area and for pupils they are teaching (no change)
2.3	English Learner Progress Indicator Source: CA Dashboard	2022 CA Dashboard	2023 CA Dashboard		2026-2027 Target English Learner Progress Indicator	Declined 18.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Progress Indicator- 44.5%.	English Learner Progress Indicator- 60.9% 2024 CA Dashboard English Learner Progress Indicator- 42.7%		65% or higher (growth of 1.6% per year)	
2.4	English Learner Reclassification Data Source: CALPADS Report Data Source Updated: Aeries	2022-2023 Reclassification rate- 21%	2023-2024 Reclassification rate -20% 2024-2025 Reclassification rate- 17%		2026-2027 Target 9% or higher (growth of 2% per year)	Declined 3%
2.5	Percentage of Long-term English Learners (LTEL) Data Source: CA Dashboard Data Source Updated: DataQuest	2022-2023 Long-term English Learners percentage- 12.9%	2023-2024 Long Term English Learners-4.7%. 2024-2025 Long Term English Learners- 5.5%		2026-2027 Target 15.7% or less (0.5% growth per year)	Improved 0.8%
2.6						

Goal Analysis [2024-25]

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.

Goal 2: Ensure that all teachers and staff receive high-quality professional development to effectively deliver instruction and provide comprehensive support to meet the diverse needs of all students.

2.1 Extra Professional Development to Improve the Instructional Program
Contributing Metrics: 1.1, 1.2., 1.13, 1.14
We were able to implement this fully. No challenges were encountered with the implementation of this action. We hired a consultant and mentor to work with our teachers on "Teacher Clarity".

2.2 Professional Development to Improve the EL Program
Contributing Metrics: 2.3, 2.4, and 2.5
We were able to implement this fully. No challenges were encountered with the implementation of this action.

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.

Despite the material differences, Actions 2.1 and 2.2 were still fully implemented, though with some modifications. For Action 2.1, the district invested in an outside consultant to provide all certificated staff with training on teacher clarity strategies. District coaches then reinforced this work by offering ongoing support to both individuals and teams throughout the year, ensuring consistent implementation. Because of this expanded focus, spending for Action 2.1 (General Professional Development) increased, while spending for Action 2.2 (English Learner Professional Development) decreased. However, the strategies emphasized under 2.1 directly benefited English Learners by equipping teachers to plan lessons with greater clarity in both integrated and designated ELD settings. Finally, the reduction in Action 2.2's spending also reflects a reallocation of resources to support the Math-specific focus outlined in Action 1.2.

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

Action 2.1 Extra Professional Development to Improve the Instructional Program-Mixed Effectiveness
Contributing Metrics: 1.1, 1.2, 1.13, 1.14
Extra professional development contributed to notable growth in English Language Arts (ELA). CAASPP data show gains for All Students (+4.8), Hispanic (+3.5), English Learners (+1.9), Socioeconomically Disadvantaged (+2.7), and Students with Disabilities (+7.1). These results suggest that PD on instructional strategies and inclusive practices positively impacted literacy. In Mathematics, outcomes were more modest (All +3.3, Hispanic +2, EL +5.3), but Students with Disabilities declined significantly (–16.7). STAR data confirmed the same trend (+0.7% in ELA, –1.9% in Math). Teacher surveys affirmed the value of PD, with requests for more training in writing, EL strategies, and supports for SWD. Overall, professional development was effective for ELA, but math-specific training and differentiation for SWD must be strengthened.

Action 2.2 Professional Development to Improve the EL Program- Ineffective (Partially Effective)
Contributing Metrics: 2.3, 2.4, and 2.6
Professional development to improve the EL program yielded mixed outcomes. While CAASPP scores for ELs improved (Math +5.3, ELA +1.9) and LTEL rates held steady at about 5% (showing progress in preventing students from remaining long-term ELs), the English Learner Progress Indicator (ELPI) declined by –18.2% and reclassification dropped by 3%. These results indicate that current PD has not translated into sufficient language growth. Teacher survey data highlight appreciation for bilingual scaffolds, vocabulary support, and peer-based strategies introduced in PD, but also reflect continued need for more intensive, job-embedded EL-specific professional learning. Greater focus on evidence-based EL instructional strategies will be essential to reverse the downward trends in ELPI and accelerate reclassification.

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.

Modify Metrics:
2.1 Source Updated: Teaching Assignment Monitoring Outcomes Priority 1 Data File on CDE Website since DataQuest has not updated these reports since 2022-2023.
2.2 Source Updated: Teaching Assignment Monitoring Outcomes Priority 1 Data File on CDE Website since DataQuest has not updated these reports since 2022-2023
2.3 Data Updated due to reporting errors on 2022-2023 and 2023-2024.
2.4 Source Updated: Aeries. Easier to pull RFEP start date.
2.4 Data Updated: due to the new source
2.5 Source Updated: Data Quest for more specific data.
2.5 Data updated based on the new source
Metrics 2.3, 2.4, and 2.5 reported two years in the year 1 outcome to allow for reporting the most recent data while accounting for all years since the baseline was established. Difference (progress) is measured between 2023 and 2024 Dashboard years. Baseline not factored in the difference.
Action 2.2: Added to the description: "Promote alignment and shared understanding of ELD standards, available resources, ELPAC testing procedures, and the reclassification process."

Modify Actions:
2.1 Removed metrics 1.6 and 1.7; Added metrics 2.13 and 2.14

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	Extra Professional Development to Improve the Instructional Program	Provide additional professional development and coaching in curricular areas, instructional methods, Kagan, and new teacher induction, and the expertise of outside consultants and coaches. This action ongoing work related to technical assistance (Differentiated Assistance) due to the low English Language Arts scores of our students with disabilities.	$147,550.00	Yes
2.2	Professional Development to Improve the EL Program	Provide additional professional development and coaching in the language acquisition program specific to English learners including training on Long Term English Learners (LTELs) and how to prevent students from reaching that group. Leverage the expertise and resources of external consultants and coaches.. This action incorporates our technical assistance due to our low English Learner Math Scores. Promote alignment and shared understanding of ELD standards, available resources, ELPAC testing procedures, and the reclassification process.	$55,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a school climate so that all students attend regularly, are engaged in their education, and feel supported academically, socially, and emotionally throughout the year	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our educational partners have identified that to achieve our primary goal of improved student achievement and learning, our campus must be a safe and welcoming place with a positive school climate and social and emotional support for all students to maximize their success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic absenteeism for students with Disabilities Data Source: CA Dashboard	2022-2023 41.9% increased 0.7% (red)	Removed Metric		2026-2027 Target 9% (growth 3% per year)	N/A
3.2	School attendance rates Data Source: Aeries Data Source Updated: Parsec	2022-2023 Attendance Rate-93.6%	2023-2024 Attendance Rate-94.2%		2026-2027 Target Attendance Rate-95.4% or greater (growth of 0.5%)	2024-2025 Attendance Rate-94.3% (increase 0.1%)
3.3	Chronic absenteeism rates	2022-2023	2023-2024		2026-2027 Target	2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Dashboard	All Students -20.6% chronically absent English Learners: -17.3% chronically absent Hispanic: -19.4% chronically absent Socioeconomically Disadvantaged: -20.6% chronically absent White: -35.2% chronically absent (Added to Baseline): Students with Disabilities: -41.9% chronically absent	All Students -16.3% chronically absent English Learners: -12.8% chronically absent Hispanic: -15.5% chronically absent Socioeconomically Disadvantaged: -16.4% chronically absent White: -21.2% chronically absent Students with Disabilities: -28.1% chronically absent		All Students: 16.1% chronically absent (growth 1.5% per year) English Learners: 15.7% chronically absent (growth 0.5% per year) Hispanic: 14.9% chronically absent (growth 1.5% per year) Socioeconomically Disadvantaged: -16.1% chronically absent (growth 1.5% per year) White: -26.2% chronically absent (growth 3% per year) Students with Disabilities 32.9% chronically absent (growth 3% per year)	All Students: 16.3% chronically absent (improved 4.3%) English Learners 12.8% chronically absent (improved 4.5%) Hispanic: 15.5% chronically absent (improved-3.8%) Socioeconomically Disadvantaged: 16.4% chronically absent (improved 4.2%) White: 21.2% chronically absent (improved 14%) Students with Disabilities: -28.1% chronically absent (improved 13.8%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Middle school dropout rates Data Source: Aeries	2022-2023 Middle school drop-out rate was 0	2023-2024 Middle school drop-out rate was 0		2026-2027 Target Middle school drop out rate will remain below 1%.	2024-2025 Middle school drop-out rate was 0 (Maintained)
3.5	Pupil suspension rates Data Source: CA Dashboard	2023-2024 (Correction 2022-23) 7.1% suspended at least one day	2023-2024 4.5% suspended at least one day		2026-2027 Target 4.0% or less suspended at least one day	2024-2025 3.7% suspended at least one day (improved 0.8%)
3.6	Pupil expulsion rates Data Source: CA Dashboard	2023-2024 (Correction 2022-23) 0.0% expulsion rate	2023-2024 0.0% expulsion rate		2026-2027 Target <1% Expulsion rate	2024-2025 0.0% expulsion rate (maintained)
3.7	School facilities in good repair Data Source: Internal System-School Dude	2023-2024 85.4% of work orders submitted for the year had been completed	Metric Removed		2026-2027 Target General maintenance work orders will be at least 90.0% complete for the school year (1.5 % growth per year)	N/A
3.8	Sense of safety Data Source: Annual Needs Assessment	2023-2024 81% reported that they or their child feels safe at school.	Metric Removed		2026-2027 Target Students and Families will respond with at least a 87%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					positive rate. (2% growth per year)	
3.9	School Engagement and Connectedness Data Source: Annual Needs Assessment	2023-2024 82.1% reported that they or their child feels engaged in the learning process at school	Metric Removed		2026-2027 Target Students and Families will respond with at least an 88.2% positive rate. (2% growth per year)	N/A
3.10	Parent Input about school, including programs for English Learners, Foster, Homeless, Socio-economically Disadvantaged and Students with Disabilities Data Source: Annual Needs Assessment	2023-2024 Average of 72.7% survey reported that the school sought parent input, including programs for low-income, foster, homeless, English learners, and special education.	Metric Removed		2026-2027 Target 75.7% survey responses (growth of 1% per year)	N/A
3.11	Sense of Safety and Connectedness Data Source: Annual Needs Assessment using ParsecReal	2024-2025 72% reported students feel safe and cared about at school (survey #1: questions 1-3)	2024-2025 72% reported students feel safe and cared about at school (survey #1: questions 1-3)		2026-2027 Target 76% (2% growth per year)	N/A
3.12	Engagement Opportunities	2024-2025 74% reported that students have enriching	2024-2025 74% reported that students have		2026-2027 Target 78% (2% growth per year)	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Annual Needs Assessment using ParsecReal	opportunities designed to support meaningful engagement (survey #1: question 4, survey #2: question 2)	enriching opportunities designed to support meaningful engagement (survey #1: question 4, survey #2: question 2)			
3.13	School facilities in good repair (source: School FIT Report)	2024-2025 Overall rating of good on the FIT Report.	2024-2025 Overall rating of good on the FIT Report.		2026-2027 Target School will maintain an overall score of good or exemplary.	N/A

Goal Analysis [2024-25]

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

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

3.1 Improve Chronic Absenteeism Rates
Contributing Metrics: 3.2 and 3.3
We were able to implement this fully. No challenges were encountered with the implementation of this action.

3.2 Provide Character Education Programs
Contributing Metrics: 3.2, 3.3, 3.4, 3.5, 3.6
We were able to implement this fully. No challenges were encountered with the implementation of this action. We continued our contracts with Leader in Me and Capturing Kids' Hearts

3.3 Maintain and Improve the Learning Environment, Safety, and Facility Accessibility
Contributing Metrics: 3.11, 3.12, 3.13
We were able to implement this fully. No challenges were encountered with the implementation of this action. There were many modernization projects this year that were completed such as a new roof for Strathmore Elementary and technology infrastructure upgrade.

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

For Action 3.1 (Chronic Absenteeism), we continued efforts to improve attendance by adding in celebrations, incentives and student events accounting for the increased cost in 3.1. Additionally, due to inflation, products and services were higher this year. Because of increased costs for Action 1.1 (Additional Staff), the district prioritized reducing spending in Actions 3.2 and 3.3. For Action 3.2 (Character Education), we provided celebrations—such as extra recess or schoolwide assemblies—to maintain and promote/celebrate character development. For Action 3.3 (Facilities and Campus Improvements), progress was slowed due to economic conditions, bidding requirements, contractor availability, and competing staffing needs. As a result, some projects were deferred and will be completed in the upcoming year when time allows.

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

3.1 Improve Chronic Absenteeism Rates- Effective
Contributing Metrics: 3.2 and 3.3
Improving chronic absenteeism rates has been highly effective. Using subgroup tracking, TCOE collaboration, family/community engagement, attendance incentives, and Community Schools supports, the district saw chronic absenteeism decline across all groups in 2024–25: All Students 16.3% (–4.3%), English Learners 12.8% (–4.5%), Hispanic 15.5% (–3.8%), Socioeconomically Disadvantaged 16.4% (–4.2%), White 21.2% (–14%), and Students with Disabilities 28.1% (–13.8%). These reductions reflect strengthened systems of support, targeted interventions, and improved school–home partnerships.

3.2 Provide Character Education Programs-Effective
Contributing Metrics: 3.2, 3.3, 3.4, 3.5, 3.6
Character education programs (Leader in Me, Capturing Kids' Hearts, Sandy Hook Promise) have effectively improved climate and engagement. Practices are now embedded in campus culture and linked to an emerging tiered support system. Outcomes include a districtwide suspension rate decline (latest data: –0.8%), zero dropouts, and the absenteeism gains noted above. Survey results further confirm positive impact, with students reporting increased feelings of safety and being cared for. These outcomes demonstrate the effectiveness of embedding character education and incentive-based programs in daily school culture.

3.3 Maintain and Improve the Learning Environment, Safety, and Facility Accessibility- Effective
Contributing Metrics: 3.3, 3.5, 3.6, 3.11, 3.12, 3.13
Maintaining and improving the learning environment, safety, and facility accessibility has also been effective. Investments in custodial and grounds staffing, updated facilities, and classroom supports (trauma-informed practices, active learning, behavioral interventions) contributed to a safer, more engaging climate. Evidence includes zero dropouts, a 0.8% suspension decline, and improved chronic absenteeism across all subgroups, particularly SWD (–13.8%). Survey data show that 72% to 74% of students reported access to enrichment and strongly agreed that they felt safe and supported at school. These improvements to facilities and instructional practices have directly contributed to student well-being and engagement.

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.

Removed Metrics:
3.1 Students with disabilities are a subgroup, so this data was added to metric 3.3
3.7 School facilities in good repair-Data Source: Internal System-School Dude. This information is difficult to locate in the School Dude system
3.8 The survey reported for this metric is no longer being used. A new data source, the Parsec Real platform, is being used to gather more specific and authentic feedback.
3.9 The survey reported for this metric is no longer being used. A new data source, the Parsec Real platform, is being used to gather more specific and authentic feedback.
3.10 The survey reported for this metric is no longer being used. A new data source, the Parsec Real platform, is being used to gather more specific and authentic feedback.

Modify Metrics:
3.2 Updated source to Parsec- easier to pull data
3.2 Modified data based on the new source
3.3 The data for the subgroup, students with disabilities, was removed from metric 3.1 and added to this metric
3.5 Updated data- the reporting data was incorrect based on school, not district data.
3.6 The reporting date for the baseline was incorrect. It initially said 2023-24, but it was the information for 2022-23.

Added Metrics:
3.11 Sense of Safety and Connectedness (Data Source: Annual Needs Assessment using ParsecReal)
3.12 Engagement Opportunities (Data Source: Annual Needs Assessment using ParsecReal)
3.13 School facilities in good repair

Modify Actions:
3.1 Educational Partner feedback led to an updated description for Action 3.2. The intent of the action remains the same. "We will strengthen supports with our school counselors and family engagement by incorporating our partnership with the Community Schools Grant." Removed metric 3.1 and added 3.2.
3.2 Educational Partner feedback led to an updated description for Action 3.2. The intent of the action remains the same. "Strengthen and expand efforts to support anti-bullying and character development by integrating core principles from programs such as Positive Behavioral Interventions and Supports (PBIS), The Leader in Me (LIM), Capturing Kids' Hearts (CKH), and Sandy Hook Promise (SHP). These initiatives will be embedded into campus culture, focusing on long-term sustainability. In response to staff feedback, the district will continue identifying and implementing foundational elements that promote a positive school climate. A tiered support system will be further developed to meet diverse student needs. Student recognition will include incentives for academic achievement, positive behavior, attendance, athletic accomplishments, and participation in assemblies and field trips."
Removed metric 3.1 and added 3.11 and 3.12
3.3 Updated metrics from 3.7 to the new 3.13 FIT report on facilities

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve chronic absenteeism rates (targeting students with disabilities)	We will work on these steps of this action: identify and track subgroups, collaborate with Tulare County Office of Education, targeted intervention support, engage families and communities, professional development, implement and monitor Strategies, attendance incentives, and evaluate and report progress. This Action addresses the 2023 Dashboard Red color performance result for Students with Disabilities in the area of Chronic Absenteeism. We will strengthen supports with our school counselors and family engagement by incorporating our partnership with the Community Schools Grant.	$105,870.00	Yes
3.2	Provide Character Education Programs and Student Incentives for Student Well-being	Strengthen and expand efforts to support anti-bullying and character development by integrating core principles from programs such as Positive Behavioral Interventions and Supports (PBIS), The Leader in Me (LIM), Capturing Kids' Hearts (CKH), and Sandy Hook Promise (SHP). These initiatives will be embedded into campus culture, focusing on long-term sustainability. In response to staff feedback, the district will continue identifying and implementing foundational elements that promote a positive school climate. A tiered support system will be further developed to meet diverse student needs. Student recognition will include incentives for academic achievement, positive behavior, attendance, athletic accomplishments, and participation in assemblies and field trips."	$9,000.00	Yes
3.3	Maintain and improve the learning environment, safety, and facility accessibility	Increase and maintain cleaning/grounds staff, update furniture, and improve the facility for learning and safety. Teachers will implement evidence-based instructional practices that promote student engagement and foster a safe, supportive classroom environment. Practices such as direct instruction on appropriate treatment of facilities, behavior interventions, active learning techniques, and trauma-informed practices. Progress will be measured through student feedback on Annual Needs Survey. We will also look at reduced behavioral incidents and student participation in extra-curricular events.	$272,408.00	Yes

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,088,010	$403,279

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
41.827%	8.535%	$610,458.86	50.362%

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:** Maintain Additional Staff to Support Student Achievement **Need:** District-wide, students were -50.6 DFS in ELA and -88.2 DFS in MATH. Maintaining additional staff to support student achievement will directly contribute to our district's goals in English Language Arts (ELA) and English Learner (EL) proficiency by providing targeted	Although this action is primarily focused on meeting the needs of unduplicated pupils, it will be implemented district-wide to benefit all students, as many other students demonstrate similar needs. Additional staff, such as reading specialists, instructional aides, and EL support teachers, can focus on unduplicated students who are struggling in ELA, offering small group instruction and one-on-one tutoring tailored to their needs. This	1.1 CAASPP-ELA Growth 1.2 CAASPP-Math Growth 1.13 Students' STAR Proficiency in Reading 1.14 Students' STAR Proficiency in Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interventions, individualized support, and specialized instruction. Educational partners have identified that academic achievement is the number one goal for our students. Additionally, the desire is to maintain the same staff due to the research that shows high rates of teacher turnover harms student achievement ELA Performance Results: All Students -50.6 points below standard Hispanic -50.2 points below standard (orange color) English Learners -63.7 points below standard (orange color) Socio-Economically Disadvantaged -51.6 points below standard (orange color) Students with Disabilities -132.6 points below standard (red color) Math Performance Results: All Students -88.2 points below standard	personalized approach allows students to receive more attention, particularly in areas like reading comprehension, writing skills, and vocabulary development. For English Learners, having additional staff ensures that these students receive focused instruction aligned with their language development needs, accelerating their progress toward English proficiency. Specialized support staff can implement evidence-based strategies, such as scaffolding lessons and providing sheltered instruction, to make academic content more accessible while helping EL students build their language skills.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic-88.1 points below standard (yellow color) English Learners -97.8 points below standard (red color) Socio-Economically Disadvantaged -89.9 points below standard (yellow color) Students with Disabilities -151 points below standard (orange color) **Scope:** LEA-wide		
1.3	**Action:** Improve/Increase Enrichment Opportunities **Need:** Our educational partners have identified that it is important to them that our students have multiple opportunities for enrichment programs, after-school activities, and field trips. With only 32.5% of Strathmore students participating in extra-curricular activities, we theorize that the majority of our unduplicated students are not participating. Enrichment programs have a directed correlation to student academic achievement. ELA Performance Results: All Students	Though our district seeks to provide equitable access to enriching activities for all students, promoting development and enhancing their educational experiences, our primary focus remains on our unduplicated pupils, such as foster youth, multilingual learners, and socio-economically disadvantaged students. These enrichment opportunities will encourage inclusivity while seeking a positive holistic educational program. Students who participate in extracurricular activities tend to show academic success and feel more connected to the schools. These extracurriculars are offered to all students, as providing equitable opportunities to benefit all is	1.12 Enrichment Opportunities

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
	-50.6 points below standard Hispanic -50.2 points below standard (orange color) English Learners -63.7 points below standard (orange color) Socio-Economically Disadvantaged -51.6 points below standard (orange color) Students with Disabilities -132.6 points below standard (red color) Math Performance Results: All Students -88.2 points below standard Hispanic-88.1 points below standard (yellow color) English Learners -97.8 points below standard (red color) Socio-Economically Disadvantaged -89.9 points below standard (yellow color) Students with Disabilities	core to the educational program, however, we will target and encourage our students who are English Learners, low-income, foster, or homeless. Our parenting partners and ELAC/DELAC opportunities will ensure that parents are aware of the opportunities.	

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
	-151 points below standard (orange color) **Scope:** LEA-wide		
1.4	**Action:** Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level. **Need:** The need for an LCAP action supporting targeted reading intervention for students in grades TK-3 is critical, especially in light of the fact that nearly half (47%) of our third-grade students were reading below grade level by the end of the 2023-2024 school year. This statistic highlights a significant achievement gap that, if not addressed early, could impact students' future academic success, particularly in English Language Arts (ELA) and across all subjects as reading is foundational to learning. 96% of Strathmore Elementary students are socio-economically disadvantaged and nearly 46% are English Learners. **Scope:** LEA-wide	In recognizing the needs of unduplicated pupils, it is evident that other students outside this group also share similar needs for these services. As a result, while the primary focus is on supporting unduplicated pupils, the actions implemented will naturally benefit a wider range of students, fostering equity and promoting success throughout the entire student body. Key reasons why this is critical for our all, but especially for our unduplicated students. 1. Early Literacy as a Predictor of Future Success: Research consistently shows that students who are not reading proficiently by the end of third grade are more likely to struggle academically in the later grades, have lower graduation rates, and face future challenges in both college and career readiness. Addressing literacy early on, in the critical TK-3 window, provides students with the foundational skills they need to succeed in the future. 2. Closing Achievement Gaps: The fact that 47% of our third graders are reading below grade level signals a need for immediate intervention to prevent the achievement gap from widening. Students who do not receive the necessary support early on will continue to fall behind their	1.5 Exiting 3rd Graders reading at or above grade level 1.13 Renaissance English Arts Proficiency

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
		peers, exacerbating disparities in educational outcomes, especially among socioeconomically disadvantaged students, English Learners, foster youth, and students with disabilities. 3. Individualized Support for Diverse Learners: Providing support services such as reading specialists, intervention programs, and instructional aides ensures that students receive targeted, individualized instruction based on their unique needs. This is especially important for students who require more intensive support, such as English Learners and those from disadvantaged backgrounds, who may face additional barriers to literacy development. 4. Preventing Future Remediation Costs: Investing in early intervention can reduce the need for costly remediation services in the upper grades. Students who receive focused support in the early years are less likely to require extensive interventions later in their academic journey, thus saving both time and resources for the district while promoting better outcomes for students. 5. Building Confidence and Motivation: Early literacy success contributes to students' confidence and motivation in school. When students can read at or above grade level, they are more likely to actively engage in classroom activities, participate in discussions, and develop a positive attitude toward learning. For young learners, this sense of achievement is vital for building a lifelong love for reading and education.	

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
		By providing targeted literacy support, we can help students build strong reading foundations, close achievement gaps, and set them up for long-term success, ensuring that no student is left behind during these pivotal years.	
1.5	**Action:** Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores. **Need:** This action targets our low income and EL students with disabilities to help them improve their ELA scores and Math Scores. 96% of our SWD also qualify as unduplicated due to either being identified as low-income or English learners. This action is principally directed at SWD based on their needs as low-income and/or English Learners, as Dashboard performance in ELA and Math indicates an achievement gap in these two areas. English Learners were 63.7 points below standard in ELA on the 2023 Dashboard, and the low-income performance result was 51.6 points below standard. In Math, English learners performed at 97.8 points below standard and the low-income group was 89.9 points below standard. Students with Disabilities were RED in ELA on the 2023 School Dashboard. **Scope:** LEA-wide	Since many more students other than unduplicated pupils exhibited very similar achievement gaps and the All Students group distance from standard in ELA and Math was similar to the performance of Unduplicated students, the action will be implemented LEA-wide. This action targets our students with disabilities to help them improve their ELA scores and Math Scores. 96% of our SWD also qualify as unduplicated due to either being identified as low-income or English learners. This action is principally directed at SWD based on their needs as low-income and/or English Learners, as Dashboard performance in ELA and Math indicates an achievement gap in these two areas. English Learners were 63.7 points below standard in ELA on the 2023 Dashboard, and the low-income performance result was 51.6 points below standard. In Math, English learners performed at 97.8 points below standard and the low-income group was 89.9 points below standard. Addressing significant learning gaps: the 10-point drop and very low performance indicate that the students with disabilities do not meet grade-level ELA expectations and are falling further behind	1.1 CAASPP-ELA Growth 1.13 Renaissance English Language Arts Proficiency

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
		their peers. Without targeted support, this gap will continue to widen. Additionally, we must meet compliance with IDEA and state accountability measures which mandate that students with disabilities have access to a free and appropriate public education (FAPE) and that they receive the necessary support and services to achieve academic success. Failure to improve ELA outcomes for SWD can lead to increased scrutiny and intervention from the state. Students with disabilities often require specialized instruction that is tailored to their individual learning needs, whether through modifications, accommodations, or alternative teaching strategies. Knowing that 96% of these students also qualify as unduplicated due to being identified as low-income or English learners, they have an extra layer of needs. Providing additional support services such as special education teachers, instructional aides, speech and language therapists, and reading interventionists, will enable us to better meet the diverse needs. This action focuses on providing supplemental support for students with disabilities and helps promote an inclusive learning environment where all students can succeed. Specialized support not only helps improve ELA outcomes for SWD and unduplicated students, but also contributes to a culture of equity, where students are provided with the resources and opportunities they need to thrive academically, socially, and emotionally. By integrating wraparound services, such as counseling and behavioral interventions, alongside academic support, we can create a holistic approach to addressing the needs of our SWD.	

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
		Poor ELA performance at an early age can lead to struggles in other academic areas, lower high school graduation rates, and reduced post-secondary education and career opportunities. By investing in targeted support now, we can ensure that students with disabilities have the skills and confidence needed to succeed in both academics and life after school. Regular assessments, progress monitoring, and collaboration between general education and special education staff will ensure that students receive timely, targeted interventions that are responsive to their needs. This approach allows for adjustments to instructional strategies and services based on ongoing data, maximizing the effectiveness of support efforts.	
2.1	**Action:** Extra Professional Development to Improve the Instructional Program **Need:** The number one priority of our educational partners for State Priority 2 is that professional development for subjects is being taught. Professional development enhances our instructional program by providing teachers and staff with the foundational knowledge, strategies, and tools to improve student learning outcomes. Effective professional development promotes ongoing growth in evidenced-based teaching practices, encourages classroom innovation, and ensures instruction aligns with current educational research and standards.	Professional development is a key driver for improving our instructional program, particularly for our English Learners (ELs), Low-Income students, and Foster/Homeless youth, who often face unique challenges in the learning environment. By providing targeted training and continuous learning opportunities for teachers and staff, we can ensure that educators are equipped with the tools, strategies, and cultural awareness needed to support these student groups effectively. These will occur in the classrooms, and therefore, it will have an impact on all students. Thus, the Action will be implemented on an LEA-wide basis. Professional development can train educators in culturally responsive teaching practices that foster an inclusive and equitable classroom environment. By understanding the diverse cultural backgrounds	1.1 CAASPP ELA perfomance 1.2 CAASPP Math performance 1.13 STAR Reading 1.14 STAR Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	When looking at the California Dashboard, an area of concern is our English Learners' academic performance in English Language Arts. They have declined 6.7%. The Hispanic learners also dropped, but only 1.2%. Our socio-economically disadvantaged students maintained with a minuscule drop of 0.1%. In Math, Hispanics and our socio-economically disadvantaged students improved. There was only a slight drop of .8% of our EL learners. ELA Performance Results: All Students -50.6 points below standard Hispanic -50.2 points below standard (orange color) English Learners -63.7 points below standard (orange color) Socio-Economically Disadvantaged -51.6 points below standard (orange color) Students with Disabilities -132.6 points below standard (red color) Math Performance Results:	of English Learners, Low-Income, and Foster/Homeless students, teachers can adapt their instruction to make lessons more relevant and accessible. Training on strategies specifically designed for English Learners ensures that teachers are well-prepared to help students develop both language and academic skills. Professional development in English Language Development (ELD) and scaffolding techniques equip educators with tools to support language acquisition while teaching grade-level content. This tailored instruction can bridge the language gap and improve overall academic achievement for ELs. Many Foster and Homeless students experience trauma or instability, which can affect their ability to focus and engage in school. Professional development in trauma-informed practices helps teachers and staff recognize the signs of trauma and respond with compassion and appropriate interventions. Training in creating safe, supportive classroom environments and integrating social-emotional learning (SEL) can help these students feel secure and more able to engage with the curriculum. Ongoing professional development in data analysis empowers teachers to identify achievement gaps and respond with targeted interventions. By examining data on attendance, performance, and engagement, teachers can identify trends and implement evidence-based practices that address the specific needs of English Learners, Low-Income, and Foster/Homeless students. Professional	

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 Students -88.2 points below standard Hispanic-88.1 points below standard (yellow color) English Learners -97.8 points below standard (red color) Socio-Economically Disadvantaged -89.9 points below standard (yellow color) Students with Disabilities -151 points below standard (orange color) **Scope:** LEA-wide	development in data use helps educators make informed decisions that directly impact student success.	
3.2	**Action:** Provide Character Education Programs and Student Incentives for Student Well-being **Need:** According to the California Dashboard, our data shows positive progress in reducing both chronic absenteeism and suspensions. In the area of suspensions, English Learners, Hispanic students, and socio-economically disadvantaged students all experienced a decline of over 2%. However, despite these improvements, 17 English Learner students, 30 Hispanic students, and 34 socio-	Providing character education programs and student incentives for well-being is essential for all students, as these initiatives foster a positive school culture, enhance social-emotional learning, and promote responsible citizenship. Prioritizing the needs of unduplicated pupils—such as foster youth, English Learners, and socio-economically disadvantaged students—is particularly important, as they often face unique challenges that impact their emotional and social development. By focusing on the well-being of all students while addressing the specific needs of unduplicated pupils, the district can cultivate an inclusive environment that promotes both individual and	3.2 School attendance rates 3.3 Chronic absenteeism rates 3.4 Middle school dropout rates 3.5 Pupil suspension rates 3.6 Pupil expulsion rates 3.11 Sense of Safety and Connectedness 3.12 Engagement Opportunities

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
	economically disadvantaged students were still suspended. We are committed to continuing efforts to further reduce these numbers. In terms of chronic absenteeism, Hispanic and socio-economically disadvantaged students saw a decline of more than 11%, while English Learners showed a reduction of 6.9%. Despite this progress, 65 English Learner students, 131 Hispanic students, and 145 socio-economically disadvantaged students remain chronically absent. Our goal is to identify barriers and sustain the positive trend to lower these figures further. Beyond the fact that our educational partners identified positive cultural programs including bullying prevention as one of their highest priorities, research shows that character education programs, student incentives, and effective bullying prevention initiatives can significantly improve students' well-being, particularly for English Learners (ELs), Foster Youth, Homeless, and Low-Income students, who often face additional challenges both inside and outside of school. These programs foster a positive school culture, promote emotional safety, and provide a supportive environment where all students can thrive academically and socially. **Scope:** LEA-wide	collective success, leading to improved academic outcomes and essential lifelong skills. Thus, this action is implemented on an LEA-wide basis. All student groups have been identified as having high chronic absenteeism rates so have been included in the action. For students from vulnerable groups, such as unduplicated students, character-building programs promote inclusion and create a sense of belonging in the school community. Character education and anti-bullying programs can specifically address issues related to cultural differences and language barriers that English Learners often face. By promoting values of respect and understanding, these programs help prevent discrimination based on language or cultural background. This can significantly reduce feelings of isolation and alienation, which are often more pronounced among disadvantaged students, discouraging absenteeism. For many students, school may be one of the few places where they receive consistent emotional support. Character education programs, combined with student incentives, can enhance their sense of self-worth and emotional well-being by acknowledging their efforts, progress, and positive behavior. Recognizing students for demonstrating kindness, perseverance, or leadership can motivate them to stay engaged in school, boost their self-confidence, and give them a sense of purpose and accomplishment. This is particularly important for students facing external challenges	

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
		who may otherwise feel overlooked or undervalued.	
3.3	**Action:** Maintain and improve the learning environment, safety, and facility accessibility **Need:** Our local needs assessment survey, conducted with staff, students, and families, reveals that 72.2% of respondents believe the school has a positive environment, 81% feel safe at school, and 55% think the school has an effective anti-bullying policy. While we do not have specific demographic data for these responses due to the anonymity of the survey, it is noteworthy that 95% of our students are identified as unduplicated. Given this information, it is critical to enhance students' sense of safety and engagement, as these factors are foundational for effective learning. We can infer that these survey responses may correlate with our average of 20% chronic absenteeism among unduplicated students and our suspension rate of 4.5%. **Scope:** LEA-wide	Maintaining and improving the learning environment, safety, and facility accessibility is essential for all students, as a positive and secure school atmosphere enhances academic engagement and overall well-being. While these improvements benefit the entire student population, prioritizing the needs of unduplicated pupils—such as foster youth, English Learners, and socio-economically disadvantaged students—is crucial, as they often face additional challenges. By ensuring safe and accessible facilities, schools can provide equitable educational opportunities, fostering inclusivity and supporting the success of all students. This approach ultimately promotes both academic achievement and personal growth for the entire school community. Here is how we can specifically address some of the specific needs that our unduplicated may face: English Learners (ELs): ELs may face language barriers and cultural differences that can impact their sense of belonging and engagement. Improving safety and engagement ensures that ELs feel welcome and supported in their learning environment. Providing culturally responsive teaching and engaging, language-appropriate activities can enhance their academic participation and success. Foster Youth: Foster Youth often experience trauma and instability, which can affect their ability to concentrate and engage in school. A safe and	3.3 Chronic Absenteeism Rate 3.5 Suspension Rate 3.6 Expulsion Rate 3.11 Sense of Safety and Connectedness 3.12 Engagement Opportunities 3.13 School facilities in good repair

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
		supportive environment helps mitigate these effects by providing stability and consistent support. Engaging Foster Youth through mentorship programs, counseling, and individualized attention can significantly improve their academic and emotional outcomes. Homeless Students: Homeless students may face significant challenges related to housing instability, which can affect their attendance and engagement. By ensuring that schools are safe havens and providing targeted support such as school supplies, access to basic needs, and stability in their education, we help these students remain engaged and focused on their studies. Low-Income Students: Students from low-income backgrounds may experience stressors related to financial insecurity, which can impact their school experience. Ensuring a safe, engaging, and supportive environment helps these students overcome barriers to learning and participate more fully in their education.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:**	We are currently receiving technical assistance. They will be working with us as we begin our next	1.2 CAASPP-Math Growth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Provide Support Services for EL Students to Help Improve MATH Scores. **Need:** English Learners were RED in math on the 2023 School Dashboard. English Learners local STAR Assessment Data shows a similar trend of a gap of achievement, struggling especially with MATH. **Scope:** Limited to Unduplicated Student Group(s)	cycle of continuous improvement focusing on this need. Support services in math can include explicit instruction in academic language and vocabulary used in mathematical contexts. For ELs, understanding and using math-related terminology is essential not only for solving math problems but also for comprehending math word problems and instructions. By improving their mathematical language skills, ELs can better understand and engage with ELA content, particularly in areas that overlap with math literacy. Tailored support services will integrate language development strategies into math instruction, such as using visual aids, manipulatives, and bilingual resources. This approach helps ELs grasp complex mathematical concepts while simultaneously enhancing their language proficiency. Effective math instruction that incorporates these strategies supports ELs' overall academic growth and language development, which can indirectly benefit their performance in ELA. We will offer targeted interventions such as small group instruction, one-on-one tutoring, and additional practice opportunities can address the specific needs of EL students in math. By focusing on their individual learning gaps, these support services help ELs build a stronger foundation in math, which can lead to improved problem-solving skills and analytical thinking, contributing to better performance in both math and ELA.	1.3 English Learner Reclassification 1.4 English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Many of the skills required for success in math, such as logical reasoning, critical thinking, and problem-solving, are transferable to other subject areas, including ELA. By improving math outcomes, students can develop these skills in a context that is directly supportive of their overall academic progress. Here are some data that will be used to measure effectiveness: Pre- and Post-Assessment Data: Compare pre- and post-intervention math assessment scores to measure improvements in EL students' math performance. This data will show whether targeted support services have led to measurable gains in math achievement. Growth in CAASPP Math Scores: Monitor changes in CAASPP math scores for EL students over time. Improvement in these scores will indicate that the support services are effectively addressing math learning gaps and contributing to overall academic progress. Benchmark and Formative Assessments: Utilize periodic benchmark assessments such as the FIABS or IABS to track progress	
2.2	**Action:** Professional Development to Improve the EL Program **Need:** Professional development focused on enhancing the English Learner (EL) program is essential for addressing the identified needs of	Professional development can equip teachers with advanced, evidence-based instructional strategies tailored for EL students. This includes training in differentiated instruction, scaffolding techniques, and strategies for integrating language development into content areas. Effective training helps teachers better support EL students in acquiring academic language and mastering	2.3 English Learner Progress Indicator 2.4 English Learner Reclassification Rate 2.5 Percentage of Long-term English Learners (LTEL)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	low performance in the CAASPP ELA section, improving reclassification rates, and reducing the percentage of Long-Term English Learners (LTELs). Our English Reclassification rate remains below the state average. Our percentage of Long term English Learners remains above the state average. **Scope:** Limited to Unduplicated Student Group(s)	grade-level content, which directly addresses the need to improve ELA performance. Training programs can increase teachers' awareness of the specific needs and challenges faced by ELs, including cultural differences, language barriers, and socio-emotional factors. By understanding these challenges, educators can adopt more empathetic and effective teaching practices that cater to the unique needs of ELs, helping to improve their academic outcomes and reclassification rates.The training will also need to include strategies specifically designed for LTELs, who often struggle with more entrenched language issues. Training in targeted interventions, such as personalized language support, advanced vocabulary development, and strategies to enhance reading comprehension, helps address the long-term language gaps that contribute to LTEL status. Training on best practices for language acquisition, such as the use of sheltered instruction, content-based instruction, and formative assessment techniques, provides teachers with tools to effectively support EL students. This improves their ability to facilitate language development while simultaneously advancing their academic skills, leading to better ELA performance and higher reclassification rates. Data Collection: EL Data: Track changes in ELPAC for EL students before and after the implementation of new instructional strategies. Improvements in these scores will indicate the effectiveness of	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		professional development in enhancing teaching practices and student outcomes. EL Reclassification Rates: Monitor changes in the EL reclassification rate to assess whether the professional development has contributed to more EL students meeting the criteria for reclassification. An increase in reclassification rates will signal that the training is effective in helping students achieve the required proficiency levels. Long-Term English Learner (LTEL) Data: Analyze data on the percentage of LTELs to determine if the professional development has led to a reduction in the number of students who remain ELs for extended periods. Effective training should result in improved language acquisition and academic progress for LTELs. Student Progress Monitoring: Use formative assessments and progress monitoring tools to evaluate the ongoing development of EL students' language and academic skills. Regular assessments will help measure whether the instructional changes are effectively supporting student growth and addressing areas of need.	
3.1	**Action:** Improve chronic absenteeism rates (targeting students with disabilities) **Need:** Students with Disabilities were RED for Chronic Absenteeism. This score qualifies us for technical assistance as we work on continuous improvement with Tulare County Office of Education. 33% of our Students with	To address the need to improve chronic absenteeism rates for students with disabilities, particularly those who are also English Learners or socio-economically disadvantaged, we will implement a targeted and data-driven approach. Here's how we plan to meet this need effectively. 1, Identify and Track Subgroups: Focus specifically on the 33% of students with disabilities who are also English Learners and the 19% who	3.2 School attendance rates 3.3 Chronic absenteeism rates-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Disabilities are also English Learners. We will target and collect data on this group specifically. 19% of the Students with Disabilities were also identified as Socio-economically disadvantaged. **Scope:** Limited to Unduplicated Student Group(s)	are socio-economically disadvantaged. Collect detailed data on their attendance patterns, barriers to attendance, and any correlations with academic performance or other factors. 2. Collaborate with Tulare County Office of Education: Utilize Technical Assistance: Leverage the expertise and resources provided by the Tulare County Office of Education (TCOE) to develop and implement strategies for improving attendance. TCOE can offer guidance on best practices, provide support in data analysis, and assist in the creation of targeted interventions. 3. Targeted Interventions and Support: Personalized Support Plans: Develop individualized attendance support plans addressing barriers for students with disabilities, especially those who are English Learners and socio-economically disadvantaged. 4. Engage Families and Communities: Increase Family Engagement and Community Partnerships: Enhance communication and partnership with families to understand and address the reasons behind chronic absenteeism. Offer workshops, resources, and regular updates to help families support their children’s attendance. 5. Implement and Monitor Strategies: Attendance Incentives: Introduce attendance incentives that recognize and reward improvements in attendance. Ensure these incentives are meaningful and accessible to all students, including those with disabilities and from	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		disadvantaged backgrounds. Regular Monitoring: Continuously monitor attendance data to evaluate the effectiveness of implemented strategies. Adjust interventions based on ongoing data analysis and feedback to ensure they are effectively addressing the needs of the targeted subgroups. 6. Professional Development: Train Staff: Provide professional development for teachers and support staff on effective strategies for improving attendance among students with disabilities. Training should include best practices for engaging students, understanding the specific challenges faced by English Learners, and addressing the needs of socio-economically disadvantaged families. 7. Evaluate and Report Progress: Measure Outcomes: Track changes in chronic absenteeism rates and other relevant metrics to assess the impact of interventions. Evaluate whether the targeted strategies are leading to improvements in attendance for students with disabilities. Report Findings: Share progress and outcomes with educational partners, including the Tulare County Office of Education, families, and the school community. Transparency in reporting helps maintain accountability and supports ongoing efforts to improve attendance.	

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

N/A

Additional Concentration Grant Funding

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

Counselors, Coaches, Intervention Support, Math and Reading supports, Instructional Aides, and Custodial Support: Here are the goals and actions that we are implementing to meet the requirement to increase the number os staff who provide direct services to students at our schools due to our high percentage of 95% unduplicated pupils.

Goal 1: Through a variety of learning and enrichment activities, students will demonstrate growth towards meeting or exceeding standards in English/Language Arts (ELA) and mathematics (MATH). In addition, students who are English Learners (EL) will demonstrate progress in developing English Language Proficiency.
Action(s):
1.1 Maintain Additional Staff to Support Student Achievement (majority are unduplicated)
1.2 Provide Support Services for EL Students to Help Improve MATH Scores.
1.4 Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level (majority are unduplicated)
1.5 Provide Support Services for Students with Disabilities to Help Improve ELA Scores (majority are unduplicated)

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

2025-26 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	7,382,903	3,088,010	41.827%	8.535%	50.362%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,726,025.00	$63,000.00	$155.00	$952,106.00	$4,741,286.00	$3,983,022.40	$758,263.60

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	Maintain Additional Staff to Support Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,515,737.40	$31,155.00	$2,709,131.40	$30,000.00	$155.00	$807,606.00	$3,546,892.40	
1	1.2	Provide Support Services for EL Students to Help Improve MATH Scores.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$220,517.60	$198,517.60	$0.00		$22,000.00	$220,517.60	
1	1.3	Improve/Increase Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$43,877.00	$107,171.00	$136,548.00			$14,500.00	$151,048.00	
1	1.4	Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-3	Ongoing	$100,000.00	$25,000.00	$75,000.00			$50,000.00	$125,000.00	
1	1.5	Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$75,000.00	$0.00	$25,000.00			$50,000.00	$75,000.00	
1	1.6	Implement Differentiation Strategies and Multi-Tiered Systems of Support through Instructional Tools, Professional Development, and Personnel	All	No			All Schools	Ongoing	$0.00	$33,000.00		$33,000.00			$33,000.00	
2	2.1	Extra Professional Development to Improve the Instructional Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,000.00	$131,550.00	$147,550.00			$0.00	$147,550.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Professional Development to Improve the EL Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$50,000.00	$5,000.00	$50,000.00			$5,000.00	$55,000.00	
3	3.1	Improve chronic absenteeism rates (targeting students with disabilities)	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	Ongoing	$8,000.00	$97,870.00	$105,870.00			$0.00	$105,870.00	
3	3.2	Provide Character Education Programs and Student Incentives for Student Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,000.00	$6,000.00			$3,000.00	$9,000.00	
3	3.3	Maintain and improve the learning environment, safety, and facility accessibility	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$174,408.00	$98,000.00	$272,408.00				$272,408.00	

2025-26 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
7,382,903	3,088,010	41.827%	8.535%	50.362%	$3,726,025.00	0.000%	50.468 %	**Total:**	$3,726,025.00
								LEA-wide Total:	$3,371,637.40
								Limited Total:	$354,387.60
								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**	Maintain Additional Staff to Support Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,709,131.40	
1	**1.2**	Provide Support Services for EL Students to Help Improve MATH Scores.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$198,517.60	
1	**1.3**	Improve/Increase Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,548.00	
1	**1.4**	Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-3	$75,000.00	
1	**1.5**	Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores.	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	
2	**2.1**	Extra Professional Development to Improve the Instructional Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$147,550.00	

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 (%)
2	2.2	Professional Development to Improve the EL Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	
3	3.1	Improve chronic absenteeism rates (targeting students with disabilities)	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$105,870.00	
3	3.2	Provide Character Education Programs and Student Incentives for Student Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.3	Maintain and improve the learning environment, safety, and facility accessibility	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,408.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,894,547.00	$5,395,234.58

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**	Maintain Additional Staff to Support Student Achievement	Yes	$3,574,001	$3,684,222.56
1	**1.2**	Provide Support Services for EL Students to Help Improve MATH Scores.	Yes	$298,009	$456,118.96
1	**1.3**	Improve/Increase Enrichment Opportunities	Yes	$216,025	$122,216.08
1	**1.4**	Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level.	Yes	$125,000.00	$121,250
1	**1.5**	Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores.	Yes	$75,000.00	$71,250.00
2	**2.1**	Extra Professional Development to Improve the Instructional Program	Yes	$130,300	$217,081.96
2	**2.2**	Professional Development to Improve the EL Program	Yes	$235,000	$53,837.40
3	**3.1**	Improve Chronic Absenteeism Rates for Students with Disabilities	Yes	$148,204	$125,904.00
3	**3.2**	Provide Character Education Programs and Student Incentives for Student Well-being	Yes	$156,000	$13,080.34
3	**3.3**	Maintain and improve the learning environment, safety, and facility accessibility	Yes	$937,008	$530,273.28

2024-25 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)
$3,106,055.00	$4,577,982.00	$3,597,976.29	$980,005.71	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	Maintain Additional Staff to Support Student Achievement	Yes	$2,516,736.00	$2,265,463.41		
1	1.2	Provide Support Services for EL Students to Help Improve MATH Scores.	Yes	$298,009.00	$268,356.19		
1	1.3	Improve/Increase Enrichment Opportunities	Yes	$216,025.00	$122,216.08		
1	1.4	Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level.	Yes	$75,000.00	$71,693.60		
1	1.5	Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores.	Yes	$25,000.00	$27,852.01		
2	2.1	Extra Professional Development to Improve the Instructional Program	Yes	$130,300.00	$119,300.00		
2	2.2	Professional Development to Improve the EL Program	Yes	$85,000.00	$53,837.40		
3	3.1	Improve Chronic Absenteeism Rates for Students with Disabilities	Yes	$148,204.00	$125,904.00		
3	3.2	Provide Character Education Programs and Student Incentives for Student Well-being	Yes	$156,000.00	$13,080.34		

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)
3	3.3	Maintain and improve the learning environment, safety, and facility accessibility	Yes	$927,708.00	$530,273.26		

2024-25 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)
$7,152,275.00	$3,106,055.00	15.413%	58.841%	$3,597,976.29	0.000%	50.305%	$610,458.86	8.535%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024