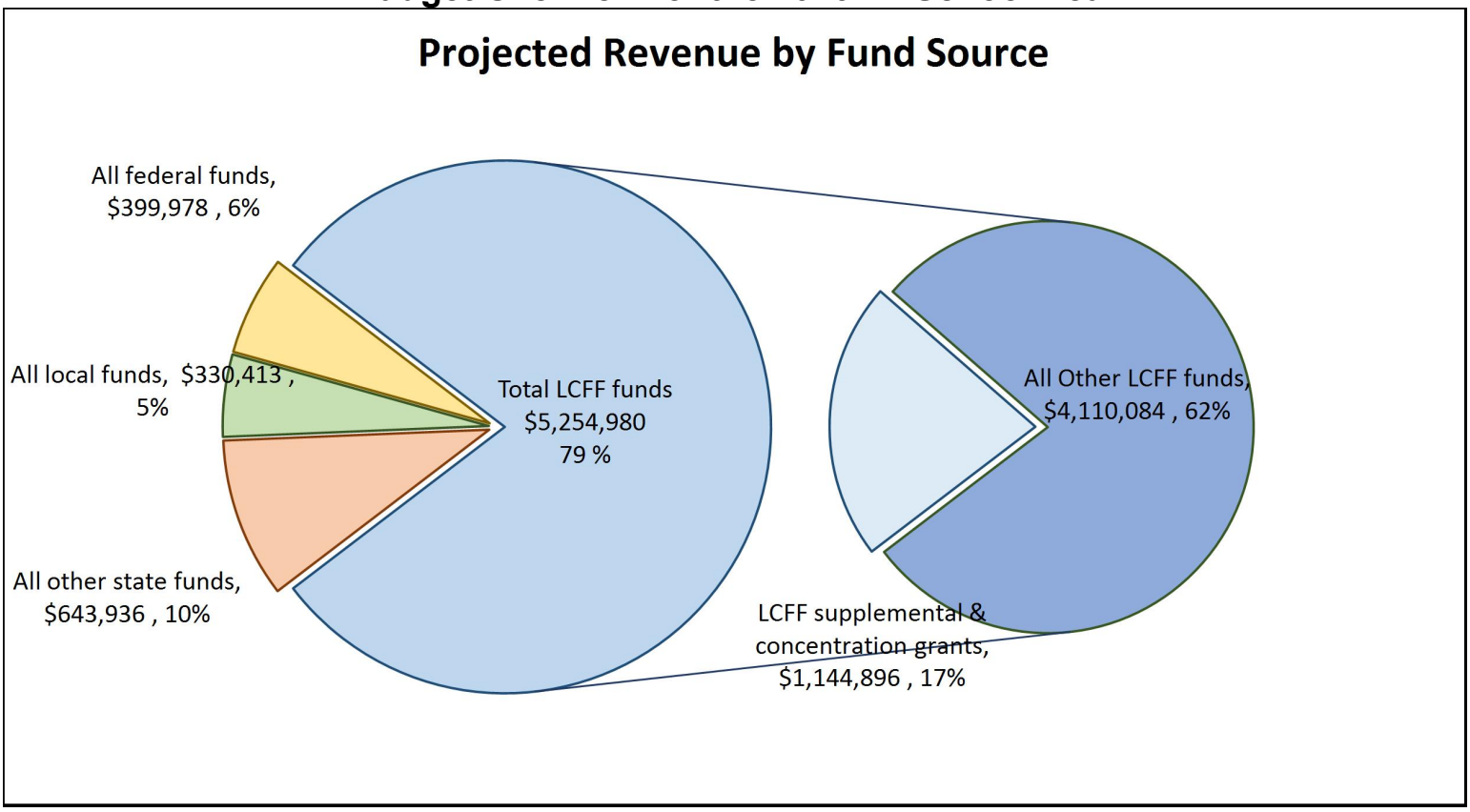
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South Fork Union School District
CDS Code: 15-63784
School Year: 2026-27
LEA contact information:
Kimberly Fricker,Ed.D
Superintendent
Kfricker@southforkschool.org
760.378.4000

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

Budget Overview for the 2026-27 School Year

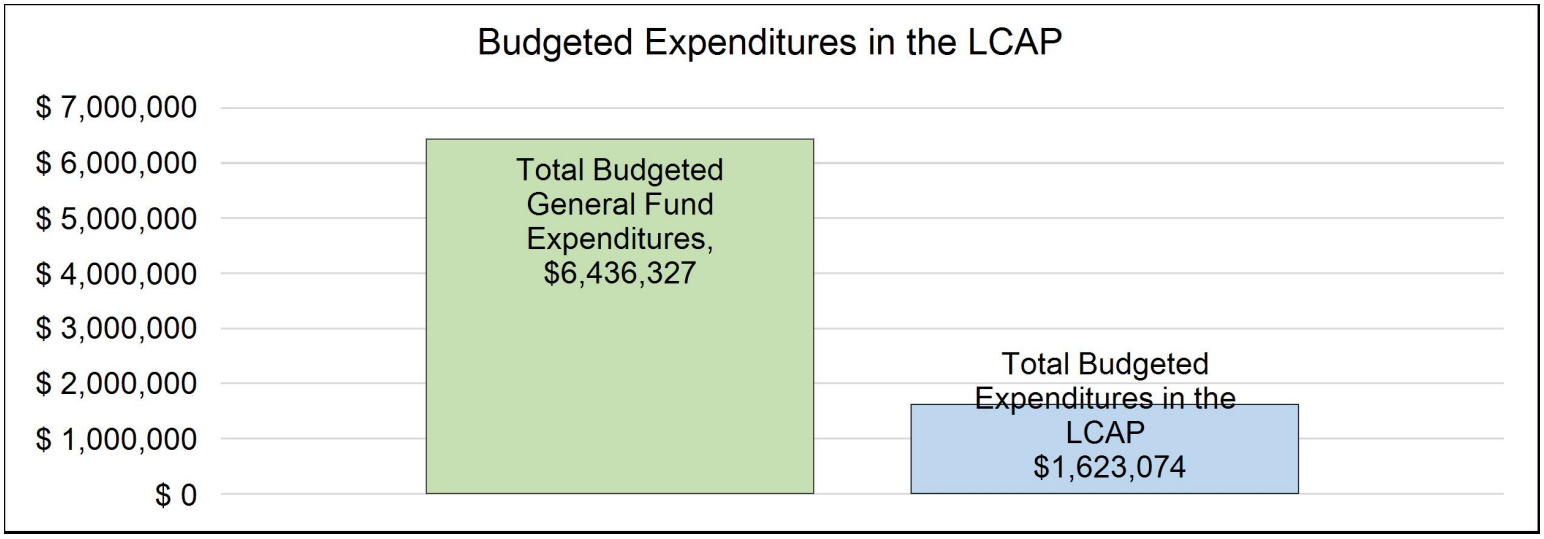


This chart shows the total general purpose revenue South Fork Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for South Fork Union School District is $6,629,307, of which $5254980 is Local Control Funding Formula (LCFF), $643936 is other state funds, $330413 is local funds, and $399978 is federal funds. Of the $5254980 in LCFF Funds, $1144896 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 South Fork Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: South Fork Union School District plans to spend $6436327 for the 2026-27 school year. Of that amount, $1623074 is tied to actions/services in the LCAP and $4,813,253 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

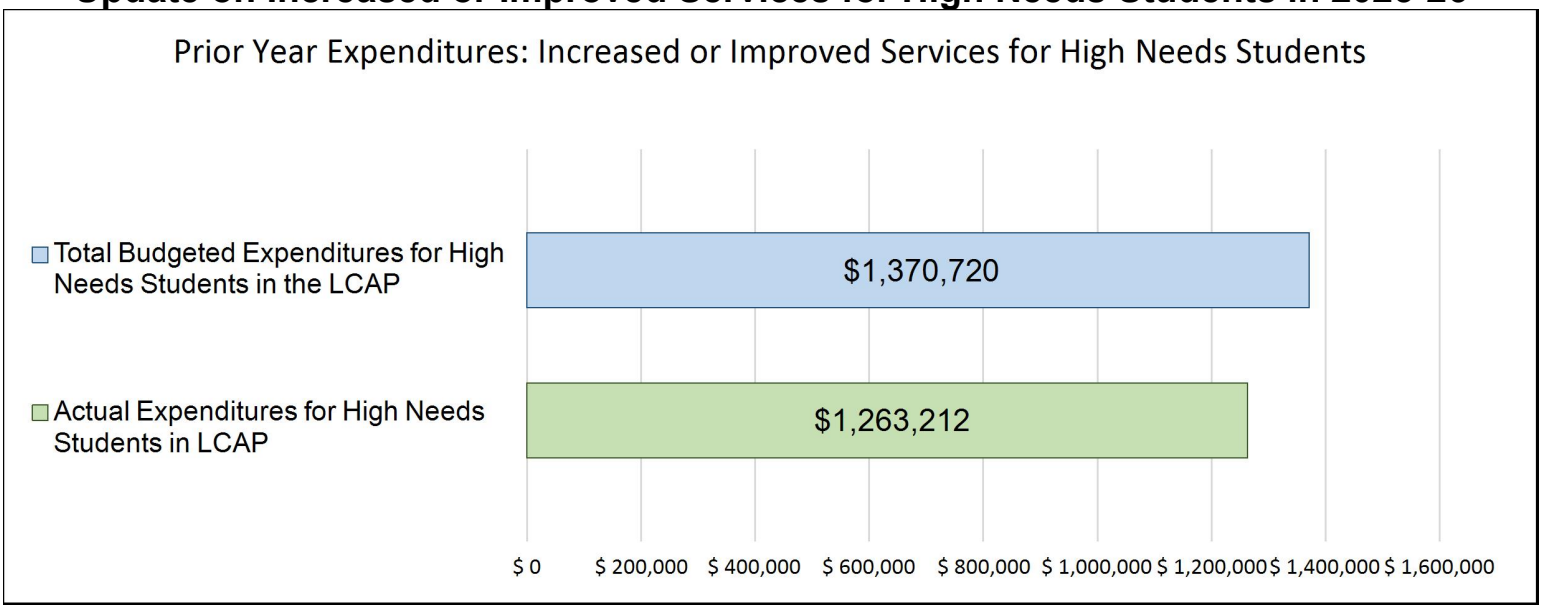
Basic academic and operational program (compensation for teachers, school office staff, site administrators, District General administration, etc.); (After school education and safety); select services for students in need (Special Education, Indian Education, etc.) Other "categorical" programs

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

In 2026-27, South Fork Union School District is projecting it will receive $1144896 based on the enrollment of Foster Youth, English learner, and low-income students. South Fork Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. South Fork Union School District plans to spend $1370720 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what South Fork Union 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 South Fork Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, South Fork Union School District's LCAP budgeted $1370720 for planned actions to increase or improve services for high needs students. South Fork Union School District actually spent $1263212 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
South Fork Union School District	Kimberly Fricker,Ed.D Superintendent	kfricker@southforkschool.org 760.378.4000

Plan Summary [2026-27]

General Information

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

South Fork Union School District is “A community united in creating life-long learners to improve our future through education.” The District is committed to developing and maintaining a positive and safe learning environment with a challenging and meaningful curriculum, which will motivate students to learn and develop the knowledge and skills to prepare them for the future.
South Fork Union Elementary School District is composed of two sites which are a Pre-K-4 Elementary and a 5-8 Middle School site. We have a rich rural history in Weldon California. The demographics of our community are changing and the student population at our school reflects this change. Current enrollment of our school is 373 students, an increase of 52 students from the previous year. The latest demographic information released from CALPADS is as follows: 60.32% white (Not Hispanic), 25.74% Hispanic/Latino, 1.61% American Indian/Alaska Native, 0.27% Asian, 5.36% Multiple Races, 6.7% Decline to state and 2% are English Language Learners. Of our total population 75% are considered low-income students, as determined by free and reduced price lunch statistics. Our current unduplicated percentage is 75%. We are very proud of the unique programs we offer. We provide a safe environment that encourages academic excellence and social responsibility through a standards based technologically enhanced curriculum that is supported by parents, staff and community. Our school refuses to underestimate our students. We know that all our students are capable of achieving at high levels of proficiency. One of our greatest assets is our dedicated and talented staff. We meet regularly to analyze data with the sole purpose of driving instruction to meet the needs of each child. Grade level teams collaborate and share best practice strategies and we have focused professional development throughout the year to support the adopted curriculum and 21st Century Learning. Most importantly, our teachers and staff take responsibility for student success.

Reflections: Annual Performance

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

2023 Dashboard Analysis
The South Fork Union School District has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights student groups that received the lowest performance level (Red) on one or more state indicators.

Student groups receiving a Red Performance Indicator District-wide include:
Socioeconomically Disadvantaged Students (Chronic Absenteeism & Suspension)
White Students (Chronic Absenteeism & Suspension)
Students with Disabilities (Suspension)

Schools receiving a Red Performance Indicator include:
South Fork Elementary (Chronic Absenteeism and Suspension)

Student groups within a school with a Red Performance Indicator include:
South Fork Elementary:
Socioeconomically Disadvantaged Students (Chronic Absenteeism & Suspension)
White Students (Chronic Absenteeism & Suspension)

Actions to Address Areas of Concern (Required Actions)
The district is addressing Chronic Absenteeism and Suspension through:
Academic Interventions (actions 1.1 & 1.12)
Student Engagement Supports (actions 2.1 2.2 2.4, 2.5, 2.12)
Parent Communication & Outreach (actions 2.6, 2.10, 2.12-2.14)
New Intervention Classroom & One-on-One Aide Support (Action 1.15 and 1.8)

2025 Dashboard Analysis
An analysis of the most current 2025 Dashboard shows the following overall performance on state indicators included on the Dashboard.
ELA: 20.1 points below standard- Increased (+12.8) (Yellow Performance Level)
Math: 52.1 points below standard- Increased (+6.3) (Yellow Performance Level)
English Learner Progress: No performance level due to low student count.
Science: 51.1 science points - Maintained (-0.7).
Chronic Absenteeism: 18.2%- Improved (-1.7%) (Yellow Performance Level)
Suspension Rate 2.3%- Declined (-2.1%) (Green Performance Level)

Student Groups in Red (2023) with Current Status (2025)

District-wide- Socioeconomically Disadvantaged Students:

Chronic Absenteeism 21.1% Declined by 2.3% (Orange)
Suspension 2.9% Declined to 2.8% (Green Performance Level)

District-wide White Students
Chronic Absenteeism 18% Maintained 18% (Orange Performance Level)
Suspension 3% Declined to 2.7% (Green Performance Level)

District-wide Students with Disabilities
Suspension 3.7% Declined to 2.8% (Yellow Performance Level)

Student Groups within a School:
South Fork Elementary SED students
Chronic Absenteeism 21.1% Declined 2% (Orange Performance Level)
Suspension 2.9% Declined 2.9 % (Green Performance Level)

South Fork Elementary White students
Chronic Absenteeism 18% Increased 0.5% (Orange Performance Level)
Suspension 3% Declined 2.7% (Green Performance Level)

Local Assessment Review

A review of local assessment data highlights some academic challenges along with some successes. iReady results in both early literacy and numeracy (Metrics 1.13 and 1.14) demonstrate that significant improvements have been made across the grade levels. ELA showed a 20% increase from Early on Grade level to Mid or Above grade level from 2025 to 2026. Additionally, similar improvement trends can be seen in Math, where 32% of students have show growth moving from below grade level to Early on grade level or Mid to above grade level. In grades 4–8, the newly implemented IXL assessments (Metrics 1.18 and 1.19) reveal some academic challenges. In ELA, 45% of all students—and 44% of SED students—were far below grade level. In Math, the far-below rate was 44% for all students and 53% for SED students, with 4–5% of these students scoring above grade level. The district will continue to refine its instructional practices, assessment strategies, and intervention support in response to this data. Priority areas moving forward include improving Tier 1 instruction, aligning curriculum and assessment tools, and providing targeted support for struggling students in both early and upper grades.

Strengths:
A review of the 2025 state assessment data highlights improved outcomes in both ELA and Math for all student groups. South Fork showed significant improvements in ELA with a 12.8 point increase for all students. Students With Disabilities earned a 34.5 point increase, a 36.7 point increase for Two or More Races, as well as a 22 point increase for socioeconomically disadvantaged students. Math showed improvement as well with an increase of 6.3 point for all students. Notable student groups include Students with Disabilities with a 21 point increase, Two or More races with a 23.6 point increase and a 17.8 point increase for socioeconomically disadvantaged students. Use of class time programs and direct support/training of teachers in CAASPP vernacular and strategies can be credited for the improved outcomes.

Attendance recovery efforts were employed and days were successfully recovered. Beginning in April Saturday school was implemented as well to support attendance and learning recovery efforts. These efforts point to a success as Chronic Absenteeism and suspension continue to decline.

Challenges:
South Fork continues to struggle with a low percentage of "Highly Qualified" teachers, with a Teacher Assignment of 54.9% significantly lower than the state average. Although Chronic absenteeism declined, local current trend data is showing a reversal. Ed. Partner feedback noted a shift away from practices that lead to previous years success in a reduction of Chronic Absenteeism percentage. Note ably a less rigorous approach to home visits and phone calls efforts.
Additionally, although suspension numbers have dramatically decreased continued efforts in implementation of alternative suspension as provided for in the LCAP may lead to a continued decrease that is sustainable.

LREBG:
South Fork received additional LREBG funds as part of the 25-26 budget act and plans to spend the funds in the 2026-27 LCAP. The LREBG needs assessment showed that there is a need to continue improvements in academic outcomes in both ELA and math for SWD, White, SED and Hispanic students. The district will provide professional development for data system that builds educator capacity to inform teaching and learning. (Goal 1 Action 1) This action, which aligns with LREBG allowable uses, will support teachers and site leaders in analyzing assessment results, identifying student strengths and areas of need, planning targeted instruction, and monitoring progress over time. By creating a consistent, cross-content approach to data use, the district will strengthen instructional coherence, improve responsiveness to student need, and support more effective intervention and acceleration in both ELA and mathematics.

Research:
Research indicates that data systems are most effective when paired with professional learning that helps educators interpret and act on student data. The Institute of Education Sciences recommends establishing the conditions and staff capacity needed for data-based decision-making, while RAND research shows that teachers often need stronger preparation to use available data effectively. In addition, evidence on formative assessment shows positive effects on student achievement when teachers use assessment evidence to adjust instruction. Research on feedback and metacognition further supports the value of timely, actionable information to guide next instructional steps. Together, this research supports the district’s investment in professional development for a shared data system as a strategy to improve instruction and student outcomes in ELA and mathematics.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP/District Advisory Group	The LCAP/District Advisory group collected feedback from all educational partners, contributing to the development of goals, actions, and priorities. Throughout the school year, the advisory group met in September, October, November, December ,January, February, March, April, and May to review progress toward goals, stakeholder input, surveys, local and state data, and LCAP goals and actions. These reviews took place at District Advisory Committee (DAC) meetings, School Site Council meetings, and Parent-Teacher Club meetings. District Advisory Committee representatives gathered recommendations to support academic, physical, and social-emotional success, particularly for students with the greatest needs. This input informed focus areas and necessary student supports for the 2024-2027 LCAP.
School Site Council	Throughout the school year, the School Site Council met in September, October, November, December ,January, February, March, April, and May . School site council met and reviewed stakeholder input, surveys, local and State data. The district also reviewed progress towards goals and action steps with staff leadership and advisory groups, including the School site council.
Parent, Teacher Club	All District parents and staff were given the opportunity to provide input through the California Healthy Kids survey and represented on the District Advisory Committee. A staff survey was conducted for input into the goals and actions steps. Parents are also invited to

Educational Partner(s)	Process for Engagement
	share input at back to School events, Open House, Family Dance and Movie Night as well as sporting events.
SELPA Consultation	SELPA consultation was conducted to ensure that all students have access to common core standards and materials as well as high qualified staff. The special education plan was reviewed and determined that all actions and goals were being implemented properly.
Community	Progress towards goals has been shared at least quarterly at board meetings and any and all questions were addressed at the public hearing. Additionally School Leadership attends Exchange Club Meetings to share school goals and provide updates.
Students	Students were provided two surveys to share their feedback about their school program as it applies to the LCAP.
Teachers and other school personnel	All District staff were given the opportunity to provide input through the California Healthy Kids survey and represented on the District Advisory Committee. A staff survey was conducted for input into the goals and actions steps. The district also reviewed progress towards goals and action steps with staff leadership and advisory groups.
Principal and Classified Management/Confidential Management	A staff survey was conducted for input from staff, including the principal and management staff, into the goals and actions steps in the LCAP.
South Fork Teachers Association and California Service Employees Association (CSEA)	LCAP information was presented at a union meeting where both SFTA and CSEA were present. Feedback and input were shared.

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

The feedback received this year from educational partners, including the School Site Council and LCAP Advisory Group, largely supported the district's existing LCAP goals and actions. Most stakeholders affirmed the current focus on student engagement, wellness, and instructional quality.

Previous key actions—such as hiring a permanent social worker (Action 2.6), adding a school psychologist and nurse through the Community Schools grant (Actions 2.5 & 2.9), maintaining the school interventionist (Action 2.7), and completing the adoption of the McGraw Hill K–5 curriculum (Action 1.9)—were developed in response to stakeholder feedback received in prior years and continue to reflect ongoing community priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Implement Common Core Standards to maintain high levels of student achievement by providing highly qualified teachers, implementing CCSS and preparing students to learn in the 21st Century Classroom.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP is a three year plan that describes goals, actions, services and expenditures to support positive student outcomes that address State and local priorities. The LCAP provides an opportunity for our District to share our story of the programs that best meet our local needs. It is designed to be the accountability and communication between the District and stakeholders. The plan consists of three areas of focus: Conditions of Learning, Pupil Outcomes and Engagement. Each area combined covers eight priorities required to be addressed resulting in access for all students. The Local Control Accountability Plan (LCAP) sole purpose is to address discrepancies in the performance of other peer groups, by allocating additional supplemental funds to strategic actions that support unduplicated students in improving or increasing services to meet their needs. District students who are “at-risk” of not meeting state performance standards may also be included in this plan. Goal 1 is designed to address four of the eight state priorities in order to improve and address the unique needs of our student population.

The District continues to struggle to maintain highly qualified teachers. The teacher shortage has resulted in employment of PIP’s and STIP’s. Teachers not fully credentialed need mentoring and assistance to ensure successful student achievement. The California State Standards require students to be proficient with technology and learn through various technological-cased programs. Student devices and technical support services need to be enhanced for student proficiency.

Based on the 2023 Dashboard, in the area of English Language Arts, Socioeconomically disadvantaged students, White students and the “all student" groups scored in the LOW performance level. The “all student” group scored 32.3 points below standard with a decline from the prior year of 8.2 points. In the area of Mathematics, Socioeconomically disadvantaged, White, and the “all student” groups scored in the Low performance level. The "all student" group scored 59.2 points below standard and maintained -1.9 points from the prior year. By providing appropriate instructional materials and supplemental instructional support, students will be supported in improving academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of teachers that are fully credentialed and assigned appropriately. Source: Cal SaaS Reporting LOCAL DATA Priority1 (a) Appropriately Assigned and Fully Credentialed Teachers	2023-24 From the Cal SaaS reporting 74% of teachers are fully credentialed and assigned appropriately	2024-25 61% of teachers are fully credentialed and 100% assigned appropriately	2025-26 78% of teachers are fully credentialed and 100% assigned appropriately	2026-27 85% of all teachers are fully credentialed and assigned appropriately.	+4%
1.2	Progress in making instructional materials aligned to the standards available. (1-5 rating scale) Source: California School Dashboard Self-Reflection tool for Instructional Materials Priority 1(b) Access to standards aligned curriculum.	2023 California School Dashboard ELA- 3 Mathematics-3 ELD-3	2025 California School Dashboard ELA- 3.5 Mathematics- 3.5 ELD- 3.5	2026 California School Dashboard ELA- 3.5 Mathematics- 3.5 ELD- 3.5	From the 2026 California School Dashboard local indicators. Self-reflection Tool ELA- 4 Mathematics-4 ELD-4	ELA- +0.5 Mathematics- +0.5 ELD- +0.5
1.3	The degree school facilities are maintained in good repair. Source: Rating on FIT/SARC of "Good" or Better."	2023-24 Rating on FIT/SARC of "Good or Better."	2024-25 Rating on FIT/SARC of "Good or Better."	2025-26 Rating on FIT/SARC of "Exemplary."	2026-27 Maintained Rating on FIT/SARC of "Good or Better."	Improved Rating of "Exemplary"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1 (c) School facilities maintained and in good repair.					
1.4	Progress in providing professional development for teaching to the adopted standards and curriculum frameworks. (1-5 rating scale) Source: CA School Dashboard Self Reflection Tool Rating Priority 2(a) implementation of state board adopted content and performance standards	2023 California School Dashboard ELA-3 Mathematics-4 ELD-4	2024 Dashboard ELA- 4 Mathematics- 4 ELD- 4	2025 Dashboard ELA- 4 Mathematics- 4 ELD- 4	2026 California School Dashboard ELA- 4 Mathematics-4 ELD-4	ELA- +1 Mathematics- Maintained 4 ELD- Maintained 4
1.5	Percent of English learners receiving ELD services for the purpose of gaining academic content knowledge and English language proficiency. Source: Daily Schedules and Lesson Plans Priority 2 (b) Program Services that enable English Learners access to CCSS and ELD standards for academic content and English Language Proficiency.	2023-24 Based on a review of daily schedules and lesson plans, 100% of students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated instructional support during content instruction.	2024-25 Based on a review of daily schedules and lesson plans, 100% of students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated instructional support during content instruction.	2025-26 Based on a review of daily schedules and lesson plans, 100% of students are provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated instructional support during content instruction.	2026-27 Based on a review of daily schedules and lesson plans, 100% of students will be provided an additional 30-40 minutes of daily Designated ELD instruction and Integrated instructional support during content instruction.	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Average distance from standard (DFS) on CAASPP English Language Arts Source: California School Dashboard Priority 4(a) Student performance on statewide tests	2023 California Dashboard English Language Arts All students: 32.3 points below standard SED: 53.4 points below standard White: 29.7 points below standard	2024 California School Dashboard English Language Arts All students: 32.9 points below standard SED: 49.7 points below standard White: 31.1 points below standard	2025 California School Dashboard English Language Arts All students: 20.1 points below standard SED: 27.7 points below standard White: 19.8 points below standard	2026 California Dashboard English Language Arts All students: 26 points below standard SED: 42 points below standard White: 24 points below standard	All students: +12.2 points SED: +25.7 points White: +9.9 points
1.7	Average distance from standard (DFS) on CAASPP Mathematics Source: California School Dashboard Priority 4 (a) Student performance on statewide tests	2023 California Dashboard Mathematics All students: 59.2 points below standard SED: 79.3 points below standard White: 54.2 points below standard	2024 California School Dashboard Mathematics All students: 58.4 points below standard SED: 76.7 points below standard White: 50.7 points below standard	2025 California School Dashboard Mathematics All students: 52.1 points below standard SED: 58.9 points below standard White: 50.8 points below standard	2026 California Dashboard Mathematics All students: 47 points below standard SED: 63 points below standard White: 43 points below standard	All students: +7.1points SED: +20.4 points White: +3.4 points
1.8	Rate of English Learner Progress Source: California School Dashboard Priority 4 (e) Progress towards English proficiency	2023 California School Dashboard ELPI No Performance Color (Less than 11 students-data not displayed for privacy)	2024 California School Dashboard ELPI No Performance Color (Less than 11 students-data not displayed for privacy)	2025 California School Dashboard ELPI No Performance Color (Less than 11 students-data not displayed for privacy)	2026 California Dashboard ELPI 45% of ELs will make progress towards EL proficiency (medium status)	N/A
1.9	Reclassification Rate Source: Kern Integrated Data System (KiDS)	2023-24 Reclassification Rate of 8.33% (1 student)	2024-25 Reclassification Rate of 55%	2025-26 Reclassification Rate of 15% (1 student)	2026-27 Reclassification Rate of 16.66% (2 students)	+6.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4(f) EL Reclassification Rate					
1.10	Extent to which pupils have access to and are enrolled in a broad course of study. Source: Master Schedule Review Priority 7(a) Broad Course of Study	Review of 2023-24 master schedules reflect 100% of students have access to and are enrolled in a broad course of study.	Review of 2024-25 master schedules reflect 100% of students have access to and are enrolled in a broad course of study.	Review of 2025-26 master schedules reflect 100% of students have access to and are enrolled in a broad course of study.	Review of master schedules for 2026-27 will reflect 100% of students have access to and are enrolled in a broad course of study.	No change Maintained 100% students with access and enrollment in a broad course of study.
1.11	Extent to which students have access to and are enrolled in programs/services for unduplicated students. Source: Master Schedule Review Priority 7(b) Programs/Services for Unduplicated Pupils	2023-24 A review of Designated and Integrated ELD implementation, multi-tiered systems support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	2024-25 A review of Designated and Integrated ELD implementation, multi-tiered systems support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	2025-26 A review of Designated and Integrated ELD implementation, multi-tiered systems support, and extended learning opportunities indicate 100% of unduplicated pupils receive targeted intervention and support.	2026-27 A review of Designated and Integrated ELD implementation, multi-tiered systems support, and extended learning opportunities will indicate 100% of unduplicated pupils receive targeted intervention and support.	No change Maintained 100% of unduplicated pupils receiving targeted intervention and support.
1.12	Extent to which students have access to and are enrolled in programs/services for students with exceptional needs. Source: IEP Implementation Review	2023-24 A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	2024-25 A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	2025-26 A review of IEP implementation indicates 100% of students with disabilities receive access to programs and are provided required services.	2026-27 A review of IEP implementation will indicate 100% of students with disabilities receive access to programs and are provided required services.	No change Maintained 100% of students with disabilities receiving access to programs and being provided required services.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7(c) Programs/Services for students with exceptional needs.					
1.13	Student Performance on iReady ELA Spring K-3 Source: Kern Integrated Data System (KiDS) Priority 8: Other Student Outcomes	2023-24 All students (126 students): Mid or above grade level: 5.6% Early on grade level: 15.1% 1 grade level below: 50.8% 2 grade levels below: 24.6% SED (125 students) Mid or above grade level: 5% Early on grade level: 10% 1 grade level below: 53% 2 grade levels below: 27%	2024-25 All students (101 students): Mid or above grade level: 1% Early on grade level: 11% 1 grade level below: 72% 2 grade levels below: 17% SED (83 students) Mid or above grade level: 1% Early on grade level: 12% 1 grade level below: 69% 2 grade levels below: 18%	2025-26 All students (85 students): Mid or above grade level: 21% Early on grade level: 20% 1 grade level below: 41% 2 grade levels below: 18% SED (68 students) Mid or above grade level: 9% Early on grade level: 28% 1 grade level below: 41% 2 grade levels below: 22%	2026-27 All students: Mid or above grade level 12% Early on grade level 17% 1 grade level below 28% 2 grade levels below 13% SED: Mid or above grade level 10% Early on grade level 12% 1 grade level below 28% 2 grade levels below 14%	All students Mid or above grade level: 15.4% Early on grade level: 4.9% 1 grade level below: -9.8% 2 grade levels below: -6.6% SED Students Mid or above grade level: 4% Early on grade level: +18% 1 grade level below: -12% 2 grade levels below: -5%
1.14	Student Performance on iReady Math Spring K-3 Source: Kern Integrated Data System (KiDS) Priority 8: Other Student Outcomes	2023-24 All students: Mid or above grade level: 1.6% Early on grade level: 6.4% 1 grade level below: 68%	2024-25 All students (101 students): Mid or above grade level: 4% Early on grade level: 4%	2025-26 All students (86 students): Mid or above grade level: 17% Early on grade level: 15%	2026-27 All students: Mid or above grade level 19% Early on grade level 17% 1 grade level below 50%	All students: Mid or above grade level: +15.4% Early on grade level: +8.6% 1 grade level below: -13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2 grade levels below: 20% SED: Mid or above grade level: 2% Early on grade level: 5% 1 grade level below: 64% 2 grade levels below: 25%	1 grade level below: 78% 2 grade levels below: 14% SED (84 students) Mid or above grade level: 5% Early on grade level: 4% 1 grade level below: 76% 2 grade levels below: 15%	1 grade level below: 55% 2 grade levels below: 13% SED (68 students) Mid or above grade level: 4% Early on grade level: 22% 1 grade level below: 57% 2 grade levels below: 17%	2 grade levels below 14% SED: Mid or above grade level 5% Early on grade level 25% 1 grade level below 55% 2 grade levels below 15%	2 grade levels below: -7% SED Students Mid or above grade level: +2% Early on grade level: +17% 1 grade level below: -7% 2 grade levels below: -8%
1.15	Number of teachers receiving CAASPP coaching support. Source: Coaching logs Priority: 2(a) implementation of state board adopted content and performance standards	2023-24 Coaching Support provided for 12/14 teachers	2024-25 Coaching Support provided to 11/11 teachers.	2025-26 Coaching Support provided to 14/14 teachers.	2026-27 All teachers with low CAASSP results over two year period will be provided coaching.	+2 teachers received coaching support
1.16	Percent of students meeting or exceeding standards in Science. Source: CAASPP/ELPAC Results Page Priority 4 (a) Student performance on statewide tests	2023-24 All students (5th & 8th grades): 33.3% SED students (5th and 8th grades) 30.23%	2024-25 All students (5th & 8th grades): 30.43% SED students (5th and 8th grades) 21.57% 2024 Dashboard All students (5th-8th grades): 12.8	2025-26 All students (5th & 8th grades): 31.71% SED students (5th and 8th grades) 26.98% 2025 Dashboard All students (5th-8th grades):	2026-27 4All students (5th & 8th grades): 40% SED students (5th and 8th grades) 36%	All students (5th & 8th grades): -1.59% meeting or exceeding standards SED students (5th and 8th grades) -3.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Science-points below standard Source- CA School Dashboard		points below standard SED students ((5th and 8th grades) : 16.8 points below standard	51.1 science points SED students ((5th and 8th grades) : 48.5 science points		
1.17	Percent of students Meeting Level 3 in ELA on the California Alternate Assessment Percent of students Meeting Level 3 in Math on the California Alternate Assessment Source: CAASPP/ELPAC Results Page Priority 4 (a) Student performance on statewide tests	2023-24 ELA: Suppressed data due to # of students tested Math: Suppressed data due to # of students tested	2024-25 ELA: Suppressed data due to # of students tested Math: Suppressed data due to # of students tested	2025-26 ELA: Suppressed data due to # of students tested Math: Suppressed data due to # of students tested	2026-27 ELA: 20% Math: 20%	N/A
1.18	Student Performance on IXL ELA Fall 4-8 Grades Source: Kern Integrated Data System Priority 8 Other Student Outcomes	2023-24 All Students Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0% SED Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0%	2024-25 All Students Above Grade Level: 20% On Grade Level: 19% Below Grade Level: 19% Far Below Grade Level: 42% SED Above Grade Level: 15%	2025-26 All Students Above Grade Level: 20% On Grade Level: 18% Below Grade Level: 27% Far Below Grade Level: 45% SED Above Grade Level: 12%	2026-27 All Students Above Grade Level: 20% On Grade Level: 33% Below Grade Level: 27% Far Below Grade Level: 20% SED Above Grade Level: 18%	All Students Above Grade Level: 20% On Grade Level: 18% Below Grade Level: 27% Far Below Grade Level: 45% SED Above Grade Level: 12% On Grade Level: 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		New metric to be implemented 2024-25 school year	On Grade Level: 16% Below Grade Level: 26% Far Below Grade Level: 50%	On Grade Level: 20% Below Grade Level: 24% Far Below Grade Level: 44%	On Grade Level: 30% Below Grade Level: 30% Far Below Grade Level: 22%	Below Grade Level: 24% Far Below Grade Level: 44%
1.19	Student Performance on IXL Math Fall 4-8 Grades Source: Kern Integrated Data System Priority 8 Other Student Outcomes	2023-24 All Students Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0% SED Above Grade Level: 0% On Grade Level: 0% Below Grade Level: 0% Far Below Grade Level: 0% New metric to be implemented 2024-25 school year	2024-25 All Students Above Grade Level: 5% On Grade Level: 20% Below Grade Level: 29% Far Below Grade Level: 46% SED Above Grade Level: 4% On Grade Level: 18% Below Grade Level: 26% Far Below Grade Level: 52%	2025-26 All Students Above Grade Level: 12% On Grade Level: 20% Below Grade Level: 24% Far Below Grade Level: 44% SED Above Grade Level: 4% On Grade Level: 20% Below Grade Level: 23% Far Below Grade Level: 53%	2026-27 All Students Above Grade Level: 18% On Grade Level: 24% Below Grade Level: 30% Far Below Grade Level: 28% SED Above Grade Level: 18% On Grade Level: 24% Below Grade Level: 30% Far Below Grade Level: 28%	All Students Above Grade Level: 12% On Grade Level: 20% Below Grade Level: 24% Far Below Grade Level: 44% SED Above Grade Level: 4% On Grade Level: 20% Below Grade Level: 23% Far Below Grade Level: 53%

Goal Analysis [2025-26]

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

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

The following actions were fully implemented as planned with the district experiencing both successes and challenges throughout the process. Notable successes and challenges are noted below.

Action 1.2 Library Media Technology Staff. This position maintained student access to library/media resources.

Action 1.3 Technology Administrator & Support and 1.4 Technology Supplies. These actions enabled reliable use of digital curriculum, assessments, and supplemental programs and improved safety through tech-based monitoring systems.
Action 1.6 Summer School Staffing and Materials. The 14-day program served 76 general ed students and 11 students with disabilities; provided transportation and ELOP Summer Camp. The district experienced difficulty collecting parents' portion of fees for Summer Camp.
Action 1.7 Supplemental Curriculum Materials and Software. Resources purchased to support classroom learning.
Action 1.8 Support Staff. Additional staffing met increased needs for one-on-one support.
Action 1.9 Teacher on Special Assignment (TOSA). District TOSA supported teachers with curriculum and assessment implementation.
Action 1.11 Camp KEEP Transportation. Transportation was provided successfully.
Action 1.12 Science Consumables. Despite staffing issues, science experiences (e.g., dissections, egg hatching) were offered.
Action 1.13 Additional Kindergarten Teacher. The teacher was hired and funded to keep a 17:1 student to teacher ratio.
Action 1.14 Staff for Scoring of Assessments. Teachers were trained in scoring CAASPP interim assessments, increasing use in ELA and Math and expanding to science assessments. Lack of a science teacher required general ed teachers to administer science interims during other subject periods.

The following action was partially implemented:

Action 1.1 Professional Development & Materials. All beginning (PIP/STSP/Intern/Induction) teachers observed experienced teachers for professional development. We provided multiple PL opportunities, both at South Fork and at the County Office. This action also paid for substitute teachers for Class time Professional Development sessions giving teachers release time to work with the class time trainer and district coach. This action is considered to be partially implemented as we were unable to secure substitutes in order to provide the opportunity for our teachers to visit teachers from other districts who also teach our newly adopted ELA curriculum.

Action 1.5 Saturday School Staffing & Materials. This action was partially implemented in April and May. The district experienced difficulty securing certificated staff for Saturday work. Efforts were shifted to attendance recovery during after school hours.

Action 1.15 – Intervention Teacher. The district was unable to hire qualified intervention teachers. Instead, one teacher was hired to help with behavioral and academically struggling students at a part time, 0.5FTE. Additional intervention duties were provided by the TOSA at Fay Campus.

Action 1.17– Additional Special Education Services. This action was partially implemented,
The district hired one mild/moderate teacher and one moderate/severe, but did not hire additional teachers due to decline of enrollment of special education students. Successfully administered speech assessments to all students and implementation plans were addressed.

Action 1.10 Coaching and Support for Teachers was not implemented as planned.

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

The following actions had material differences between budgeted expenditures and estimated actuals. No other actions had material differences. Exact amounts of differences can be found in the Annual Update Tables.

Action 1.1 – Professional Development & Materials. Actuals exceeded budget, increased staff interest led to expanded offerings in professional development and materials.
Action 1.3 – Technology Administrator & Support. Higher salary costs than anticipated led to a budget overage.
Action 1.4 – Technology Supplies higher costs than anticipated led to the budget overage.
Action 1.5 – Saturday School Staffing & Materials. This action was underspent, staffing was difficult and the district shifted their efforts to Attendance Recovery.
Action 1.9 – Teacher on Special Assignment was adjusted for the 2025-26 school year to Two TOSAs, one for each campus, however the funds were not updated and therefore this action shows as overspent.
Action 1.10 – Coaching and Support for Teachers this action was underspent. Supports and any budgeted expenditures were supplemented with grant dollars.
Action 1.11 – Camp KEEP Transportation lower cost than anticipated led to unspent funds
Action 1.12 – Science Consumables. This action was overspent, additional science materials were purchased for TK-4 grades which are not provided with the Science Adoption.
Action 1.15 – Intervention Teacher this action was underspent. The district was unable to hire full time intervention teachers. A (0.5) FTE teacher was funded for behavioral and academic support and efforts were supplemented by the TOSA at Faye campus.
Action 1.17 – Additional Special Education Services was overspent. Unforeseen costs for 1:1 shadow aides for students as well as transportation costs for students who attend the Regional Center account for the overspent funds.

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

The actions under Goal 1 demonstrated effectiveness in supporting and improving student academic achievement, with gains among socioeconomically disadvantaged (SED) students in CAASPP English Language Arts (Metric 1.6 CAASPP ELA) and (Metric 1.7 CAASPP Mathematics) as well as improved outcomes in local assessment (Metric 1.13 IReady ELA K-3) and (Metric 1.18 IXL ELA 4-8th)

SED students improved their Distance from Standard (DFS) in CAASPP ELA by 22 points and All Students improved 12.8 points. Additionally CAASPP Math improved by 17.8 points for SED students and All Students improved by 6.3 points.

CAASPP(Metric#), IReady and IXL data suggest that coaching and professional development Actions 1.1 and 1.9, 1.10 access to support staff and to media and technology services (Actions 1.2, 1.3, and 1.4, 1.7,1.8), and additional supplemental learning time through summer programs (Action 1.6) continue to contribute to academic progress.

Early literacy interventions in grades K–2 (Action 1.13) increased the percentage of SED students performing above and on grade level in both ELA and Math, indicating a shift in performance bands that requires continued attention. (Metric 1.13 IReady ELA K-3 All Students/SED)

The targeted use of interim assessments to identify students who are struggling to meet grade-level standards has contributed to early gains in academic performance by enabling timely intervention and support (Actions 1.14 and 1.15)

Science performance among All Students improved from 2024, by 1.3% with 31.71% meeting or exceeding standards and an increase of 5.4% for SED students with 26.98% meeting or exceeding standards. This outcome suggests Action 1.11 (Camp KEEP Transportation) and Action 1.12 (Science Consumables) ,although minimal, were effective in improving science achievement. These actions aimed to provide enriching, hands-on learning experiences. However, the implementation challenges—particularly staffing issues that limited the use of science materials—likely impacted a more significant impact of effectiveness. Additional support and instructional strategies are needed to reverse this trend and improve science outcomes.

Additional Special Education Services, Action 1.17, was included in the LCAP to show actions taken in response to an internal SPED services review. This action has proven to be effective based on students now being appropriately identified for speech services.

Saturday School, Action 1.5 was not implemented as planned and therefore cannot provide evidence of effectiveness.

Overall, actions under Goal 1 show signs of effectiveness in closing achievement gaps for SED students in ELA and Math. Additional attention is needed in science instruction and in supporting students who remain below grade level despite initial 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.

Metrics 1.13 and 1.14 Student Performance on iReady ELA and Math were incorrectly labeled K-3. They should have been labeled K-2 and have been corrected; The report used for this data is spring, not fall and that has also been corrected. Additionally Metric 1.13 iReady ELA Spring K-2 and Metric 1.14 iReady Math Spring K-2 will remove “3 or more grade levels below” measure from the Baseline column, each year's outcomes, Target for Year 3 Outcome and from the difference from baseline. TK-2nd graders are assessed and cannot score 3 or more years behind.
Action 1.1 Professional Development and Materials - this action had additional funds added to continue and expand professional development offerings for staff. Increased elements for this action have been added to the action description.
Action 1.17 Additional Special Education Services, will be removed from the 2026-27 LCAP. This action is non contributing and has met the desired outcome in the 2025-26 school year.

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	Professional Development & Materials	Professional development will be provided for reading Intervention program, classroom management, and an additional 2 days will be provided for PD on the district's newly adopted ELA curriculum. Consultant and materials will be funded. 2026-27 Funding will be added to this action to continue professional development offerings. Additionally funding will cover the costs of substitutes so that staff may participate in PDs offered during the school day. This action is supplemented LREBG dollars $21,499.00 Research indicates that data systems are most effective when paired with professional learning that helps educators interpret and act on student data. The Institute of Education Sciences recommends establishing the conditions and staff capacity needed for data-based decision-making, while RAND research shows that teachers often need stronger preparation to use available data effectively. In addition, evidence on formative assessment shows positive effects on student achievement when teachers use assessment evidence to adjust instruction. Research on feedback and metacognition further supports the value of timely, actionable information to guide next instructional steps. Together, this research supports the district's investment in professional development for a shared data system as a strategy to improve instruction and student outcomes in ELA and mathematics.	$48,999.00	Yes
1.2	Library Media Technology Staff	A library support paraprofessional will maintain school libraries, including the library management system and will provide small group grade level support in reading.	$37,250.00	Yes
1.3	Technology Administrator & Support	A technology administrator will maintain all hardware and software for student and staff use, including internet and multi media platforms. This will ensure all technology is in good working order for effective teaching and learning.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Technology Supplies	Regular maintenance or replacement of hardware used for instructional purposes including student chromebooks, headphones, and other tech supplies.	$60,000.00	Yes
1.5	Saturday School Staffing & Materials	Two teachers, one administrator and one cafeteria staff will be provided to operate Saturday School to make-up attendance and/or support students needing additional academic support. Materials will also be provided.	$18,000.00	Yes
1.6	Summer school staffing and materials	Five teachers, one administrator, and three paraprofessionals will be provided to operate Summer School to make-up attendance and/or support students needing additional academic support. One bus driver will be provided to support students needing transportation to and from summer school. Materials will also be provided.	$25,000.00	Yes
1.7	Supplemental Curriculum materials and software	The following supplemental curriculum and instructional software licenses will be provided for use by all students: IXL, Learning A-Z, Accelerated Reading, i-Ready, Classtime Inc. Math and Reading, Success for All (K-1st reading), Generation Genius (science)	$45,000.00	Yes
1.8	Support Staff	Six Paraprofessionals will be provided to work with students struggling to meet the state standards in Reading and Math. They will provide intensive instruction in small group settings or one-on-one when needed.	$130,000.00	Yes
1.9	Teacher on Special Assignment	A stipend for a two teachers on special assignment will be provided. The TOSA will act as state testing coordinator, ensuring all teachers are supported with this annual event. The TOSA will also lead the development of the Single Plan for Student Achievement in collaboration with the School Site Council; will provide curriculum support to all teachers, and will lead the district's PLCs. TOSA will also facilitate data collection for school and district plans.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Coaching and Support for Teachers	Instructional Academic coaches will observe classrooms to ensure that CCSS is fully implemented. Instructional coaches will also implement instructional rounds for Certificated staff, teacher collaboration and professional development. Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Coaching for math and ELA intervention to support our unduplicated count with strategies for our new and uncertificated teachers. The District will contract with KCSOS as an outside vendor to meet with staff on a monthly support basis. (K-3 and Science)	$45,000.00	Yes
1.11	Camp Keep Transportation	Transportation to and from Camp Keep: bus driver and fuel will be funded through this action.	$5,000.00	Yes
1.12	Science consumables	Science hands-on kits will be provided for grades K-8 as a supplement to the district's core science curriculum.	$10,000.00	Yes
1.13	Additional Kindergarten Teacher	An additional Kindergarten Teacher will be provided to reduce class size to 17:1.	$80,000.00	Yes
1.14	Staff for Scoring of Assessment	Stipends will be paid for staff to score CAASPP interim assessments. District TOSA will facilitate this process as well as support teachers in accurate scoring and next steps for providing student feedback and follow-up instruction.	$4,000.00	Yes
1.15	Intervention Teacher	Two teachers, one for each campus, will be provided to support SED students struggling to meet the state standards in Reading/ ELA and/or experiencing behavioral challenges.	$305,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Student Engagement and School Connectedness through meaningful partnerships with families and community members.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

School attendance and chronic absenteeism has been a determining factor in student academic performance. While the COVID-19 Pandemic is over, the absences for illness are still evident, which has caused additional learning loss for our unduplicated students (Low-income, foster youth, and English Language Learners.) who have either one missed online or in-person instruction due to illness or other family concerns during this time. The District will continue to encourage more parent participation in District Advisory, School Site Council and Parent Teacher Club. Parents of unduplicated students are underrepresented in these parent meetings. The long term goal is our District's ultimate responsibility for all our students to be engaged and connected. The metrics and actions chosen will provide opportunities to build positive relationships, develop an understanding of the unique needs of student groups and develop an approach that embraces a relevant perspective for all students. Ongoing data collections will provide opportunities to adjust and refine the actions as needed or to serve the intended student groups.

This goal was developed due to a high percentage of students claiming they had thoughts of suicide taken from the Healthy Kids Survey 2023-2024. 57 percent of our group study stated they are chronically sad or have feelings of hopelessness and 21 percent state they have contemplated suicide. During the 2022-2023 school year, we had 3.10% of students suspended, and for this current year, 2023-2024, we are at 3.7%. To enhance student engagement and foster a positive school environment, we are implementing the PBIS Rewards program. This initiative will enable us to pinpoint specific student issues and facilitate team-based data review sessions to gain insights into underlying challenges. By leveraging this program, we aim to identify student needs and tailor interventions accordingly. Additionally, PBIS Rewards incorporates a social-emotional screening tool to further support our efforts in identifying and addressing student needs and interventions. In tandem with the program implementation, we are committed to providing continuous staff training on the Sown To Grow, explicitly utilizing the Second Step approach. This will empower our educators with the necessary tools and techniques to effectively nurture students' social-emotional development.To gauge the efficacy of our efforts, we will utilize accompanying metrics to measure progress towards our objectives. Any discrepancies between actual outcomes and predefined metrics will prompt us to refine and adjust our strategies in the annual review, ensuring continual progress toward our overarching goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Community meetings held per year. Number of parents in attendance. Source: Sign in sheets Priority 3A Parent involvement and Family Engagement	2023-24 0 Community meetings held 0 Parents in attendance	2024-25 3 Community meetings held Parents in attendance: Back to School -All student groups 47% -SED 43% -EL 82% -FY 17% Community Dance- -All student groups 37% -SED 62% -EL 0% -FY 61% Open House- -All student groups 45% -SED 46% -EL 75% -FY 50%	2025-26 3 Community meetings held Parents in attendance: Back to School -All student groups 50% -SED 50% -EL 43% -FY 43% Community Movie- -All student groups 50% -SED 90% -EL 0% -FY 25%, 10% preschool aged Open House- -All student groups 49% -SED 44% -EL 29% -FY 58%	2026-27 Two community meetings will be held At least 45 parents will be in attendance at each meeting At least 50% of parents will be in attendance at each meeting. SED-50% EL-50% FY-50%	Community meetings held +3 Parents in attendance: Back to School -All student groups +50% -SED +50% -EL +43% -FY +43% Community Event- -All student groups +50% -SED +90% -EL 0% -FY +25% Open House- -All student groups +49% -SED +44% -EL +29% -FY +58%
2.2	Parent Conference Attendance Spring and Fall Source: Sign-in sheets	2023-24 45% of unduplicated student parents attended Parent Conference spring and fall	2024-25 Fall 2024 69% of all parents attended Parent Conference -SED 62% -EL 80%	2025-26 Fall 2025 57% of all parents attended Parent Conference -SED 50% -EL 29%	2026-27 75% of all parents will attend parent conferences spring and fall.	Fall + 12% Spring +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3B Parent Involvement and Family Engagement		-FY 55% Spring 2025 56% of ALL student parents attended Parent Conference -SED 56% -EL 44% -FY 67%	-FY 55% Spring 2026 53% of ALL student parents attended Parent Conference -SED 49% -EL 43% -FY 38%		
2.3	Percent of Parents of Students with Exceptional Needs attending IEPs Source: IEP Attendance Priority 3C Parent Involvement and Family Engagement	2023-24 98%	2024-25 100%	2025-26 100%	2026-27 100%	+2%
2.4	Attendance Rate Source: CalPads P2 Report Priority 5A: School Attendance	2023-24 Attendance rate was 94.3%	2024-25 Attendance Rate was 92.87%	2025-2026 Attendance Rate was 93.43	2026/2027 Attendance Rate will be 97%	-0.87%
2.5	Chronic absenteeism rate Source: CA School Dashboard Priority 5B Student Engagement	2022/2023 Chronic Absenteeism is 34.5% for "all students" SED-39.3% White-35.4% SWD-37.3%	2023/2024 (2024 Dashboard) Chronic Absenteeism is 19.9% for "all students" SED-23.4% White-17.8% SWD-26%	2024/2025 (2025 Dashboard) Chronic Absenteeism is 18.2% for "all students" SED-21.1% White-18.0% SWD-21.3%	2026/2027 Chronic Absenteeism will be 9% for "all students" SED-20% White- 20% SWD- 20%	All students - 16.3% SED -18.2% White -17.4% SWD -16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Suspension Rate Source: California School Dashboard Priority 6A School Climate	2022/2023 Suspension Rate was 3.3% for "all students" SED-4.1% White-4% SWD-6.1%	2023/2024 (2024 Dashboard) Suspension Rate was 4.4% for "all students" SED-5.7% White-5.7% SWD-6.4%	2024/2025 (2025 Dashboard) Suspension Rate was 2.3% for "all students" SED-2.9% White-3.0% SWD-3.7%	2026/27 Suspension Rate will be 2% for "all students" SED- 2% White- 2% SWD- 3%	All students -1.0% SED -1.2% White -1.0% SWD -2.4%
2.7	Expulsion Rate Source: Calpads Data Report Priority 6B School Climate	2023/2024 Expulsion Rate is 0%.	2024/2025 Expulsion Rate is 0%.	2025/2026 Expulsion Rate is 0%.	2026/2027 Expulsion Rate will be 0%.	No Change
2.8	California Healthy Kids Survey Results Source: California Healthy Kids Survey Priority 6C School Climate	2023-24 Parents feel that the school is safe for students 85% Students feel safe at school 90% Staff feels the school is safe 85%.	2024-25 Parents feel that the school is safe for students 92% Students feel safe at school 80% Staff feels the school is safe 94%.	2025-26 Parents feel that the school is safe for students 92% Students feel safe at school 94% Staff feels the school is safe 92%.	2026-27 Parents feel that the school is safe for students +7%. Students feel safe at school +10%. Staff feel the school is safe +9%.	Parents feel the school is safe for students +7% Students feel safe at school +4% Staff feels the school is safe +7%
2.9	California Healthy Kids Survey Results Source: California Healthy Kids Survey Priority 6C School Climate 2025-26 South Fork Student Survey	2023-24 Parents concerns taking seriously 85%. Parents treated with respect. 90% Parents attend school meetings. 93%	2024-25 Parents concerns taking seriously 91%. Parents treated with respect. 97% Parents attend school meetings. 91%	2025-26 Parents feel the school is a supportive place to learn 91% Parents feel well informed 85% Parents and Families feel welcome 90%	2026-27 Parent concerns taken seriously +6% Parents treated with respect +7% Parents attend school meetings - 2% South Fork Survey	2024-25 Parents concerns taking seriously +6%. Parents treated with respect. +7% Parents attend school meetings - 2% South Fork Survey 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Teacher's support student learning 85% Parents encouraged to participate 90% Parents participate in events 89% HKS not available. LEA created their own Survey	Questions reflect percentages at or above 85%	First Year of Data
2.10	Middle School Drop out Rate Source: Kern Integrated Data System (KiDS) Priority 5C Student Engagement	2023-24 Middle School Drop out Rate is 0%	2024-25 Middle School Drop out Rate is 1% (1 student)	2025-26 Middle School Drop out Rate is 0%	2026-27 Middle School Drop out Rate will remain 0%	No Change
2.11	Positive student SEL screenings Source:SEL Screening tool Priority 6C Other Local Measures	2023/2024 First year 0 (implementation year)	2024/2025 There were 84% positive screenings	2025/26 There were 87.25% positive screenings.	Positive screenings will reach 70% in 2026-27	+87.25% positive Screenings
2.12	Number of Alternative to Suspension Room referrals Source: Referals Priority 6A School Climate	2023/2024 First Year 0 (implementation year)	2024/2025 27 Referrals	2025/26 Information not monitored. Unable to report	No more than 10 alternative to suspension room referrals will be conducted a year 2026-27	+27 referrals

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Number of staff attending Crisis Prevention Training Source: Registration at Crisis Prevention Institute (CPI) Priority 6A School Climate	2023/2024 3 staff members Staff attend CPI training	2024/2025 16 staff members	2025/2026 0 staff members	45 staff members attend CPI training in 2026-27	-3 staff members attending CPI
2.14	Number of families engaging with social worker Source: Local data Priority 5B Student Engagement	Social Worker engages with 10 families 2023/2024	2024/2025 Social Worker engages with 53 families	2025/26 Social Worker engages with 75 families	Social Worker engages with 100 families in 2026/2027	+65 families
2.15	Number of families/students engaging with school interventionist. Source: Local data Priority 6A School Climate	School Interventionist engages with 10 families/students.	2024-25 School Interventionist engages with 87 families/students.	2025-26 School Interventionist engaged with 6 families.	School Interventionist engages with 100 families in 2026/27	-4 families/students
2.16	Percent of students trained in Second Step Source: SEL Curriculum Second Step completion Priority 6A School Climate	2023/2024 15% of students will be trained in second step	2024/2025 100% of students trained in Second Step Grades K-3rd	2025/2026 100% of students trained in Second Step Grades Pre-School, TK & 4th grade	100% of all students will be trained in second step by 2026/2027.	+85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.17	Number of students receiving counseling from School Psychologist. Source: Psychologist assessments and counseling logs Priority 6A School Climate	2023/2024 50 students will received counseling from School Psychologist	2024-25 29 students received counseling from School Psychologist	2025-26 35 students received counseling from School Psychologist	150 students receive counseling from School Psychologist (Groups and individuals) 2026/2027	-15 Students receiving counseling

Goal Analysis [2025-26]

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

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

The following actions were fully implemented for Goal 2, reflecting strong district commitment to social-emotional learning (SEL), mental health, school climate, and parent engagement. The district experienced both successes and challenges throughout the process. Notable successes and challenges are noted below.

Parent Engagement & Communication
Action 2.1 – Community Meetings. The district joined the Community Engagement Initiative, strengthening connections with families and community stakeholders.
Action 2.2 – Parent Conference Attendance. Conferences were held as scheduled
Action 2.3 – Parent, Staff, and Student Surveys. Surveys were distributed successfully. With double the amount of parent response from previous year, up to 91%
Action 2.13 – Parent Communication System

Social-Emotional Learning & Mental Health
Action 2.4 – SEL Screening Tools (Sown to Grow). Continues to be implemented for Kinder and first grade students.
Action 2.8 – Second Step Curriculum. SEL curriculum was implemented for upper grades.

Health & Wellness Staff
Action 2.5 – School Nurse. The school nurse supported student health needs.
Action 2.6 – School Social Worker.
Action 2.9 – School Psychologist. Provided psychological services districtwide.

PBIS & School Climate
Action 2.10 – PBIS. Implemented school wide
Action 2.11 – SEL Curriculum for PBIS. “Why Try” was purchased and implemented for 6th-8th grade students.

Action 2.14 Home to School Transportation – The district was able to successfully purchase a new bus and fund associated fuel and maintenance costs including a consistent driver.

These actions were partially implemented for Goal 2
Action 2.7 – School Interventionist. Staffed and supported Tier 2 interventions. However the hours for this position dropped to a 0.5 FTE for a portion of the year.
Action 2.12 – Transportation for Home Visits. Transportation was made available, but fewer home visits occurred than planned.

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.

Several actions had material differences between budgeted expenditures and estimated actuals. No other actions had material differences. Exact amounts of differences can be found in the Annual Update Tables.

Action 2.1 – Community Meetings – Parent Engagement was underspent, one time dollars, as well as sponsored events by CAPK provided meals and health education.
Action 2.2 – Parent Conference Attendance Fall and Spring was underspent do to PTC providing materials and supplies instead of budgeted resources
Action 2.3 – Parent, Staff, and Student Survey. Underspent by lower-than-expected cost for survey administration.
Action 2.4 -- SEL Screening Tools was underspent as there was a lower than expected cost for implementation.
Action 2.5 – School Nurse this action has a material difference due to a shift in contract time. The original budget was for 100% and the nurse served at a 60% contract.
Action 2.6 – School Social Worker shows a material difference as this action was supplemented using CCSPP dollars.
Action 2.8 – Second Step Curriculum underspent, kits were maintained and the purchase of additional kits was not needed.
Action 2.11 – SEL Curriculum for PBIS underspent. After the initial training and program purchase, renewing the license cost less than initially allocated.
Action 2.12 – Transportation for Home Visits. Underspent, fewer home visits were conducted than planned and budgeted for.
Action 2.13 – Parent Communication System –This action was underspent as it was supplemented using a one time DHS First Five one time grant dollars

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

The actions under Goal 2 demonstrated continued effectiveness based on the continued decline in both Chronic Absenteeism, -2.3% (Metric 2.5) and -2.8%in Suspension (Metric 2.6) for SED.

Action 2.3 Parent, Staff & Student surveys, Action 2.4 SEL Screening: Sown to Grow, Action 2.5 School Nurse, Action 2.6 School Social Worker, Action 2.7 School Interventionist, Action 2.8 Second Step Curriculum, Action 2.9 School Psychologist, Action 2.10 PBIS, Action 2.11 SEL Curriculum for PBIS, and 2.14 Home to School Transportation and Action 2.13 Parent Communication System.

While several actions are functioning effectively and demonstrating ongoing signs of sustainability, greater integration of these efforts would further accelerate student outcomes and strengthen long-term sustainability.

Based on the assigned Metric 2.5 and Metric 2.6, Parent and community engagement actions (2.1, 2.2, 2.12, 2.13) were found to be effective. Individual actions maintained their outcomes from previous years attendance. SED family attendance at events ranged from 44%-90%. Parent conference attendance declined slightly with 57% attendance in the fall and 53% attendance in the spring. This data suggest that actions were successful in re-engaging families and improving home-school communication. However additional steps may be considered to improve parent and community connectedness.

In summary, while Goal 2 actions effectively reduced chronic absenteeism and suspension, there is a need to prioritize family engagement efforts while continued integration and implementation efforts addressing behavioral supports and SEL implementation.

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.

Metric 2.9 California Healthy Kids Survey, (CHKS)was unavailable. This Metric was replaced by an internal survey created by district leadership and based on CHKS survey questions.

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	Community Meetings - Parent Engagement	Two parent engagement community meetings will be held to build community relationships. Parent training, conferences and family nights will be held to encourage parent engagement in student's education. To encourage attendance at these events, the district will provide refreshments. The district will also supply any necessary supplies and child care. The district TOSA, in collaboration with district staff, will ensure action is implemented as planned.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Parent Conference Attendance Fall and Spring	Parent Conferences will be held twice per year. Refreshments, child care, and parent outreach will be provided.	$500.00	Yes
2.3	Parent, Staff, Student Surveys	Healthy Kids Survey will be administered to student, staffs, and parents annually to measure perceptions of safety, school connectedness, and overall satisfaction with the educational services being provided.	$1,200.00	Yes
2.4	SEL Screening Tool: Sown to Grow	SEL Screening Tool: Sown to Grow will be implemented to regularly gauge students' SEL needs.	$13,000.00	Yes
2.5	School Nurse	A school nurse will be provided to help with immunizations, referrals to outside agencies, quick checks for student health complaints and home visits, when necessary, to help facilitate better health and improved attendance. The school nurse will also make referrals to mental health providers and any necessary health services to SED students, whose parents cannot afford such services or obtain referrals in a timely manner.	$85,000.00	Yes
2.6	School Social Worker	A school social worker will be maintained as part of the district's triage team and will identify barriers experienced by families in order to connect them with the appropriate resources and supports.	$60,000.00	Yes
2.7	School Interventionist	The 1/2 time school interventionist will be maintained as part of the district's triage team and will perform home visits to families of students experiencing of chronic absenteeism or behavioral issues with the goal of connecting families with necessary resources and supports.	$55,000.00	Yes
2.8	Second Step Curriculum	Second Step Curriculum will be implemented in grades 4-8 to support Social Emotional Learning.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	School Psychologist	A school psychologist will provide intervention and social emotional learning to students who are experiencing trauma or behavior issues. The district School Psychologist will oversee the Curriculum for Social Emotional learning and Second Step	$150,000.00	Yes
2.10	PBIS	Stipends will be provided for two staff members to lead the implementation of PBIS at each school site; Student stores will be funded for 18 teachers as part of PBIS Reward system; Funds will also be used for site reward incentives and to display school expectations/ mantras in a way that makes each school more appealing and improves the all-around school culture.	$15,000.00	Yes
2.11	SEL Curriculum for PBIS	The district will implement Social Emotional Curriculum (Why Try), and will provide training for staff to assist students in this area. Using a trauma informed approach, teaching staff will provide daily/weekly lessons on topics such as decision making, positive self-esteem, problem solving, and self-efficacy.	$2,500.00	Yes
2.12	Transportation Cost for Home Visit	Maintenance of a district vehicle, including insurance and gas, will be maintained. District staff will perform home visits to connect with families and identify the need for resources/ supports.	$4,000.00	Yes
2.13	Parent Communication System	Maintain software and associated expenses to increase communication with parent portal web page, calendar social media, and Blackboard.	$9,625.00	Yes
2.14	Home to School Transportation	The district will provide home-to-school transportation services to increase student attendance and reduce chronic absenteeism, particularly among socioeconomically disadvantaged students, including extended learning time. Transportation will be provided at no cost to families and will include routes designed to accommodate rural and hard-to-reach areas within the district's boundaries. The district will maintain and operate one additional bus and employ trained drivers to support daily student access to school and extended learning time.	$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1144896	$126563

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
28.589%	3.944%	$153,557.76	32.533%

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:** Professional Development & Materials **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.	Professional development that will be provided to all staff will ensure Reading/ELA programs are effectively implemented, therefore supporting improved student outcomes. Providing PD on classroom management will ensure classroom time is spent on instruction rather than managing unwanted student behaviors. The program will be provided on an LEA-wide basis since the district has identified other	Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady ELA K-3 IXL ELA -4-8th

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
	Our educational partners have identified a need for a reading intervention program to support students who are struggling to meet the state's ELA standards. **Scope:** LEA-wide	students that are not SED who are struggling to meet the state's ELA standards.	
1.2	**Action:** Library Media Technology Staff **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. Our educational partners have identified that our SED students often lack access to texts outside of school, negatively impacting their literacy skills. **Scope:** LEA-wide	By providing an appropriately staffed library, the district will increase SED students' access to texts providing students more opportunities to practice their reading skills outside of the regular school day. Since the library is open to all students on campus, regardless of student group to which they belong, this action will be provided on an LEA-wide basis.	Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady ELA K-3 IXL ELA 4-8th
1.3	**Action:** Technology Administrator & Support **Need:**	By providing technology support for the use of digital ELA/Math curriculum, SED students' access to technology will be improved. Providing them experiences using technology in their content courses will increase access for students with	Outcomes for SED students in CAASPP ELA and 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
	The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need to provide technology support for the use of digital ELA/Math curriculum in order to increase access to technology for SED students who may not otherwise have access and for SED students with varying learning needs to have access to content instruction in various formats. **Scope:** LEA-wide	different learning needs and will give students experiences using the technology used for the CAASPP assessment. Since classrooms include a variety of student groups, besides SED students, this action will be provided to all students to ensure equitable access to technology for all.	
1.4	**Action:** Technology Supplies **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School	By providing technology support for the use of digital ELA/Math curriculum, SED students' access to technology will be improved. Providing them experiences using technology in their content courses will increase access for students with different learning needs and will give students experiences using the technology used for the CAASPP assessment. Since classrooms include a	Outcomes for SED students in CAASPP ELA and 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
	Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need to provide technology support for the use of digital ELA/Math curriculum in order to increase access to technology for SED students who may not otherwise have access and for SED students with varying learning needs to have access to content instruction in various formats. **Scope:** LEA-wide	variety of student groups, besides SED students, this action will be provided to all students to ensure equitable access to technology for all.	
1.5	**Action:** Saturday School Staffing & Materials **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.	Saturday School will provide supplemental reading instructional support for SED students struggling to meet the state's ELA standards as well as Mathematics instruction in the standards students are struggling with the most. The program will be provided on an LEA-wide basis since the district has identified other students that are not SED who are also struggling to meet the state's ELA and Math standards and there is additional room in classrooms.	Outcomes for SED students in CAASPP ELA and 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
	The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need for additional learning time beyond the regular school week to provide supplemental instruction in the areas students are struggling with the most in ELA and Math. **Scope:** LEA-wide		
1.6	**Action:** Summer school staffing and materials **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard	Saturday School will provide supplemental reading instructional support for SED students struggling to meet the state's ELA standards as well as Mathematics instruction in the standards students are struggling with the most. The program will be provided on an LEA-wide basis since the district has identified other students that are not SED who are also struggling to meet the state's ELA and Math standards and there is additional room in classrooms.	Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady ELA K-3 IXL ELA -4-8th Outcomes for SED students in CAASPP ELA and 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
	Our educational partners have identified a need for additional learning time beyond the regular school week to provide supplemental instruction in the areas students are struggling with the most in ELA and Math. **Scope:** LEA-wide		
1.7	**Action:** Supplemental Curriculum materials and software **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need for additional curriculum to supplement the core for students to be provided with extra practice on academic standards they are struggling with.	Our supplemental curriculum materials will be provided as a supplement to our core ELA and Math curriculum to allow for extra practice on standards students are struggling with. Instructional software will be provided to allow for personalized instruction for each student in the standards he or she is struggling with. This action will be provided on an LEA-wide basis since classrooms are comprised of a mix of student groups and the district has identified other students who are not SED that are also struggling to meet the state's ELA and Math standards.	Outcomes for SED students in CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Support Staff **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need for additional instructional support in small group or one-on-one settings for students who are struggling the most to meet the state's academic standards. **Scope:** LEA-wide	Providing this personalized support will allow for support staff to check for student understanding more frequently and to provide more timely feedback and support to students struggling to meet the academic standards. This action will be provided on an LEA-wide basis since the district has identified other students who are not SED that are also struggling to meet the state's ELA and Math standards.	Outcomes for SED students in CAASPP ELA

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
1.9	**Action:** Teacher on Special Assignment **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need for teachers to be provided professional development on the effective implementation of the district's math and ELA curriculum. **Scope:** LEA-wide	The Teacher on Special Assignment will provide teachers professional development on the effective implementation of the district's math and ELA curriculum to ensure teachers are equipped with instructional practices that meet the needs of SED students struggling to meet the standards. The TOSA will also monitor the implementation of the district's LCAP actions with a focus on unduplicated student groups and will work to ensure SED students who need accessibility resources for state testing are prepared to use these tools. This action will be provided on an LEA-wide basis since all students will benefit from school and district plans and well equipped teachers.	Outcomes for SED students in CAASPP ELA and Math
1.10	**Action:** Coaching and Support for Teachers **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School	Providing teachers with instructional coaching support will equip them to meet the instructional needs of SED students struggling to meet the state standards. This action will be provided on an LEA-wide basis since classroom rosters are made up of a students from various student groups, including non-unduplicated students.	Outcomes for SED students in CAASPP ELA and Math Outcomes for SED students in the following local assessments will be used to monitor

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
	Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified a need for teachers to be supported in meeting the instructional needs of SED students struggling to meet the state's academic standards. **Scope:** LEA-wide		effectiveness of this action. iReady K-3 IXL-4-8th
1.11	**Action:** Camp Keep Transportation **Need:** Only 30.23% of the district's 5th and 8th grade SED students met or exceeded standards on the CAST, compared to 33.3% of the "all student" group. Our educational partners have identified the need for all students to continue participating in the Kern Environmental Educational Program, an experience they may not otherwise have outside of the school setting.	The district will support attendance at this annual week long experience so students can participate in a hands-on experience of their natural environment in order to increase their awareness of the natural world and develop a better understanding of next generation science standards. Since students who attend CAMP Keep include students who are not SED, this action will be provided on an LEA-wide basis.	Outcomes for SED students (5th and 8th grade) on the CA Science Test

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.12	**Action:** Science consumables **Need:** Only 30.23% of the district's 5th and 8th grade SED students met or exceeded standards on the CAST, compared to 33.3% of the "all student" group. Our educational partners have identified that students are able to better develop their understanding of science concepts when science instruction includes engaging hands-on experiences. **Scope:** LEA-wide	By providing science kits for hands-on experiences, students struggling to meet the state's science standards, will be better able to develop an understanding of science concepts. Since classrooms include students who may not be in the SED student group, this action will be provided on an LEA-wide basis.	Outcomes on the CA Science Test for SED students in grades 5th and 8th.
1.13	**Action:** Additional Kindergarten Teacher **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard.	By providing smaller class sizes in Kindergarten, SED students who may not have attended Pre-school can be provided with small group instruction to meet their early learning needs. Because the district does not segregate SED students, there may be students in Kindergarten classrooms that are not SED, therefore this action will be provided on a School-wide basis.	Outcomes for SED students in the following local assessments will be used to monitor effectiveness of this action. iReady K-3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified that historically, SED students tend to have less opportunity for early learning experiences such as Preschool and these students enter school with less foundational knowledge than their non-SED peers. **Scope:** LEA-wide		
1.14	**Action:** Staff for Scoring of Assessment **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose	By providing students multiple opportunities to practice ELA performance tasks, they will be guided by teacher feedback and will be better prepared to demonstrate their knowledge and skills on the CAASPP ELA Performance tasks. This action will be provided on an LEA-wide basis since classroom rosters are made up of a students from various student groups, including non-unduplicated students.	Outcomes for SED students in CAASPP ELA

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
	performance in Math is 59.2 points below standard Our educational partners have identified the need for SED students to be exposed to writing performance tasks to develop confidence in demonstrating their knowledge and skills related to the state's ELA performance standards. **Scope:** LEA-wide		
1.15	**Action:** Intervention Teacher **Need:** The district's socioeconomically disadvantaged student group demonstrated an ELA performance level of 53.4 points below standard on the 2023 California School Dashboard, compared to the "all student" group whose current performance in ELA is 32.3 points below standard. The district's socioeconomically disadvantaged student group demonstrated a Math performance level of 79.3 points below standard on the 2023 California Dashboard, compared to the "all student" group whose performance in Math is 59.2 points below standard Our educational partners have identified the need for students to receive small group instruction in skills in which they are struggling	Intervention teachers will provide supplemental skills-based instruction to students struggling to meet the state standards in small group settings. This intervention support will be provided on an LEA-wide basis since the district has identified other students who are not SED also struggling to meet the state's ELA standards.	Outcomes for SED students in CAASPP ELA

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
	to master in addition to their regular classroom instruction. **Scope:** LEA-wide		
2.1	**Action:** Community Meetings - Parent Engagement **Need:** The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Our educational partners have identified a need for more engagement with parents and guardians in order to develop trusting community relationships that lead to regular school attendance. **Scope:** LEA-wide	By providing community meetings, the district will be able to build trusting community relationships and communicate the importance of regular school attendance. Additionally, when families develop trust with the district, we also believe they will be more open to being connected to necessary supports for ensuring their children's success in school. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.	SED student outcomes will be monitored for Chronic Absenteeism
2.2	**Action:** Parent Conference Attendance Fall and Spring **Need:** The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the	By providing regular parent conferences, teachers will be able to communicate to parents how they can best support their children at home as well as communicate the importance of regular school attendance. Parent conferences will also provide an opportunity for teachers to build trusting relationships with families of SED students so they are more open to being connected to necessary	SED student outcomes will be monitored for Chronic Absenteeism

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 student” group whose chronic absenteeism rate is 34.5%. Our educational partners have identified a need to keep parents informed of their child's educational progress and how they can best support their children at home. **Scope:** LEA-wide	supports for ensuring their children's success in school. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.	
2.3	**Action:** Parent, Staff, Student Surveys **Need:** The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%. Our educational partners have identified the need to to ensure parents and students, especially SED students and their families, feel their school is a safe, supportive environment. **Scope:** LEA-wide	By measuring parents and students' sense of safety and school connectedness, the district can take the necessary steps to improve perceptions of safety and school connectedness, when necessary. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.	SED student outcomes will be monitored for Chronic Absenteeism
2.4	**Action:** SEL Screening Tool: Sown to Grow **Need:**	By regularly using the Sown to Grow student survey to gauge students' SEL needs, district support staff will be able to provide early SEL and mental health interventions to students	SED Student outcomes in suspension and Chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5% The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to support students' social emotional well being and to provide the necessary support systems for students struggling with behavior or attendance issues. **Scope:** LEA-wide	demonstrating a need for such supports. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and the district has a Red performance level for Chronic Absenteeism for the "all student" group.	
2.5	**Action:** School Nurse **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Our educational partners have identified a need to provide timely health services to SED	By providing regular basic healthcare services to students in need, students will be less likely to miss school due to illness. Additionally, ensuring students receive mental health services when needed will help them to be better prepared to learn. Because the district has identified students who are not unduplicated in need of dependable health services, this action will be provided on an LEA-wide basis.	SED student outcomes for Chronic Absenteeism.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who may not have regular access to healthcare. **Scope:** LEA-wide		
2.6	**Action:** School Social Worker **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5% The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to help our SED families with any barriers they are experiencing that may prevent them from supporting their chid's well being and educational goals. **Scope:** LEA-wide	By providing a school social worker, the district will be able to connect with families to identify any barriers they are experiencing and connect them to the necessary resources and supports to best support their child's education. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.	SED Student outcomes in chronic absenteeism and suspension.

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
2.7	**Action:** School Interventionist **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5% The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to help families of SED students overcome any barriers preventing them from fully supporting their child's educational goals. **Scope:** LEA-wide	By providing a school interventionist, the district will be able to connect with families to identify any barriers they are experiencing in order to connect them with the necessary resources and supports. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.	SED Student outcomes in chronic absenteeism and suspension.
2.8	**Action:** Second Step Curriculum **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%	By implementing Second Step Curriculum, students in grades 4-8 will be supported in developing relationship building skills and responsible decision making therefore improving student behaviors.	SED student suspension outcomes will be monitored to evaluate effectiveness

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
	Our educational partners have identified the need to promote responsible decision making and relationship building skills to support students experiencing behavioral issues. **Scope:** LEA-wide		
2.9	**Action:** School Psychologist **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5% The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to support the social emotional and mental health of SED students who tend to experience more trauma than their non-SED peers. **Scope:**	A school psychologist will provide intervention and social emotional support to students who are experiencing trauma or behavioral issues. The district School Psychologist will oversee implementation of Curriculum for Social Emotional learning and Second Step. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups. The district also has has a Red performance level for Chronic Absenteeism for the "all student" group and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.	SED Student outcomes in chronic absenteeism and suspension.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.10	**Action:** PBIS **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5% The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to improve the overall school culture by reinforcing positive student behavior instead of focusing on negative student behavior. **Scope:** LEA-wide	By implementing PBIS, the district will take a positive approach to student discipline. The PBIS reward system will be used to acknowledge positive behaviors and school signage will be used to redirect unwanted behaviors using the school's expectations/ mantras. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups. The district also has has a Red performance level for Chronic Absenteeism for the "all student" group and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.	SED student outcomes in chronic absenteeism and suspension
2.11	**Action:** SEL Curriculum for PBIS **Need:** The district's socioeconomically disadvantaged student group has a suspension rate of 39.3% on the 2023	By incorporating the Why Try Curriculum, students will be supported in developing life long SEL skills such as positive self-esteem, problem solving, and self-efficacy. This action will be provided LEA-wide since the district has been identified for Differentiated	SED student outcomes in Chronic Absenteeism and Suspension

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
	California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5% The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to support students in the development of positive self-esteem and self-efficacy skills, especially our SED students, who tend to experience more trauma then their non-SED peers. **Scope:** LEA-wide	Assistance based on our Chronic Absenteeism rates for our White and SED student groups. The district also has has a Red performance level for Chronic Absenteeism for the "all student" group and has a Red performance level for suspension rates for White, SED, and Students with Disabilities student groups.	
2.12	**Action:** Transportation Cost for Home Visit **Need:** The district’s socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the “all student” group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to support our SED families and to connect them with necessary resources and supports.	By maintaining a vehicle for home visits, district staff will be able to connect with families who may not be able to reach out to the school for necessary resources/supports. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups.	SED student outcomes in Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.13	**Action:** Parent Communication System **Need:** The district's socioeconomically disadvantaged student group has a chronic absenteeism rate of 39.3% on the 2023 California School Dashboard, compared to the "all student" group whose chronic absenteeism rate is 34.5%. Educational partners have identified a need to regularly communicate the importance of regular school attendance with families and to maintain families informed of school events and school engagement opportunities. **Scope:** LEA-wide	The district's comprehensive communication system will allow it to regularly communicate the importance of regular school attendance and any opportunities for family engagement events. This action will be provided LEA-wide since the district has been identified for Differentiated Assistance based on our Chronic Absenteeism rates for our White and SED student groups.	SED student outcomes in Chronic Absenteeism
2.14	**Action:** Home to School Transportation **Need:** According to the California School Dashboard (2024), South Fork Union School District's chronic absenteeism rate is high, with 19.9% of all students chronically absent. Unduplicated student groups are disproportionately impacted, with socioeconomically disadvantaged (SED) students at 23.4%. Educational partner feedback consistently identified transportation	Providing reliable home-to-school transportation directly addresses a key barrier to attendance. Transportation removes logistical and financial obstacles that disproportionately affect SED families, many of whom lack consistent access to vehicles or fuel. By offering district-wide bus service, the district ensures that all students—especially those most impacted—have equitable access to daily instruction. This action is being implemented on an LEA-wide basis because transportation barriers are not limited to a single site or subgroup; rather, they affect multiple students across the district, particularly in rural and	Chronic Absenteeism Rate for SED students (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges as a major barrier to regular attendance, particularly for families in remote or low-income areas. In community meetings and parent surveys, families indicated that inconsistent access to reliable transportation contributed to missed instructional time. **Scope:** LEA-wide	underserved areas. A districtwide approach maximizes impact, efficiency, and access to services.	

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

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.

Additional concentration funding will be used on the following staff who provide direct services to students at schools that have a high concentration of unduplicated students. Six paraprofessionals who provide small group intervention support to students struggling to meet the state standards in ELA and Math. (Action 1.8)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4004729	1144896	28.589%	3.944%	32.533%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,370,720.00	$252,354.00	$0.00	$0.00	$1,623,074.00	$1,076,950.00	$546,124.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$48,999.00	$27,500.00	$21,499.00			$48,999.00	
1	1.2	Library Media Technology Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$37,250.00	$0.00	$37,250.00				$37,250.00	
1	1.3	Technology Administrator & Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
1	1.4	Technology Supplies	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.5	Saturday School Staffing & Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$17,000.00	$1,000.00	$18,000.00				$18,000.00	
1	1.6	Summer school staffing and materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$23,000.00	$2,000.00	$25,000.00				$25,000.00	
1	1.7	Supplemental Curriculum materials and software	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.8	Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	
1	1.9	Teacher on Special Assignment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$15,000.00	$0.00	$15,000.00				$15,000.00	
1	1.10	Coaching and Support for Teachers	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.11	Camp Keep Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
1	1.12	Science consumables	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.13	Additional Kindergarten Teacher	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
1	1.14	Staff for Scoring of Assessment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$4,000.00	$0.00	$4,000.00				$4,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.15	Intervention Teacher	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$305,000.00	$0.00	$250,000.00	$55,000.00			$305,000.00	
2	2.1	Community Meetings - Parent Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	Parent Conference Attendance Fall and Spring	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.3	Parent, Staff, Student Surveys	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$1,200.00	$0.00	$1,200.00				$1,200.00	
2	2.4	SEL Screening Tool: Sown to Grow	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$13,000.00	$2,000.00	$11,000.00			$13,000.00	
2	2.5	School Nurse	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$85,000.00	$0.00	$26,145.00	$58,855.00			$85,000.00	
2	2.6	School Social Worker	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$60,000.00	$0.00	$14,000.00	$46,000.00			$60,000.00	
2	2.7	School Interventionist	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$55,000.00	$0.00	$30,000.00	$25,000.00			$55,000.00	
2	2.8	Second Step Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$4,000.00	$0.00	$4,000.00				$4,000.00	
2	2.9	School Psychologist	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$150,000.00	$0.00	$115,000.00	$35,000.00			$150,000.00	
2	2.10	PBIS	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$8,000.00	$7,000.00	$15,000.00				$15,000.00	
2	2.11	SEL Curriculum for PBIS	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.12	Transportation Cost for Home Visit	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.13	Parent Communication System	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$9,625.00	$9,625.00				$9,625.00	
2	2.14	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$285,000.00	$285,000.00				$285,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4004729	1144896	28.589%	3.944%	32.533%	$1,370,720.00	0.000%	34.228 %	**Total:**	$1,370,720.00
								LEA-wide Total:	$1,370,720.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development & Materials	Yes	LEA-wide	Low Income	All Schools	$27,500.00	
1	**1.2**	Library Media Technology Staff	Yes	LEA-wide	Low Income	All Schools	$37,250.00	
1	**1.3**	Technology Administrator & Support	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
1	**1.4**	Technology Supplies	Yes	LEA-wide	Low Income	All Schools	$60,000.00	
1	**1.5**	Saturday School Staffing & Materials	Yes	LEA-wide	Low Income	All Schools	$18,000.00	
1	**1.6**	Summer school staffing and materials	Yes	LEA-wide	Low Income	All Schools	$25,000.00	
1	**1.7**	Supplemental Curriculum materials and software	Yes	LEA-wide	Low Income	All Schools	$45,000.00	
1	**1.8**	Support Staff	Yes	LEA-wide	Low Income	All Schools	$130,000.00	
1	**1.9**	Teacher on Special Assignment	Yes	LEA-wide	Low Income	All Schools	$15,000.00	

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	1.10	Coaching and Support for Teachers	Yes	LEA-wide	Low Income	All Schools	$45,000.00	
1	1.11	Camp Keep Transportation	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
1	1.12	Science consumables	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	1.13	Additional Kindergarten Teacher	Yes	LEA-wide	Low Income	All Schools	$80,000.00	
1	1.14	Staff for Scoring of Assessment	Yes	LEA-wide	Low Income	All Schools	$4,000.00	
1	1.15	Intervention Teacher	Yes	LEA-wide	Low Income	All Schools	$250,000.00	
2	2.1	Community Meetings - Parent Engagement	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
2	2.2	Parent Conference Attendance Fall and Spring	Yes	LEA-wide	Low Income	All Schools	$500.00	
2	2.3	Parent, Staff, Student Surveys	Yes	LEA-wide	Low Income	All Schools	$1,200.00	
2	2.4	SEL Screening Tool: Sown to Grow	Yes	LEA-wide	Low Income	All Schools	$2,000.00	
2	2.5	School Nurse	Yes	LEA-wide	Low Income	All Schools	$26,145.00	
2	2.6	School Social Worker	Yes	LEA-wide	Low Income	All Schools	$14,000.00	
2	2.7	School Interventionist	Yes	LEA-wide	Low Income	All Schools	$30,000.00	
2	2.8	Second Step Curriculum	Yes	LEA-wide	Low Income	All Schools	$4,000.00	
2	2.9	School Psychologist	Yes	LEA-wide	Low Income	All Schools	$115,000.00	
2	2.10	PBIS	Yes	LEA-wide	Low Income	All Schools	$15,000.00	
2	2.11	SEL Curriculum for PBIS	Yes	LEA-wide	Low Income	All Schools	$2,500.00	
2	2.12	Transportation Cost for Home Visit	Yes	LEA-wide	Low Income	All Schools	$4,000.00	
2	2.13	Parent Communication System	Yes	LEA-wide	Low Income	All Schools	$9,625.00	

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	**2.14**	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$285,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,726,575.00	$1,783,212.45

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**	Professional Development & Materials	Yes	$27,500.00	35000
1	**1.2**	Library Media Technology Staff	Yes	$37,250.00	43000
1	**1.3**	Technology Administrator & Support	Yes	$100,000.00	130000
1	**1.4**	Technology Supplies	Yes	$60,000.00	100000
1	**1.5**	Saturday School Staffing & Materials	Yes	$18,000.00	2500
1	**1.6**	Summer school staffing and materials	Yes	$25,000.00	25000
1	**1.7**	Supplemental Curriculum materials and software	Yes	$45,000.00	37500
1	**1.8**	Support Staff	Yes	$130,000.00	141000
1	**1.9**	Teacher on Special Assignment	Yes	$15,000.00	35000
1	**1.10**	Coaching and Support for Teachers	Yes	$45,000.00	0
1	**1.11**	Camp Keep Transportation	Yes	$5,000.00	1904

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Science consumables	Yes	$10,000.00	20000
1	1.13	Additional Kindergarden Teacher	Yes	$80,000.00	96000
1	1.14	Staff for Scoring of Assessment	Yes	$4,000.00	4100
1	1.15	Intervention Teacher	Yes	$305,000.00	32000
1	1.17	Additional Special Education Services	No	$125,000.00	520000
2	2.1	Community Meetings - Parent Engagement	Yes	$10,000.00	7000
2	2.2	Parent Conference Attendance Fall and Spring	Yes	$500.00	90.58
2	2.3	Parent, Staff, Student Surveys	Yes	$1,200.00	300
2	2.4	SEL Screening Tool: Sown to Grow	Yes	$13,000.00	2500
2	2.5	School Nurse	Yes	$85,000.00	56000
2	2.6	School Social Worker	Yes	$60,000.00	40000
2	2.7	School Interventionist	Yes	$55,000.00	22903
2	2.8	Second Step Curriculum	Yes	$4,000.00	1114.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.9**	School Psychologist	Yes	$150,000.00	156000
2	**2.10**	PBIS	Yes	$15,000.00	18000
2	**2.11**	SEL Curriculum for PBIS	Yes	$2,500.00	1150
2	**2.12**	Transportation cost for Home Visit	Yes	$4,000.00	150
2	**2.13**	Parent Communication System	Yes	$9,625.00	5000
2	**2.14**	Home to School Transportation	Yes	$285,000.00	250000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1128721	$1,370,720.00	$1,263,212.45	$107,507.55	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	Professional Development & Materials	Yes	$27,500.00	35000		
1	1.2	Library Media Technology Staff	Yes	$37,250.00	43000		
1	1.3	Technology Administrator & Support	Yes	$100,000.00	130000		
1	1.4	Technology Supplies	Yes	$60,000.00	100000		
1	1.5	Saturday School Staffing & Materials	Yes	$18,000.00	2500		
1	1.6	Summer school staffing and materials	Yes	$25,000.00	25000		
1	1.7	Supplemental Curriculum materials and software	Yes	$45,000.00	37500		
1	1.8	Support Staff	Yes	$130,000.00	141000		
1	1.9	Teacher on Special Assignment	Yes	$15,000.00	35000		
1	1.10	Coaching and Support for Teachers	Yes	$45,000.00	0		
1	1.11	Camp Keep Transportation	Yes	$5,000.00	1904		
1	1.12	Science consumables	Yes	$10,000.00	20000		
1	1.13	Additional Kindergarden Teacher	Yes	$80,000.00	96000		

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	1.14	Staff for Scoring of Assessment	Yes	$4,000.00	4100		
1	1.15	Intervention Teacher	Yes	$250,000.00	32000		
2	2.1	Community Meetings - Parent Engagement	Yes	$10,000.00	7000		
2	2.2	Parent Conference Attendance Fall and Spring	Yes	$500.00	90.58		
2	2.3	Parent, Staff, Student Surveys	Yes	$1,200.00	300		
2	2.4	SEL Screening Tool: Sown to Grow	Yes	$2,000.00	2500		
2	2.5	School Nurse	Yes	$26,145.00	56000		
2	2.6	School Social Worker	Yes	$14,000.00	40000		
2	2.7	School Interventionist	Yes	$30,000.00	22903		
2	2.8	Second Step Curriculum	Yes	$4,000.00	1114.87		
2	2.9	School Psychologist	Yes	$115,000.00	156000		
2	2.10	PBIS	Yes	$15,000.00	18000		
2	2.11	SEL Curriculum for PBIS	Yes	$2,500.00	1150		
2	2.12	Transportation cost for Home Visit	Yes	$4,000.00	150		
2	2.13	Parent Communication System	Yes	$9,625.00	5000		
2	2.14	Home to School Transportation	Yes	$285,000.00	250000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3893083	1128721	7.399	36.392%	$1,263,212.45	0.000%	32.448%	$153,557.76	3.944%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024