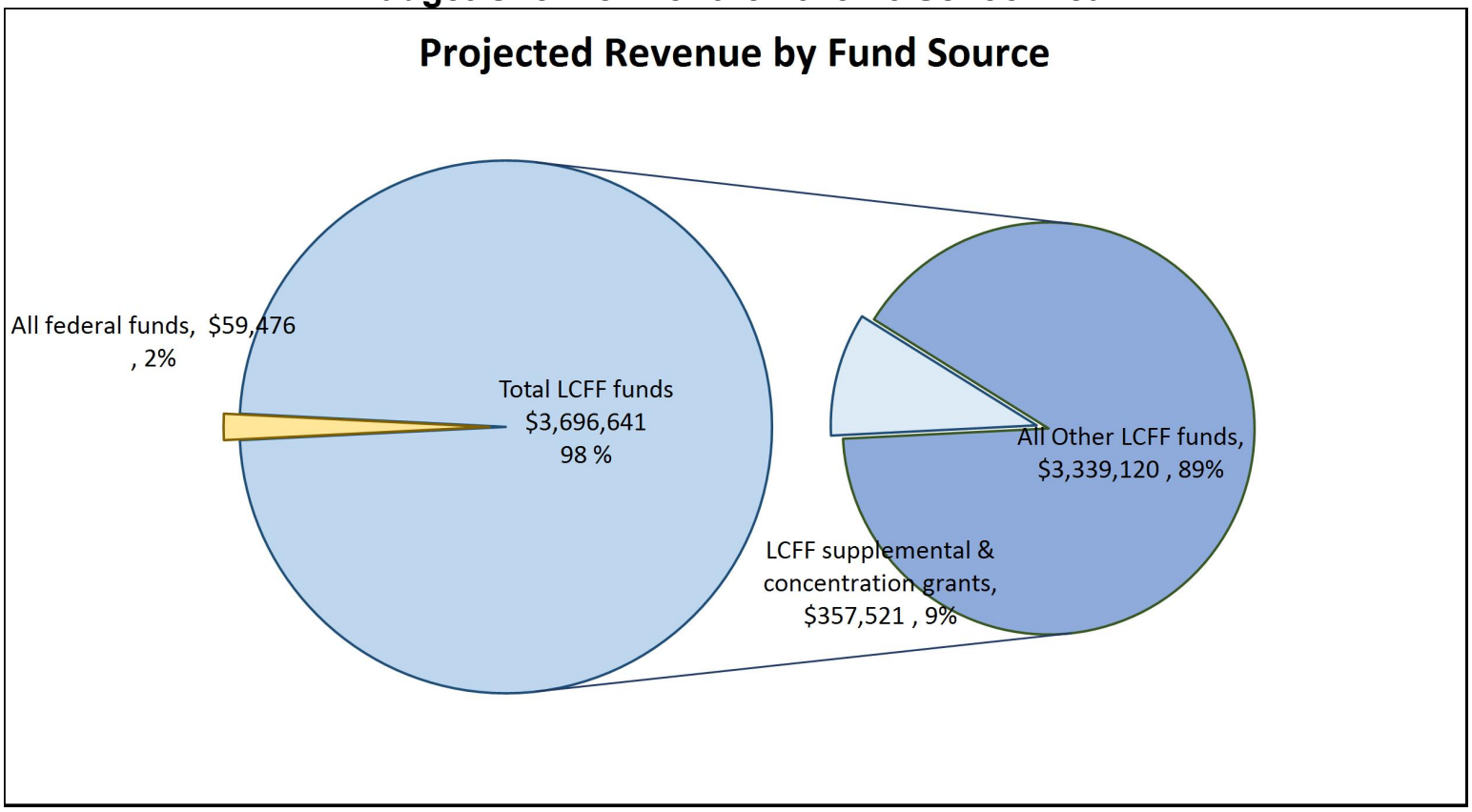
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academy of Careers and Exploration
CDS Code: 36677360116723
School Year: 2025-26
LEA contact information:
Scott Bates
Principal
sbates@helendalesd.com
760-952-1266

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

Budget Overview for the 2025-26 School Year

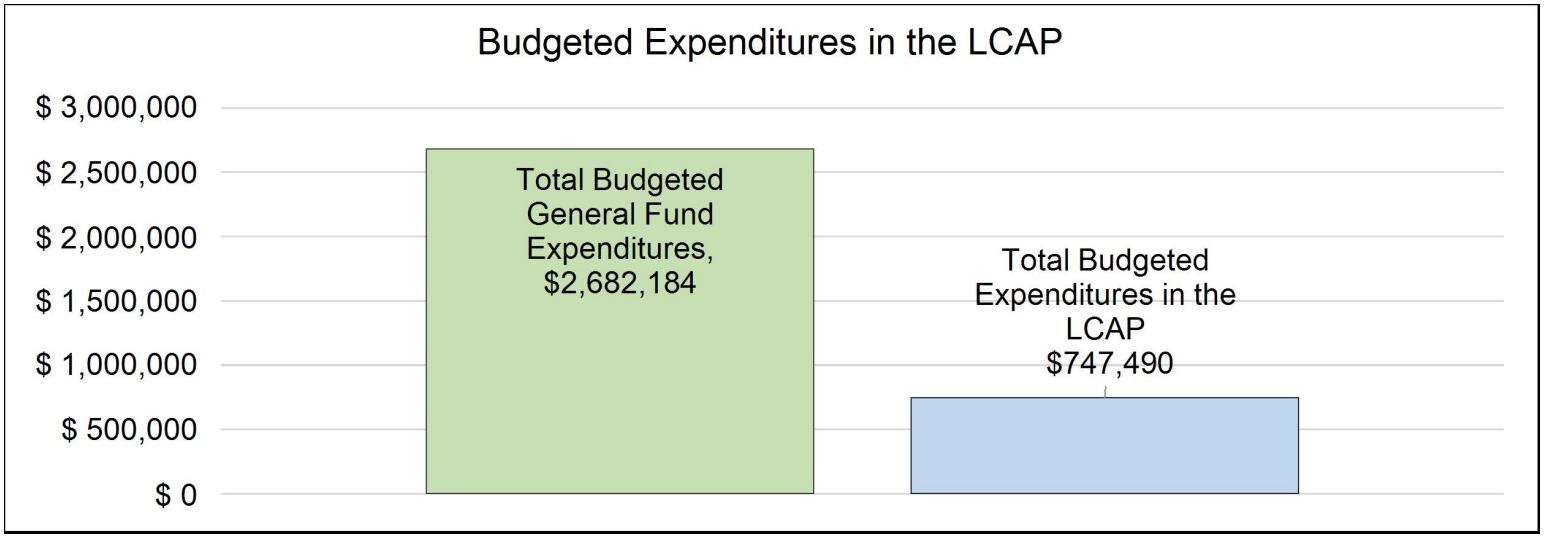


This chart shows the total general purpose revenue Academy of Careers and Exploration expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy of Careers and Exploration is $3756117, of which $3696641 is Local Control Funding Formula (LCFF), $0.00 is other state funds, $0 is local funds, and $59476 is federal funds. Of the $3696641 in LCFF Funds, $357521 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 Academy of Careers and Exploration plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academy of Careers and Exploration plans to spend $2682184 for the 2025-26 school year. Of that amount, $747490 is tied to actions/services in the LCAP and $1934694 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

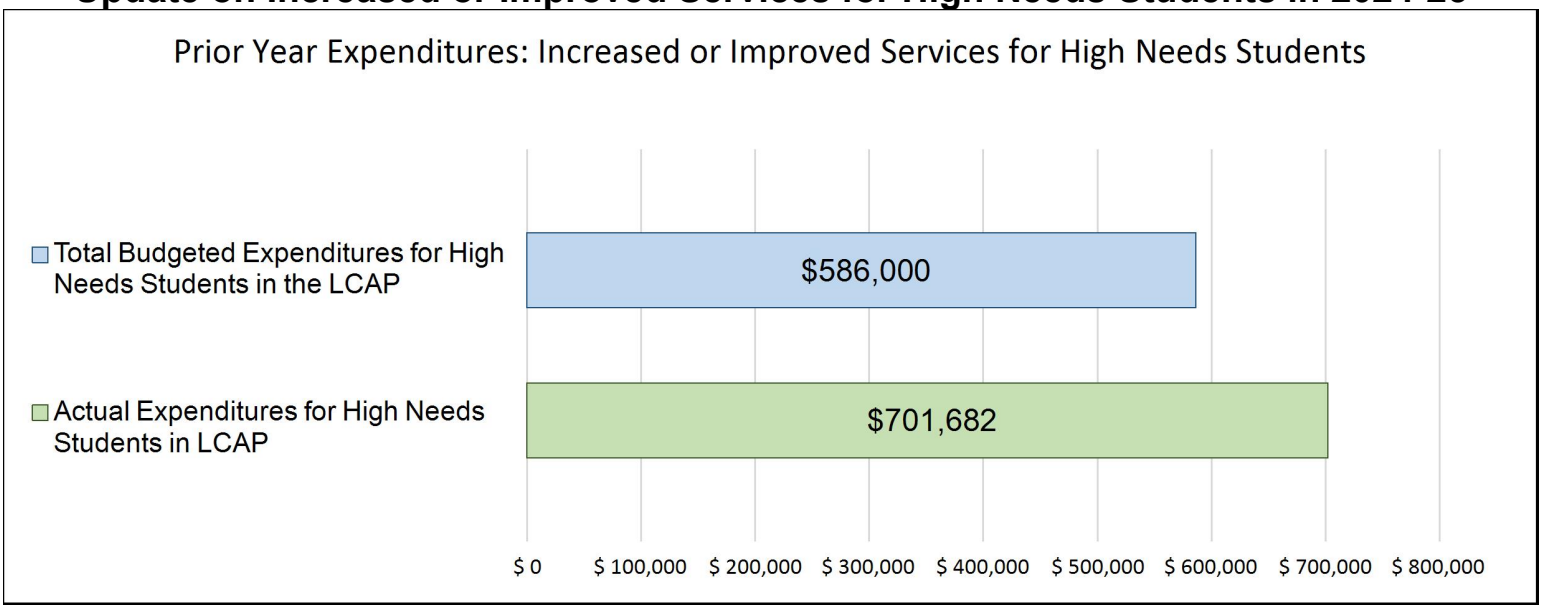
These funds will support core functions such as staff salaries and benefits for positions not specifically tied to LCAP actions, including general education teachers, classified personnel, and administrative staff. In addition, funds will be allocated for operational costs including utilities, facility maintenance, and custodial services to ensure a safe and effective learning environment. Other expenditures will support student transportation, technology infrastructure, instructional materials, and food services. These investments are critical to maintaining a fully functioning school program, while the LCAP expenditures remain focused on targeted supports and services that address the needs of high-priority student groups and help achieve the school's LCAP goals.

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

In 2025-26, Academy of Careers and Exploration is projecting it will receive $357521 based on the enrollment of foster youth, English learner, and low-income students. Academy of Careers and Exploration must describe how it intends to increase or improve services for high needs students in the LCAP. Academy of Careers and Exploration plans to spend $734950 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Academy of Careers and Exploration budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Academy of Careers and Exploration estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Academy of Careers and Exploration's LCAP budgeted $$586,000.00 for planned actions to increase or improve services for high needs students. Academy of Careers and Exploration actually spent $701682 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $(115682) had the following impact on Academy of Careers and Exploration’s ability to increase or improve services for high needs students:

The estimated actual expenditures totaled $701,682, which is $115,682 more than originally planned. This additional investment reflects the school’s commitment to meeting the evolving needs of its high needs student population, including English learners, low-income students, and foster youth. The increased spending allowed the school to expand or enhance services beyond what was initially anticipated, such as additional academic interventions, expanded social-emotional supports, or supplemental instructional resources. As a result, the higher level of investment positively impacted ACE’s ability to provide equitable access and support for students who need it most.

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
Academy of Careers and Exploration	Scott Bates Principal	sbates@helendalesd.com 760-952-1266

Plan Summary [2025-26]

General Information

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

ACE is dedicated to providing a comprehensive and personalized educational experience for students in grades 7-12 with enrollment of 282. Our mission is to empower students to achieve academic excellence, develop essential life skills, and prepare for postsecondary success. ACE is part of the Helendale School District (HSD) a small tight knit community located in the high desert on historic Route 66. With just over 5,000 residents, Helendale School District services the community with one elementary school (grades TK – 6) and one middle school (grades 7 – 8). With an enrollment of 713 students in both schools, the demographics represented in the district include White (41.7%), Hispanic (44.4%), African American (7.1%), American Indian (0.2%), Asian (2.1%), Filipino (.6%), Pacific Islander (0.4%), and Two or More Races (3.5%). The unduplicated student population (one or more of the following) comprises Low Income (55.8%), English Learners (3.3%), and Foster Youth (1.6%). Due to the lack of required numbers, HSD does not have a DELAC or ELAC yet meets with parents and students regularly to address needs of the Second Language population.

Pursuant to California Education Code Section 64001(i), Academy of Careers and Exploration (ACE) Charter qualifies to use the Local Control and Accountability Plan (LCAP) to meet the federal requirements of the School Plan for Student Achievement (SPSA). As a single-school district not currently identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) under the federal Every Student Succeeds Act (ESSA), Helendale School District authorized Independence Charter Academy to consolidate the planning, budgeting, and monitoring processes into one comprehensive LCAP.

The LCAP includes all required elements of a compliant SPSA, including stakeholder engagement, strategies to improve student outcomes, and planned expenditures aligned to state and federal funding, including Title I. This integration ensures alignment of goals, metrics, and resource allocation in support of improved academic achievement and continuous school improvement.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Any Student Group within any School with Lowest Performance Outcomes:

Math: Socioeconomically Disadvantaged

ELA: Socioeconomically Disadvantaged

School Climate:
Suspension Rate: Hispanic, Students with Disabilities (SWD)

Pupil Engagement
Chronic Absenteeism: 15 Students due to the small number the student groups were not identified for student privacy.

School Sites - All Student Groups showing the lowest performance levels

Riverview Middle School:
Pupil Engagement: Chronic Absenteeism

Local Data (2023/2024):

ELA

Secondary Edmentum
All Students - 28%
Low Income - 20%

Math

Secondary Edmentum
All Students - 18%

Low Income - 16%

The 2024 CA Dashboard shows no student group in the lowest performing (red) for student outcomes.

Successes:

ACE also had a strong graduation rate of 98.3% which is an increase of 3.1% and well over the state average of 86.4%. Additionally, suspension rates have declined from the prior year by 1.1% and reflect a suspension rate of 5.7%. Nearly all indicators on the Dashboard showed positive movement.

Challenges:

Hispanic students declined by -3.3 DFS in math. White students increased in suspension rate by 2.8%. Graduation rate for White students declined by 5.3% and overall ACE maintained at 19% with College and Career Indicator which shows an opportunity to improve access to Broad Course of Study.

Resource Inequities and Comprehensive Needs Assessment Summary

In accordance with California Education Code Section 64001(i), the Academy of Careers and Exploration uses its Local Control and Accountability Plan (LCAP) in place of a separate School Plan for Student Achievement (SPSA), as the charter operates a single school site that is not identified for Comprehensive Support and Improvement (CSI).

As such, no resource inequities have been identified that require review or correction under federal accountability guidelines. The school, Academy of Careers and Exploration, has not been designated for CSI and maintains equitable access to staffing, services, supports, and academic resources in alignment with district goals. The district continues to monitor resource allocation to ensure all students receive the support necessary to succeed.

As required under Education Code Section 64001, the school conducted a comprehensive needs assessment to identify performance gaps and resource inequities impacting student outcomes. The analysis revealed a resource inequity in EL support at ACE, where a small English Learner population results in EL Aide coverage that does not span the entire instructional day. Although all teachers are certified to support EL students, the limited EL Aide availability is a documented inequity that affects the consistency and quality of language development support.

At the Academy for Careers and Exploration (ACE), the needs assessment identified chronic absenteeism as a critical area for improvement, with a current rate of 33.3%—an 11.9% increase from the prior year. This trend significantly impacts student learning and school engagement. Additionally, ACE demonstrated urgent academic needs, with ELA and Math performance significantly below standard and a low rate of college and career readiness (19.4%). These performance gaps are particularly evident among socioeconomically disadvantaged students and specific racial/ethnic groups, underscoring the need for targeted, equity-focused interventions.

To address these needs, the district is prioritizing improved instructional quality through professional development, expansion of college and career pathways, enhanced counseling services, and re-engagement strategies such as mentorship programs and family outreach. These efforts are reflected in the LCAP and are designed to ensure that all students have access to the support and opportunities necessary for academic and postsecondary success.

Learning Recovery Emergency Block Grant (LREBG) Funds
Academy of Careers and Exploration has $??? in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be allocated to support LCAP goals and actions over the next three years.

To ensure these funds are effectively targeted, the district conducted a comprehensive needs assessment, incorporating 2024 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, along with input from educational partners and local assessments. This thorough analysis identified key areas of need and informed the selection of one strategic action funded, in whole or in part, by the LREBG.

This action aligns with the requirements of EC Section 32526(c)(2) and is designed to enhance both the academic and socio-emotional well-being of all students, with a particular emphasis on those facing the greatest challenges.

Action 1.3 Class size reduction: Partially funded by LREBG funds, this action aims to lower student-to-teacher ratios in targeted grade levels and subject areas, enabling more individualized instruction, fostering improved classroom management, and promoting increased academic engagement and achievement. By reducing class sizes, teachers can implement evidence-based instructional strategies that accelerate learning progress for all students, particularly those who have been disproportionately impacted by learning loss.

Recent research underscores the benefits of smaller class sizes, particularly in early education. A 2024 report by the British Columbia Teachers' Federation highlights that smaller classes have a positive impact on younger students' academic performance, appearing most beneficial in the early years between Kindergarten to Grade 3.bctf.ca

Additionally, a 2023 article from the National Education Association emphasizes that nine out of ten teachers believe smaller class sizes would help students, noting that educators are better able to manage classrooms and provide personalized attention in smaller settings. nea.org

This initiative is primarily focused on meeting the needs of underrepresented student groups, who often require additional support to bridge achievement gaps. By creating smaller and more focused learning environments, this action directly aligns with LREBG’s allowable use of Accelerating Learning Progress by providing students with more targeted and intensive academic interventions. Research indicates that students in smaller classes show faster gains in literacy and numeracy, leading to improved overall academic performance. As a result, this strategy is expected to yield measurable improvements in student achievement, directly addressing areas of need identified through the comprehensive needs assessment.

Reflections: Technical Assistance

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

The San Bernardino County Superintendent of Schools provides technical assistance to the district by providing a Program Manager that supports small school districts to address their unique challenges and needs. ACE receives assistance through this process by receiving additional technical assistance from the district.

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
All Educational Partners	All educational partners were notified of the LCAP development meetings through email, all call system and district website.
Parents representing all students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth and Students with Disabilities)	LCAP development and input meetings were held in person on February 26, 2025 with one session for parents/community members in the morning and one session in the evening. During the meeting, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2024 California Dashboard along with data from local indicators, including iReady and Accelerated Reading. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the parents regarding goals, actions and metrics that should be kept, revised or removed when developing the 2025/2026 LCAP. Parents were encouraged to discuss concerns and way the district can provide support.
Administrative, Certificated, Classified Staff Members, Union Representatives	LCAP development and input meetings were held in person on February 28, 2025. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2024 California Dashboard along with data from local indicators, including iReady and Accelerated Reading. The District also provided attendees with the anticipated LCFF funding amount as well as additional funding sources. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the

Educational Partner(s)	Process for Engagement
	staff members regarding goals, actions andmetrics that should be kept, revised or removed when developing the 2025/2026 LCAP. Staff members were encouraged to discuss concerns and way the district can provide support. Both Unions had their local representatives present at the meetings and were active in the discussion and provided feedback on the goals, actions and metrics that should be kept, revised or removed when developing the 2025/2026 LCAP.
Students	LCAP development and input meetings were held in person on February 26, 2205. During the meeting, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2024 California Dashboard along with data from local indicators, including iReady and Accelerated Reading. The discussion was focused on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2025/2026 LCAP. Students were encouraged to discuss concerns and ways the district can provide support.
All Educational Partners	The District developed surveys for all educational partners that focused on seeking input for the development of the 2025/2026 LCAP. The LCAP survey focused on community involvement, culture and climate, areas of improvements and areas of success. On January 13, 2025, the surveys were sent out to all educational partners through email and a link was also sent via text through the district's all call notification system. The survey was kept open from January 13, 2025 through January 30, 2025.
Parent Advisory Committee (PAC)	The 22025/2026 LCAP draft was presented to the PAC on May 13, 2025. As no comments were submitted from the PAC, there was not a written response from the superintendent.
SELPA Consultation	The 2025/2026 LCAP Draft was presented to the High Desert SELPA on NEED DATE for consultation and feedback.
Governing Board Community Members	The 2025/2026 LCAP draft was posted publicly on the district website on June 20, 2025. The 2025/2026 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 25, 2025, for public hearing.

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

Educational Partner Engagement and Key Insights
Collaborating with our educational partners during the LCAP development process provided valuable insights into our students' needs. Through meetings, discussions, and surveys, we identified key areas of focus, leading to the incorporation of targeted goals and actions.

The 2024-25 ACE Parent Survey highlighted several recommendations for improvement. Parents emphasized the need for enhanced communication systems, quicker grading turnaround from teachers, and more social skills classes. They also requested after-school transportation for tutoring, stronger support for extracurricular activities, more consistent discipline policies, and greater student choice in mandatory class assignments to prevent summer school enrollment due to poor teaching experiences. These concerns were addressed in Goal 1, Actions 1.2 and 1.8, as well as Goal 2, Actions 2.1 and 2.3. Feedback from educational partners played a key role in shaping Goal 3, Actions 3.1 and 3.2.

During our educational partner engagement sessions, parents and staff underscored the need to close the achievement gap for SED and EL students through after-school programs and clubs. This priority was incorporated into Goal 1, Action 8.

At the same time, parents acknowledged several strengths at ACE, including its caring and dedicated staff, safe and welcoming environment, and strong communication between counselors and students. Many also praised the quality of the teachers, the small community feel, and the effectiveness of the Individualized Education Program (IEP) support.

Beyond the survey results, educational partners identified several areas where the district could enhance student experiences and outcomes. Many expressed the need for increased funding for smaller schools, as limited resources restrict access to essential amenities available at larger schools. Frequent internet outages also remain a challenge, making it difficult for students to complete their work efficiently. Parents and students advocated for expanded funding for sports and clubs, especially for non-mainstream sports and extracurricular activities. A stronger emphasis on hands-on learning opportunities, such as interactive and real-world experiences, would further benefit student engagement. Additionally, there were multiple requests for a wider variety of elective courses, including auto shop, woodshop, choir, and drama, to provide students with more diverse learning options.

Teacher and staff support also emerged as a key concern. Parents and students expressed that staff should focus more on student success and well-being rather than personal interests. Many believe hiring more subject-specific teachers would improve the quality of instruction, as some educators currently cover multiple disciplines rather than specializing in one. The need for more proctors and campus monitors was another recurring theme, as additional supervision throughout the school day would help enforce rules and maintain a safe environment. Improved staff training and accountability, including increased classroom observations and stronger intervention strategies for disruptive behavior, would also contribute to a better learning environment. Parents also raised concerns about the overwhelming workloads of school counselors and emphasized the need for additional support to help them better assist students.

Enhancing communication with parents remains a priority, with families requesting more consistent updates on school events, student progress, and important announcements. Many also suggested fostering greater community involvement through events like free sports tickets at local markets to strengthen school spirit and engagement. Additionally, there was strong support for incorporating more culturally diverse content into the curriculum to better reflect today’s world while maintaining some traditional materials.

Other areas of concern included the school calendar and leadership stability. Parents advocated for reinstating a full Thanksgiving break, as the limited holiday time off causes conflicts for families. Many also expressed frustration with frequent superintendent and principal turnover, emphasizing that maintaining stable district leadership would provide consistency and long-term benefits for students and staff.

Conclusion
These insights from parents, students, and staff underscore the importance of continued collaboration and responsiveness in shaping a stronger, more supportive educational environment. By addressing these concerns while leveraging ACE's existing strengths, we aim to enhance the overall student experience and academic success.

In accordance with Education Code Section 64001(j), ACE utilizes its Local Control and Accountability Plan (LCAP) in place of a School Plan for Student Achievement (SPSA), as it operates as a dependent charter. The LCAP includes all required components to support continuous improvement, stakeholder engagement, and alignment of goals and actions with identified student needs.

Based on the most recent comprehensive needs assessment, significant areas identified for improvement include increasing student achievement in English Language Arts and Mathematics for English Learners and socioeconomically disadvantaged students. Additionally, ACE recognizes the need to improve parent engagement, particularly in the context of a virtual learning environment, and to address chronic absenteeism through targeted support strategies. These areas are reflected in the LCAP goals, actions, and related metrics to ensure focused and measurable improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel in Learning: Drive students' academic success with engaging, challenging curriculum and effective interventions.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Helendale School District, ACE, and their educational partners believe that educating the youth of the community is our most important task. During the LCAP development process, it was clear that Quality Learning and Instruction for All Students was the priority for all members of the community who were involved in the LCAP development. The California School Dashboard showed our 2023 ELA CAASPP scores for all students at -27.5 Difference From Standard (DFS), Socio-economically Disadvantaged at -40 DFS, English Learners at -16.2 DFS, Students with Disabilities -78 DFS, and our Hispanic students group 26.2 DFS. The California School Dashboard showed our 2023 Math CAASPP scores for All Students at -44.3 DFS, Socioeconomically Disadvantages at -57.6 DFS, English Learners at -32 DFS, Students with Disabilities -95.6 DFS, and our Hispanic student group -47.6 DFS. The 2022-23 CAASPP outcomes also showed 45.65% of all students met or exceeded proficiency in English Language Arts, and 35.38% of all students met or exceeded proficiency in Math. The District is implementing comprehensive actions to improve student engagement and academic performance. These actions include providing and maintaining devices for each student, reduced teacher to student ratio classrooms, provide professional development for our staff, and student transportation. These actions will all work toward a positive outcome for our students to increase their academic achievement.

ACE also recognizes the importance of ensuring that all classrooms are led by appropriately credentialed teachers (Metric 1.7) and are supported with state standards-aligned instructional materials (Metric 1.4) and a broad course of study (Metric 1.15). The district continues to implement State Board-adopted content standards (Metric 1.14) with fidelity across all schools. By supporting teacher growth, promoting high-quality instruction, and maintaining equitable access to resources, the district is committed to closing achievement gaps and creating a learning environment where every student can thrive. Metric 1.12 (CAST) The California science Test (CAST) is included as a current metric in our LCAP to monitor students progress in science; however, it is not currently tied to a specific goal, as ACE is in the process of analyzing data to identify trends and determine appropriate actions for future goal development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP MATH Difference From Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All : -44.3 DFS EL: -32 DFS SED: -57.6 DFS SWD: -95.6 DFS	2024 CA Dashboard District All : -39.1 DFS EL: -56.2DFS SED: -58.1 DFS SWD: -86.6 DFS		All : -40 DFS EL: -27 DFS SED: -48 DFS SWD: -75 DFS	District All : +5.2DFS EL: -24.2DFS SED: -0.5 DFS SWD: +9.0 DFS
1.2	CAASPP ELA Difference From Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All : -27.5 DFS EL: -16.2 DFS SED: - 40 DFS SWD: -78 DFS	2024CA Dashboard District All : -12.4 DFS EL: -43.7 DFS SED: - 30 DFS SWD: -76.9 DFS		All : -20 DFS EL: -10 DFS SED: - 28 DFS SWD: -58 DFS	District All : +15.1 DFS EL: --27.5 DFS SED: +10.0 DFS SWD: -+1.1 DFS
1.3	Class size ratio grades K-3 Number of students per class Source: Local Data	23:1 student to class ratio Local Data 2022/23	ACE does not have students in grades K-3 enrolled.		maintain lower that 24:1 student to class ratio	ACE does not have students in grades K-3 enrolled.
1.4	Access to aligned instructional material Percentage Rate	100% of students have access to standard aligned instructional materials. (Local Data 2022-23)	100% of students have access to standard aligned instructional materials.		100% of students have access to standard aligned instructional materials.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard (local indicators)		(Local Data 2023-24)			
1.5	English Learner Reclassification Percentage Rate Source: Local Data	15% of ELL students were reclassified (Local Data 2022-23)	22% of EL students were reclassified. (Local Data 2023-24)		18% of ELL students were reclassified to	+7%
1.6	State implemented ELPAC Test Percentage Rate Source: California School Dashboard	72.13% of EL students were proficient on ELPAC (ELPAC 2022-23)	41.2% of EL students were proficient on ELPAC (ELPAC 2023-24)		75% of EL students were proficient on ELPAC	-30.93%
1.7	Teacher Misassignment Percentage Rate Source: California School Dashboard	District maintained a 0% teacher misassignment. (Local Data 2023-24)	District maintained a 5.4% teacher misassignment. California School Dashboard		0% teacher misassignment	+5.4%
1.8	English Language Arts Benchmark Assessments Percentage Rate Source: Local Data	Elementary iReady All Students - 33% Low Income - 30% Secondary Edmentum (In progress) All Students - 28% Low Income - 20%	Elementary iReady All Students - 38% Low Income - 35% Secondary Edmentum All students - 72% Low Income - 73%		Elementary iReady All Students - 45% Low Income - 45% Secondary Edmentum (In progress) All Students - 40%	Elementary iReady All Students - +5% Low Income - +5% Secondary Edmentum All students - +44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Local Data 2023-24)	(Local Data 2024-25)		Low Income - 40%	Low Income - +53%
1.9	Math Benchmark Assessments Percentage Rate Source: Local Data	Elementary iReady All Students - 21% Low Income - 19% Secondary Edmentum (In Progress) All Students - 18% Low Income - 16% (Local Data 2023-24)	Elementary iReady All Students - 38% Low Income - 38% Secondary Edmentum All Students - 68% Low Income - 62% (Local Data 2024-25)		Elementary iReady All Students - 30% Low Income - 30% Secondary Edmentum (In Progress) All Students - 30% Low Income - 30%	Elementary iReady All Students - +17% Low Income - +19% Secondary Edmentum All Students - +50% Low Income - +46%
1.10	Attendance Rate Percentage Rate Source: Local Data	92.68% Daily Attendance Rate (Local Data 2022-23)	93.97% Daily Attendance Rate (Local Data 2023-24)		95% Daily Attendance Rate	+1.29%
1.11	Chronic Absenteeism Rate Percentage Rate Source: California School Dashboard	All Students – 25.3% Low-Income – 29.4% (2023 CA School Dashboard)	All Students – 15.4% Low-Income – Data not available, fewer than 11 students (2024 CA School Dashboard)		All Students – 18% Low-Income – 18%	All Students – 9.9% Low-Income – Data not available, fewer than 11 students
1.12	California Science Test (CAST) Results	Met or Exceeded Standard on CAST	Met or Exceeded Standard on CAST		All Students - 22%	All Students: +4.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Rate Source: California School Dashboard	All Students - 18.07% Socioeconomically Disadvantaged - 12.82% (CAASPP 2022/23)	All Students - 22.85% Socioeconomically Disadvantaged - 16.67% (CAASPP 2023/24)		Socioeconomically Disadvantaged - 22%	Socioeconomically Disadvantaged: +3.85%
1.13	Increase student technology devices Student to Device Ratio Source: Local Data	SY 2023/2024 Students to device ratio is 1:1	SY 2024/2025 Students to device ratio is 1:1		Students to device ratio is 2:1	No change
1.14	Implementation of state board adopted academic content and performance standards implementation Status	2022/23 SY English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full	2023/24 SY English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core		English Language Arts – Common Core State Standards for English Language Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics -	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability	State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability		Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	
1.15	Access to a Broad Course of Study Percentage Rate Local Indicator	2022/23 100% of student have access to a broad course of study	2023/24 100% of student have access to a broad course of study		100% of student have access to a broad course of study	No change

Goal Analysis [2024-25]

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

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

The implementation of Action 1.1: Technology was partially implemented, as the initial goal of providing a 2:1 student-to-device ratio shifted due to changing student needs post-COVID. While devices remain available upon request, the demand for at-home devices has decreased. Additionally, supplemental classroom technology such as Pilot X interactive podiums and Active Floor systems has been introduced, but further expansion may be necessary to maximize their impact on improving math and ELA performance.

Action 1.2: Grade Level Curriculum, Assessment, and Supplemental Curriculum was fully implemented, with ACE utilizing Edmentum for secondary students and supplementary online materials for K-8. These resources align with standards-based curriculum and offer individualized support to close achievement gaps in ELA and Math. The consistent use of these programs has contributed to ongoing progress monitoring and targeted intervention efforts.

Action 1.3: Lower Class Size in All Schools was not implemented due to staffing constraints. While the intent was to reduce class sizes and enhance ELD integration and small-group instruction, hiring challenges prevented the successful execution of this action. Future planning will need to reevaluate staffing availability and alternative instructional support strategies to achieve the intended impact.

Action 1.4: Professional Development was fully implemented, ensuring that teachers and staff received training in engaging, collaborative, and interactive learning strategies. These opportunities supported improved instructional delivery, with a focus on enhancing ELA and Math academic performance for all students, particularly socioeconomically disadvantaged students.

Action 1.5: Transportation was fully implemented, ensuring that students, particularly SED students, had reliable transportation to and from school. This action played a crucial role in maintaining attendance rates and reducing chronic absenteeism, removing a significant barrier to educational access for many students.

Action 1.6: Bilingual Aides was partially implemented due to challenges in hiring and maintaining a full-time bilingual aide throughout the year. While support was provided to EL students, gaps in availability may have limited the consistency of language acquisition assistance and reclassification progress. Increased efforts in recruitment and retention of bilingual aides will be necessary to fully realize the intended impact of this action.

Action 1.7: Teacher Induction Program was fully implemented, providing new teachers with the necessary training and mentorship to support academic achievement in ELA and Math. This structured program ensured that educators were equipped with instructional strategies to meet diverse student needs.

Action 1.8: After-School Tutoring was partially implemented, as the program was successfully offered to all students but lacked transportation support, which may have impacted accessibility for students without parent-provided transportation. While students benefited from small-group and one-on-one instruction, expanding transportation options will be critical for ensuring equitable participation.

Action 1.9: Career Technical Education and College and Career Readiness was fully implemented, funded through the Golden State Pathways grant. This action successfully expanded career exposure, articulation with the community college system, and A-G completion opportunities for students. These efforts have strengthened students' college and career preparedness, aligning with broader post-secondary success initiatives.

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.

Action 1.2 – Grade Level Curriculum, Assessment, and Supplemental Curriculum
This action was overspent due to increased costs associated with purchasing additional supplemental materials and updated curriculum resources to support new adoptions and address evolving student learning needs.

Action 1.3 – Lower Class Size in All Schools

This action was overspent due to higher-than-anticipated costs related to certificated salaries, statutory benefits, and health and welfare contributions needed to maintain reduced class sizes districtwide.

Action 1.4 – Professional Development
This action was underspent as the district leveraged alternative funding sources, including Title II and ESSER funds, to support staff training and development activities.

Action 1.6 – Bilingual Aides
This action was underspent due to difficulties in hiring qualified bilingual aide candidates early in the school year, resulting in unfilled positions and delayed expenditures.

Action 1.7 – Teacher Induction
This action was underspent as fewer beginning teachers required induction support than originally projected, reducing the total program cost.

Action 1.8 – After School Tutoring
This action was underspent due to limited student participation after school, primarily driven by transportation challenges. As a result, academic support was instead provided during the school day.

Action 1.9 – Career and Technical Education (CTE)
This action was overspent to support the expansion of CTE opportunities and cover additional program costs, including instructional materials and equipment, aligned with increased student enrollment and course offerings.

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

Action 1.1: Technology
The district's plan to increase the student-to-device ratio to 2:1 and implement new classroom technology, such as Pilot X interactive podiums and Active Floor systems, aims to enhance engagement and support academic achievement. However, CAASPP Math (M1.1) and ELA (M1.2) scores indicate a decline, with Math DFS worsening from -44.3 to -99.5 for all students and from -57.6 to -117.8 for socioeconomically disadvantaged (SED) students. Similarly, ELA DFS for SED students declined from -40 to -39.9, showing little improvement. While these tools offer valuable resources, data suggests that additional instructional support is required to translate technology access into academic gains, particularly for low-income and English Learner (EL) students, whose CAASPP data remains limited due to small testing populations.

Action 1.2: Grade-Level Curriculum, Assessment, and Supplemental Curriculum
The use of Edmentum for secondary students and supplementary online materials for K-8 students supports alignment with standards-based curriculum and individualized instruction. While ELA and Math benchmark assessments (M1.8, M1.9) remain low, there is modest improvement in English Learner reclassification rates (M1.5), increasing from 15% to 22%, suggesting some effectiveness in targeted interventions. However, ELPAC proficiency data is suppressed, making it difficult to gauge overall EL progress. While this action benefits all students, data indicates that more intensive interventions are necessary for SED and EL students to improve CAASPP performance.

Action 1.3: Lower Class Size in All Schools
Reducing class sizes has the potential to enhance ELD integration and small-group instruction for EL and SED students. However, CAASPP Math and ELA scores (M1.1, M1.2) show a decline, suggesting that smaller class sizes alone may not be sufficient to drive academic improvements. The limited progress for EL and low-income students indicates a need for more structured interventions and differentiated instructional strategies alongside class size reduction.

Action 1.4: Professional Development
Investing in teacher training aims to improve instructional quality and student engagement. However, Math (M1.1) and ELA (M1.2) CAASPP scores continue to decline, indicating that while professional development provides foundational benefits, additional targeted instructional strategies are needed to close achievement gaps. As benchmark assessment proficiency rates (M1.8, M1.9) remain low, particularly for low-income students, ongoing teacher support should focus on differentiated instruction, intervention strategies, and culturally responsive teaching.

Action 1.5: Transportation
Ensuring reliable transportation is crucial for SED students, as it directly impacts attendance and chronic absenteeism. The district saw a modest improvement in daily attendance (M1.10) from 92.68% to 92.99%, and chronic absenteeism (M1.11) decreased significantly from 25.3% to 15.4% for all students. However, EL chronic absenteeism increased from 24.3% to 25%, highlighting the need for additional outreach and support for EL families to ensure school attendance.

Action 1.6: Bilingual Aides
Bilingual aides play a crucial role in supporting EL students in language acquisition. The EL reclassification rate (M1.5) increased from 15% to 22%, indicating progress, but ELPAC proficiency data (M1.6) was suppressed due to small sample sizes, making it difficult to determine the full impact. Given the continued challenges in CAASPP ELA scores for EL students, this action remains essential, but additional structured language interventions may be needed.

Action 1.7: Teacher Induction Program
Providing new teachers with comprehensive training and mentorship ensures instructional quality, contributing to the district's 0% teacher misassignment rate (M1.7). However, the decline in ELA and Math CAASPP scores (M1.1, M1.2) suggests that new teachers may require additional coaching on differentiated instruction, EL support, and intervention strategies to meet the needs of SED and EL students.

Action 1.8: After-School Tutoring
The district’s after-school tutoring program, designed to provide small-group instruction and one-on-one support for EL and SED students, is an essential intervention. However, ELA and Math benchmark scores (M1.8, M1.9) remain low, indicating that while tutoring is beneficial, more targeted and intensive interventions may be necessary to drive substantial academic improvements.

Action 1.9: Career Technical Education and College and Career Readiness
The implementation of Career Technical Education (CTE) and College and Career Readiness initiatives has provided students with increased opportunities for career exposure, articulation with the community college system, and A-G course completion support. This action has been particularly beneficial in equipping low-income, English Learners, and Foster Youth with pathways to post-secondary education and

workforce readiness. While all students have gained from these expanded opportunities, continued efforts are needed to ensure equitable access to CTE programs, internships, and college preparation resources, particularly for underserved student groups who may face barriers to participation. Strengthening partnerships with local industries and higher education institutions will further enhance these initiatives and support long-term academic and career success for all students.

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

Added M1.3 (class size) to action 1.3.

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	Technology	Site administration will purchase addition student device to increase the ratio to 2:1 and purchase supplemental technology devices in the classroom to provide additional technology access to students (Pilot X interactive podiums, Active Floor systems) to support increase scores in math and ELA. This action is principally directed toward socioeconomic disadvantaged and EL students and will be measured by M1.1, M1.2, and M1.13.	$35,000.00	Yes
1.2	Grade Level Curriculum, Assessment, and Supplemental Curriculum	ACE will utilize Edmentum (secondary) to align curriculum and assessment for students. The programs are designed to align to standards based curriculum and provide individual support based on student needs to close achievement gaps. This action is principally directed to unduplicated students. The expected outcome is increased scores on benchmark assessments and ELA and Math CAASPP scores and district benchmark assessments.	$32,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ACE will provide supplementary online materials for student use in all grade levels K - 8 to support academic growth in both ELA and Math. ELA and Math CAASPP scores will be used for progress monitoring as measured by M1.1, 1.2, 1.8, and 1.9. While all students will benefit from this action, it is principally directed to meet the needs of our socioeconomically disadvantaged students. This action includes: $1,500 Title I, Title II, Title IV from SPSA Goal 1, Strategy 3. Research shows that targeted supplemental instructional supports can significantly improve student outcomes, particularly for students who are socioeconomically disadvantaged (SED). By incorporating a supplemental curriculum grounded in evidence-based practices, we are enhancing our core instructional program with interventions that provide extended learning time, specialized instructional materials, and adaptive, personalized learning pathways. These enhancements are designed to meet students at their current level of understanding and accelerate growth through real-time feedback and differentiated instruction. Implementing this curriculum on an LEA-wide basis, with intentional focus on SED students, reflects a multi-tiered system of support (MTSS) framework shown to increase access, engagement, and achievement for all learners. Research supports that providing universal access to high-quality supplemental instruction—while strategically targeting the needs of historically underserved students—promotes both equity and excellence. This approach not only strengthens academic outcomes across the district, but also reinforces a culture of inclusion, high expectations, and continuous improvement, ensuring all students have the tools they need to thrive.		
1.3	Lower Class Size in all schools	The Superintendent will provide additional teaching staff to reduce the student to teacher ratio in the classroom. This action will allow for a more focused approach to our classroom ELD integration allowing for the growth of our EL students as well as allowing for effective small group instruction to support our SED students in the classrooms. While small class size benefits all students, this action will be principally directed toward our	$135,696.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners (EL) and Socioeconomically Disadvantaged students (SED) as measured by M1.1, M1.2 and M1.3		
1.4	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students which will increase our academic achievement scores on the ELA and Math CAASPP and local benchmarks. Although all students will benefit, this action will be principally directed for our socioeconomically disadvantaged students as measured by M1.1, M1.2, M1.8 and M1.9 This action includes $1,500 Title I, Title II, Title IV from SPSA Goal 1, strategy 2 for Professional Development. Research supports the effectiveness of these approaches. For instance, differentiated instruction has been shown to improve student engagement and achievement by addressing diverse learning styles and needs. Culturally responsive teaching helps bridge the gap between students' home and school experiences, making learning more relevant and accessible. Moreover, formative assessments provide real-time feedback, allowing teachers to adjust their instruction to better meet students' needs. By providing this PD on an LEA-wide basis, we ensure that all educators, not just those directly teaching SED students, are equipped with these essential skills. This approach fosters a consistent, high-quality learning environment across the district, ultimately benefiting all students while strategically targeting the specific needs of our SED population.	$21,500.00	Yes
1.5	Transportation	The superintendent will ensure the district has reliable and available transportation to and from school. This action will be provided to all students but principally directed towards transportation for our SED students, which will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.10 and M1.11	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Bilingual Aides	Site administrators will continue to provide a bilingual aid to support our EL students to increase language acquisition, increase our English Learner Proficiency Indicator and increase our reclassification rate as measured by M1.5 and M1.6. This action is limited to our EL students.	$20,000.00	Yes
1.7	Teacher Induction Program	The district will provide a robust Teacher Induction Program designed to provide new teachers with the skills, knowledge and tools to support the need for increased academic performance in ELA and math. M1.1, M1.2, M1.8 and M1.9	$4,000.00	No
1.8	After School Tutoring	The school site administrator at ACE will provide an after-school tutoring program principally directed to our EL and SED students to support a learning environment that provides opportunities for small group instruction, on to one support, and reinforcement of the standards and curriculum taught in the classroom as measured by M1.1 M1.2, M1.8 and M1.9. This action includes $1500 Title I, Title II and Title IV from SPSA goal 1, strategy 1. Research has shown that after-school tutoring programs can significantly improve academic performance for SED and EL students. A study by the U.S. Department of Education found that such programs can lead to increased test scores, improved homework completion rates, and better attendance records. By providing this program district-wide, we are ensuring that all SED and EL students have access to the support they need to succeed academically, regardless of their school or grade level.	$7,500.00	Yes
1.9	Career Technical Education and College and Career Readiness	School site administration will focus on career technical educational and college and career readiness opportunities for students. Including career exposure, articulation through the community college system, and a focus on A-G completion for students.	$53,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Thriving Environment: Create a supportive and welcoming school climate that promotes student well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based upon parent, staff, and student input during the LCAP development process there is a desire to ensure that each school site is organized in such a manner that it provides safety for all students and staff members. Based on the 2023 California School Dashboard suspension outcomes showed All Students 5.1%, African American 7%, English Learners 8.1%, Hispanic 5.8%, Socio-economically Disadvantaged 5.8%, and Students with Disabilities 11.1% . Chronic absenteeism outcomes showed All Students 25.3%, African American 31.6%, Students with Disabilities 38.9%, English learners 24.3%, Hispanic 25.4%, and Socioeconomically Disadvantaged 29.4%. Actions such as PBIS, parent training to increase participation and decision making, partnering with Care Solace to address student social emotional and wellbeing will be implemented to work toward the success of this goal. Additionally, working in teams to identify and address student behaviors, social emotional and well-being will be implemented to work toward an engaging, safe, and secure campus sites.

In addition to a supportive and welcoming school climate, to support the monitoring of key conditions for learning, ACE strives to maintain proper and safe facilities conducive to learning (M2.9).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Effective Schools Survey Completion Percentage Source: Local Survey	75.4% of parents complete with positive rating 87.3% of students complete with positive rating 84.3% of staff complete with positive rating.	92.84% of parents complete with positive rating 94.01% of students complete with positive rating 91.92% of staff complete with positive rating.		85% of parents complete with positive rating 90% of students complete with positive rating 90% of staff complete with positive rating.	+17.44% of parents complete with positive rating +6.71% of students complete with positive rating -7.62% of staff complete with positive rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Local Data 2023-24)	(Local Data 2024-25).			
2.2	High Level Office Referrals Number of High Level Office Referrals for All Students Source: Local Indicator - Student Information System	All Students - 42 High Level Referral (Local Data 2023/24)	All Students - 8 High Level Referral (Local Data 2024/25)		All Students - 20 High Level Referrals	-34 High Level Referrals
2.3	Suspension Rate Percentage Rate Source: California School Dashboard	District All Students: 5.1% EL: 8.1% SED: 5.8% SWD: 11.1% African American: 7% Hispanic: 5.8% White: 3.7%	District All Students: 3.5% EL: 2.7% SED: 4% SWD: 6.4% African American: 10.1% Hispanic: 3.5% White: 1.7%		District All Students: 3% EL: 3% SED: 3% SWD: 5% African American: 3% Hispanic: 3%	District All Students: -1.6% EL: -5.4% SED: -1.8% SWD: -4.7% African American: +3.1% Hispanic: -2.3% White: no change
2.4	Staff Trainings on Social Emotional Needs Number of training sessions Source: Local Data	School Wide - 4 Individual - 13 (Local Data 2023/24)	School Wide - 4 Individual - 19 (Local Data 2024/25)		School Wide - 4 Individual - 15	School Wide - no change Individual - +6
2.5	Attendance Rate Percentage Rate	District - 94.86% (Local Data 2023/24)	District - 93.59%		District - 96%	-1.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data - Student Information System		(Local Data 2024/25)			
2.6	Expulsion Rate Percentage Rate Source: Local Data	0% (Local Data 2023/24)	0% (Local Data 2023/24)		0%	No change
2.7	Chronic Absenteeism Rate Percentage Rate Source: California School Dashboard	District All Students: 25.3% EL: 24.3% SED: 29.4% SWD: 38.9% African American: 31.6% Hispanic: 25.4% White: 23.9% California School Dashboard 2022/2023	District All Students: 21.6% EL: 25% SED: 26.5% SWD: 30.8% African American: 34.8% Hispanic: 23.5% White: 16.2% California School Dashboard 2023/2024		District All Students: 5.1% EL: 8.1% SED: 5.8% SWD: 11.1% African American: 7% Hispanic: 5.8%	District All Students: 3.7% EL: +0.7% SED: -2.9% SWD: -8.1% African American: +3.2% Hispanic: -2.1% White: -7.7%
2.8	Drop Out Rate Percentage Rate Source: Local Data	0% (Local Data 2023/24)	0% (Local Data 2023/24)		0%	No change
2.9	School Facilities Number of Instances in the FIT report that does	2023-24 0 Instances	2023-24 0 Instances		0 Instances	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	not meet Good Repair standards Source: Local Data	(Local Data 2023/24)	(Local Data 2023/24)			

Goal Analysis [2024-25]

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

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

The implementation of Action 2.1: School Climate and Culture was partially implemented, with efforts focused on developing and applying best practices, including PBIS, to maintain a low student discipline rate. Action 2.2: School Counselor was fully implemented, with school counselors hired at each site to provide educational, preventive, and intervention services. This action successfully contributed to addressing academic and social-emotional needs by removing barriers to learning and enhancing student support systems. The presence of counselors has been instrumental in promoting student well-being, but continued efforts will focus on ensuring that all students, particularly EL and SED populations, have equitable access to counseling services and individualized support. Action 2.3: Director of Student Support was fully implemented, with the hiring of a School Administrative Manager (SAM) to develop initiatives aimed at reducing suspensions and chronic absenteeism. The focus on positive interventions and parent engagement has played a key role in fostering a more supportive school climate. While the action was successfully carried out, ongoing assessment and refinement will be necessary to ensure that the implemented strategies continue to address student needs effectively.

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.

Action 2.1 – School Climate and Culture
This action was underspent as planned activities and initiatives to support school climate were scaled back due to staffing limitations and the availability of alternative funding sources to support some components.

Action 2.3 – Director of Student Support Services
This action was overspent due to adjustments in staffing costs, including salary and benefits, to ensure sustained districtwide coordination of social-emotional learning, wellness supports, and student intervention services.

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

Action 2.1: School Climate and Culture

The district's commitment to Positive Behavioral Interventions and Supports (PBIS) and other strategies has contributed to a decline in suspension rates (M2.3) from 5.1% to 3.5% for all students. However, disparities remain among subgroups, with African American students experiencing an increase from 7% to 10.1%. Chronic absenteeism (M2.7) also decreased overall from 25.3% to 21.6%, but increased for African American students (31.6% to 34.8%) and EL students (24.3% to 25%). While these interventions are positively impacting most students, targeted efforts are needed to address attendance challenges among EL and African American students and further decrease disciplinary incidents across all subgroups.

Action 2.2: School Counselor
Hiring school counselors at each site has played a crucial role in addressing academic, personal, and social-emotional needs. The impact of this action is evident in the reduction of suspension rates (M2.3) and a dropout rate (M2.8) that remains at 0%. However, while chronic absenteeism (M2.7) has improved overall, EL and African American student groups have seen an increase, indicating a need for more targeted engagement strategies for these populations. Additionally, high-level office referrals (M2.2) were recorded at 42 incidents, demonstrating the ongoing necessity of counseling interventions to support behavior management and student well-being.

Action 2.3: Director of Student Support
The hiring of a School Administrative Manager (SAM) to reduce suspensions and chronic absenteeism through positive interventions and parent engagement has had mixed results. While overall chronic absenteeism (M2.7) declined from 25.3% to 21.6%, EL and African American students continue to struggle with attendance. Suspension rates (M2.3) have decreased significantly, particularly for EL students (8.1% to 2.7%), indicating that intervention efforts are positively affecting this group. However, the increase in African American suspension rates (7% to 10.1%) suggests that additional culturally responsive interventions and engagement efforts are necessary to address disparities and ensure that all students benefit from these support structures.

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 2.1: Number of Site Council Meetings Held, Metric 2.3: ELAC Meetings were moved to goal three for better alignment with the goal.

Metric 2.1 (Effective School Survey), M2.2 (High Level Office Referrals), and M2.4 (Staff Training on SEL) were added to Action 2.1 to provide a more comprehensive analysis for effectiveness.
Metric 2.2 (High Level Office Referrals), M2.4 (Staff Training on SEL), and M2.8 (Drop out rate) were added to Action 2.2 to provide a more comprehensive analysis for effectiveness.
Metric 2.2 (High Level Office Referrals), M2.4 (Staff Training on SEL), and M2.6 (Expulsion rate) were added to Action 2.3 to provide a more comprehensive analysis for effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Culture	Administration will continue to develop and implement strategies and best practices, including PBIS, to ensure our student discipline rate remains low. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and provide that student with the support needed. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.1, M2.2, M2.4, M2.5 and M2.7	$10,900.00	Yes
2.2	School Counselor	School Principal will hire school counselors at each site to provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. Although all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.3, M2.4, M2.7, and M2.8.	$140,062.00	Yes
2.3	Director Student Support	The Superintendent will hire a School Administrative Manager (SAM) to develop a program that will reduce the number of suspensions and reduce chronic absenteeism by providing resources for effective positive interventions and parent engagement. Although all students will benefit from this action, it is principally directed toward our EL and SED students as measured by M2.2, M2.3, M2.4, M2.6, and M2.7	$123,692.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partners in Education: Build strong relationships with families and the community to enhance educational outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was designed to encourage active participation from our families and community. We have seen a steady decline in parent and community engagement at the school site as well as reduced attendance at Parent Teacher Conferences (elementary went from 86% attendance to 82% attendance in 2023/24). The actions associated with this goal will help develop and foster a collaborative relationship with our families and encourage active participation with the schools. The actions and metrics grouped together will ensure the district leadership remains focused on parent and community involvement through open communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation with Helendale School District PAC Number of attendees Local Indicator	2023/2024 4 parents attended the May 2024 meeting Local Data	2024/2025 6 parents attended the February 2025 meeting Local Data		10 Attendees per meeting	+2 parents
3.2	Family Events at school sites Number of Events Per Year Local Metric	2023/2024 ACE - 6 Events Local Data	2024/2025 ACE - 17 events Local Data		ACE - 8 Events	+11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent and Community Communication Number of communication activities Local Indicator	2023/2024 District - 12 videos from Superintendent School Sites - 18 emails from site Principals to families Local Data	2024/2025 District - 9 videos from Superintendent School Sites - 19 emails from the site Principals to families. Local Data As of 12/31/24		District - 18 videos from Superintendent School Sites - 20 emails from site Principals to families	District Videos from Superintendent = -3 School Sites - +1 emails from the site Principals to families.
3.4	Number of Site Council Meetings Held Meeting Number of Meetings Held Source: Local Indicator - Meeting Agenda	ACE - 9 Local Data 23-24	ACE - 8 Local Data 24-25		ACE - 10	-1
3.5	ELAC Meetings Number of meeting per school site Source: Local Indicator - Meeting Agenda	ACE - 0 Local Data 23-24	ACE - 0 Local Data 24-25		District - 2 meetings	no change

Goal Analysis [2024-25]

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

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

The implementation of Action 3.1: Parent and Community Communication was partially implemented, with efforts made to maintain regular engagement with families regarding school and district activities. While steps were taken to ensure consistent outreach, challenges arose in sustaining frequent and effective communication. Action 3.2: Parent and Community Involvement was fully implemented, as site administrators successfully engaged parents and the community in school-sponsored events.

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.

Action 3.1 – Parent and Community Communication
This action was overspent due to expanded investments in communication tools, translation services, and outreach efforts to ensure consistent and accessible messaging to families across multiple platforms.

Action 3.2 – Parent and Community Involvement
This action was underspent as several planned engagement events and activities were postponed or modified due to scheduling conflicts and lower-than-expected participation rates.

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

Action 3.1: Parent and Community Communication
Efforts to enhance parent and community communication have shown slight progress, with attendance at the Helendale School District PAC meeting (M3.1) increasing from 4 to 6 parents/community members. However, engagement remains low, suggesting that additional outreach strategies—such as multilingual communication, flexible meeting times, and virtual participation options—may be necessary to increase involvement, particularly among EL and low-income families. Communication through district videos (M3.3) decreased from 12 in 2023/24 to 2 in 2024/25, and school site emails dropped significantly from 18 to 3, indicating a decline in outreach efforts. To ensure that all families remain informed and engaged, it is critical to reassess communication methods and increase consistency in outreach.

Action 3.2: Parent and Community Involvement
Parent and community engagement in school-sponsored events has declined, with family events at school sites (M3.2) decreasing from 6 to 4 events in the current year. While efforts to support families and increase awareness of school and community events continue, the data suggests a need for expanded and more inclusive outreach initiatives. Given that EL and low-income families may face barriers to participation, providing transportation, childcare, and translated materials could help increase engagement. Additionally, strengthening collaboration between schools and families through culturally relevant activities and feedback opportunities may help foster a stronger school-community connection.

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.

Added M3.3 (parent communication) to Action 3.1.

Added M3.4 and M3.5 to Action 3.2.

Added M3.4 (# of SSC Meetings) and M3.5 (# of ELAC Meetings) from Goal 2, as these metrics better align with this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly to ensure our families have updated and relevant information regarding school and district activities as measured by M3.1 and M 3.3. This action includes: $140 from Title I, Title II, Title IV from SPSA Goal 3, strategy 2. Research consistently highlights the critical role of effective school-home communication in fostering family engagement and improving student outcomes. Studies show that when schools regularly share timely, relevant, and accessible information with families, it strengthens trust, increases participation in school activities, and supports student achievement. This goal aligns with best practices outlined by the U.S. Department of Education and the National PTA, which emphasize that ongoing, transparent communication is essential to building strong school-community partnerships.	$2,140.00	No
3.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school sponsored events. The district, schools, teachers and parents are able to better support our students and families and bring awareness about all community events at the school sites as measured by M3.1 and M3.2, M3.4, and M3.5.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$357521	$0

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
10.544%	0.000%	$0.00	10.544%

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:** Technology **Need:** Our district's commitment to equitable access to educational resources is reflected in our 1:1 device initiative, ensuring every student has a device for school use. However, our local data have revealed a significant disparity: many socioeconomically disadvantaged (SED) students lack access to computers or	The initiative to provide additional student devices and updated classroom technology is a pivotal step in addressing the unique needs of Socioeconomically Disadvantaged (SED) students within our district. Research has consistently shown that equitable access to technology is crucial for closing the achievement gap between SED students and their peers. By ensuring that every student has access to personal devices, we are not only leveling the playing field but also enhancing their ability to engage with the	This action will be measured by the metrics identified in the action description

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
	technology at home, severely limiting their ability to engage with resources and curriculum outside of school hours. This was corroborated during meetings with parents of our SED students, who expressed concerns about the lack of home technology. The outdated technology in our classrooms further compounds these challenges, hindering effective instruction and student engagement. Therefore, there is a critical need for increased technology access at home for SED students and updated classroom technology to support their academic growth. This initiative is essential to bridge the digital divide and ensure all students have the necessary tools to succeed academically. **Scope:** LEA-wide	curriculum in a more meaningful way. This approach is supported by studies indicating that technology integration in the classroom can significantly improve student performance and engagement, particularly among students from low-income backgrounds (Warschauer & Matuchniak, 2010). While this initiative specifically targets the SED population, the decision to implement it on an LEA-wide basis reflects our commitment to equity and inclusivity. Providing these resources universally helps to foster a more cohesive and collaborative learning environment, where all students, regardless of their socio-economic status, can benefit from enhanced educational opportunities. This LEA-wide approach also ensures that no student is left behind, promoting a culture of shared responsibility and mutual support across the district. By investing in updated classroom technology and additional student devices, we are not only addressing the immediate needs of our SED students but also laying the foundation for long-term academic success and digital literacy for all students.	
1.2	**Action:** Grade Level Curriculum, Assessment, and Supplemental Curriculum **Need:** CAASPP Data shows all student groups are scoring below standard. Math All : -44.3 DFS	The CAASPP data reveals significant achievement gaps in both English Language Arts (ELA) and Mathematics across all student groups, with our Socioeconomically Disadvantaged (SED) students performing well below the state average. To address these disparities, the Helendale School District is implementing an additional supplemental curriculum designed to provide targeted support to our SED students. This initiative is informed by educational research and tailored to address the	This action will be measured by the metrics identified in the action description.

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
	EL: -32 DFS SED: -57.6 DFS SWD: -95.6 DFS ELA All : -27.5 DFS EL: -16.2 DFS SED: - 40 DFS SWD: -78 DFS When compared to the state for students who met or exceeded the standard, our students are far below the state as indicated below. ELA: Henedale School District - 37.42% State: 46.66% Math: Henedale School District - 25.79% State: 34.62% The data demonstrates a disparity between the All Student group and our SED and SWD students. When compared to the State, the data indicates our students score below the state average. During our educational partner engagement sessions, both parents and staff indicated a need to close the achievement gap for our SED, SWD and EL students. **Scope:**	specific academic needs identified during our educational partner engagement sessions. By incorporating a supplemental curriculum, we are enhancing our existing instructional programs with focused interventions that include additional instructional time, specialized materials, and personalized learning opportunities. For example, the curriculum will integrate adaptive learning technologies that provide real-time feedback and individualized learning paths, ensuring that each student receives instruction at their appropriate level. Providing this supplemental curriculum on an LEA-wide basis, while targeting SED students, ensures that all students benefit from the enhanced educational resources. This approach fosters an inclusive learning environment where all students can access high-quality instruction and support. Moreover, by implementing these supports universally, we create a culture of high expectations and academic excellence that benefits every student, while specifically addressing the needs of our most vulnerable populations. The district's commitment to equitable education means that every student, regardless of their socioeconomic status, has the opportunity to succeed and reach their full potential.	

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		
1.3	**Action:** Lower Class Size in all schools **Need:** CAASPP Data shows all student groups are scoring below standard. Math All : -44.3 DFS EL: -32 DFS SED: -57.6 DFS SWD: -95.6 DFS ELA All : -27.5 DFS EL: -16.2 DFS SED: - 40 DFS SWD: -78 DFS The 2023 CA School Dashboard shows student outcomes on the CAASPP English Language Arts (ELA) for All Students at -65.9 Distance from Standard (DFS), English Learners (EL) scored -115.2 DFS, and Socioeconomic Disadvantaged students scored -51.5 DFS. CAASPP Math for All Students is -105.3 DFS, EL scored -149.7. The data demonstrates a disparity between the All Student group and EL and SED students, thus highlighting the need for increased services to be provided to respond to the needs of these identified student groups. The district is committed to providing	To address these disparities, the district is committed to providing small class sizes, which is a research-backed strategy to improve educational outcomes for EL and SED students. Small class sizes facilitate more personalized and focused instruction, which is particularly beneficial for EL and SED students. With fewer students in each class, teachers can dedicate more time to individual students, providing tailored support that addresses their unique learning needs. This personalized approach is crucial for EL students, who may require additional help with language acquisition, and SED students, who often benefit from more direct engagement and support due to varying socioeconomic challenges. By reducing the student-to-teacher ratio, teachers can implement differentiated instruction more effectively, use supplemental materials tailored to individual learning levels, and provide immediate feedback, which accelerates learning and helps close achievement gaps. Additionally, small class sizes allow for the integration of specific program supports, such as the incorporation of highly trained teachers who specialize in EL and SED instructional strategies, and the use of supplemental materials designed to enhance learning for these student groups. Research consistently shows that small class sizes lead to better student performance, particularly for disadvantaged students. According to the Tennessee STAR (Student/Teacher Achievement Ratio) project, students in smaller	This action will be measured by the metrics identified in the action description.

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
	services and supports for these student group to provide opportunities of growth in ELA. Educational partner feedback from our SED and EL parents indicated that they are very concerned that their students are constantly performing lower academically when compared to all students. **Scope:** LEA-wide	classes significantly outperformed their peers in larger classes, with the most pronounced benefits seen in minority and economically disadvantaged students. By implementing this strategy on an LEA-wide scale, the district ensures equitable access to high-quality education for all students, while strategically targeting the resources to support EL and SED students. This approach not only aims to elevate overall student performance but also to ensure that every student, regardless of their background, has the opportunity to succeed academically	
1.4	**Action:** Professional Development **Need:** CAASPP Data shows our SED student groups are scoring below the All Student Group. Math All : -44.3 DFS EL: -32 DFS SED: -57.6 DFS SWD: -95.6 DFS ELA All : -27.5 DFS EL: -16.2 DFS SED: - 40 DFS SWD: -78 DFS Our local data also shows the following reading At or Above Grade Level percentages by grade level: Elementary iReady	These disparities highlight the urgent need for targeted professional development (PD) to equip our educators with the skills and strategies necessary to support our SED students effectively. To address these needs, we are implementing a comprehensive professional development program designed to create an engaging, collaborative, and interactive learning environment. This program will focus on several key areas, including differentiated instruction, culturally responsive teaching, and the use of formative assessments to tailor instruction to individual student needs. Teachers will receive training on effective strategies for integrating technology into the classroom, which is crucial for providing equitable access to learning resources, especially for SED students who may lack such resources at home. Research supports the effectiveness of these approaches. For instance, differentiated instruction has been shown to improve student engagement and achievement by addressing diverse learning	This action will be measured by the metrics identified in the action description

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 - 33% SED - 30% Our local data also shows the following Math assessment data for at or above grade level: Elementary iReady All - 21% SED - 19% The CAASPP data and local assessment results underscore a significant achievement gap between our Socioeconomically Disadvantaged (SED) students and the All Student group, particularly in mathematics and English Language Arts (ELA). Our SED students are scoring notably lower than their peers, with a Distance from Standard (DFS) of -57.6 in math and -40 in ELA, compared to the All Student group's DFS of -44.3 and -27.5, respectively. Additionally, only 30% of SED students are reading at or above grade level, and a mere 19% are at or above grade level in math according to iReady assessments. Educational partner feedback from our staff indicate that they need professional development that helps them stay current on best practices for creating a learning environment that supports our students academic success. **Scope:**	styles and needs. Culturally responsive teaching helps bridge the gap between students' home and school experiences, making learning more relevant and accessible. Moreover, formative assessments provide real-time feedback, allowing teachers to adjust their instruction to better meet students' needs. By providing this PD on an LEA-wide basis, we ensure that all educators, not just those directly teaching SED students, are equipped with these essential skills. This approach fosters a consistent, high-quality learning environment across the district, ultimately benefiting all students while strategically targeting the specific needs of our SED population.	

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		
1.5	**Action:** Transportation **Need:** Student chronic absenteeism is currently districtwide at 25.3% and SWD at 38.9%, and SED at 29.4%. The District's overall attendance rate is at 92.7%. Although the districts attendance rate has seen improvement, we are still below our pre-pandemic rates. Local data indicates that when the district does not have a bus to transport, then our attendance drops. Our daily attendance rate is significantly impacted when busing is not available - particularly for our SED students. During parent engagement opportunities, it has been shared that without school transportation, SED parents would struggle to get their students to school and therefore, our attendance rate is impacted when transportation isn't available. **Scope:** LEA-wide	Providing reliable transportation to and from school is crucial in addressing the educational needs of Socioeconomically Disadvantaged (SED) students. Ensuring that busing is consistently available can mitigate these attendance issues, fostering a stable educational environment for SED students and improving overall attendance rates. Providing transportation extends beyond merely getting students to school; it encompasses a broader commitment to creating an equitable learning environment. By ensuring that SED students have reliable transportation, the district supports their consistent participation in educational programs, access to supplemental materials, and engagement with highly qualified teachers. For instance, students benefit from continuous learning without interruptions, making full use of the district's educational resources. Research has shown that regular school attendance is linked to higher academic achievement and better long-term educational outcomes. Moreover, consistent attendance allows students to participate in after-school programs and extracurricular activities, which are crucial for development and often inaccessible to those without reliable transportation. Offering transportation on an LEA-wide basis, despite targeting SED students, ensures that all students can benefit. This holistic approach supports inclusivity and equity, allowing the district to address broader attendance issues while	This action will be measured by the metrics identified in the action description.

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
		specifically targeting the needs of SED students. By implementing such comprehensive transportation solutions, the district demonstrates a commitment to removing barriers to education, thereby promoting better academic performance and fostering a supportive and inclusive school community.	
1.8	**Action:** After School Tutoring **Need:** CAASPP Data shows our SED student groups are scoring below the All Student Group. Math All : -44.3 DFS EL: -32 DFS SED: -57.6 DFS ELA All : -27.5 DFS EL: -16.2 DFS SED: - 40 DFS Our local data also shows the following reading At or Above Grade Level percentages by grade level: Elementary iReady All - 33% SED - 30% Our local data also shows the following Math assessment data for at or above grade level:	ACE is committed to closing the achievement gap for our Socioeconomically Disadvantaged (SED) and English Learner (EL) students, as highlighted by the CAASPP data showing their scores below the All Student Group in both Math and ELA. To address this, we are implementing an after-school tutoring program designed to provide targeted support and resources to these student groups. The program will offer small-group tutoring sessions led by qualified teachers with experience in working with SED and EL students. Teachers will use research-based strategies and supplemental materials tailored to the specific needs of these students, such as bilingual resources for EL students and differentiated instruction for SED students. Additionally, the program will provide access to technology and online resources to support learning outside of the classroom. Research has shown that after-school tutoring programs can significantly improve academic performance for SED and EL students. A study by the U.S. Department of Education found that such programs can lead to increased test scores, improved homework completion rates, and better attendance records. By providing this program	This action will be measured by the metrics identified in the action description

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
	Elementary iReady All - 21% SED - 19% During our educational partner engagement sessions, both parents and staff indicated a need to close the achievement gap for our SED, SWD and EL students. **Scope:** LEA-wide	district-wide, we are ensuring that all SED and EL students have access to the support they need to succeed academically, regardless of their school or grade level. Offering after school tutoring on an LEA-wide basis, despite targeting SED students, ensures that all students can benefit. This approach supports inclusivity and equity, allowing the district to address broader academic issues while specifically targeting the needs of SED students. By implementing after school tutoring, the district demonstrates a commitment to removing barriers to education, thereby promoting better academic performance and fostering a supportive and inclusive school community. Overall, the after-school tutoring program will play a crucial role in our efforts to close the achievement gap for SED and EL students. By offering targeted support, resources, and access to technology, we aim to improve academic outcomes and empower these students to reach their full potential.	
1.9	**Action:** Career Technical Education and College and Career Readiness **Need:** ACE is committed to closing the achievement gap for our Socioeconomically Disadvantaged (SED) and English Learner (EL) students. ACE is focused on continuing to offer a broad course of study for students. To continue with this, we are going to continue to focus on	This is being offered on an LEA-wide basis because it ensures that all students can benefit. This approach supports inclusivity and equity, allowing the district to address broader academic issues while specifically targeting the needs of EL, FY, and SED students.	Metric M1.15 will monitor the options for a broad course of study for student groups.

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
	programs to support these student groups becoming career ready and working to expand the offerings and options for students. **Scope:** LEA-wide		
2.1	**Action:** School Climate and Culture **Need:** There is a need to improve the school culture and climate on all sites. Our Suspension Rate is: District All Students: 5.1% EL: 8.1% SED: 5.8% SWD: 11.1% African American: 7% Hispanic: 5.8% White: 3.7%Our chronic absenteeism rate shows a disparity between our All Student Group - 25.3% and our SED students - 29.4%. The data clearly indicates that Socioeconomically Disadvantaged (SED) and English Learner (EL) students face unique challenges within our school community, particularly regarding school culture and climate. While the district's overall suspension rate stands at 5.1%, SED students face a higher rate of 5.8%, and EL students even higher at 8.1%. Similarly, chronic absenteeism rates are significantly higher for SED students (29.4%) compared to the district average of 25.3%.	Creating a positive school culture and climate is essential for addressing the unique needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students, as highlighted by the data. By fostering a sense of belonging and pride within the school community, these students are more likely to feel engaged and motivated, leading to improved attendance and academic performance. One key area to focus on is providing a variety of extracurricular activities, clubs, and events that cater to diverse interests and backgrounds. For example, offering culturally relevant clubs or activities that celebrate the heritage of EL and SED students can help them feel valued and connected to the school community. Additionally, providing targeted supports, such as access to teachers or mentors who understand their unique challenges, can be instrumental. These supports can include tutoring programs that focus on language development for EL students or workshops for SED students to build social-emotional skills and resilience. Supplemental materials, such as culturally responsive curriculum resources, can also enhance the learning experience for these students and help bridge any gaps in their education.	This action will be measured by the metrics identified in the action description.

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
	Feedback from student engagement sessions emphasizes a desire for more activities, clubs, and events that promote school pride and a sense of community. Addressing these needs will not only enhance the overall campus environment but also contribute to improved academic outcomes for SED and EL students, bridging the gap in their educational experiences compared to their peers. **Scope:** LEA-wide	The district's decision to provide these supports on an LEA-wide level, rather than solely targeting SED and EL students, is crucial for creating a more inclusive and supportive environment for all students. Research suggests that a positive school culture benefits all students, not just those who are disadvantaged. For example, a study by Cohen and Geier (2010) found that schools with a strong sense of community and positive climate had higher academic achievement and lower dropout rates across all student groups. Therefore, by investing in a positive culture and climate for everyone, the district is not only meeting the specific needs of SED and EL students but also creating a more enriching educational experience for all students	
2.2	**Action:** School Counselor **Need:** It is clear that Socioeconomically Disadvantaged (SED) and English Learner (EL) students in our district face unique challenges compared to all students, particularly in terms of suspension rates and chronic absenteeism. SED students have a suspension rate of 5.8%, which is higher than the district average of 5.1%, indicating a need for targeted interventions to address behavior and disciplinary issues. Similarly, EL students have a suspension rate of 8.1%, also higher than the district average, suggesting a need for additional support and resources to help these students succeed.	Providing a school counselor is crucial to addressing the identified needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students in the district. With higher suspension rates and chronic absenteeism among these groups, a counselor can offer targeted support to address underlying issues contributing to these challenges. For example, the counselor can work with teachers to implement culturally responsive teaching practices that better support EL students' learning styles and linguistic needs. They can also provide social-emotional learning (SEL) interventions to help SED students cope with stressors that may lead to behavioral issues or absenteeism. Additionally, the counselor can collaborate with families to address any barriers to attendance or engagement, such as lack of transportation or communication barriers.	This action will be measured by the metrics identified in the action description.

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
	Chronic absenteeism is also a concern, with SED students having a rate of 29.4% and EL students at 24.3%, both higher than the district average of 25.3%. This data highlights the importance of providing resources and support to address the underlying issues contributing to absenteeism. Educational partner feedback emphasizes the need for increased counseling services at the elementary level to support SED and EL students. By focusing on providing additional counseling support, schools can address the root causes of behavioral issues and absenteeism, helping these students succeed academically and reducing disparities in disciplinary actions and attendance rates **Scope:** LEA-wide	Research supports the effectiveness of school counseling in improving outcomes for SED and EL students. A study by Dahir and Stone (2019) found that students who received counseling services showed improvements in attendance, behavior, and academic performance. Another study by Villares and others (2020) highlighted the role of counselors in creating a positive school climate that supports the social and emotional well-being of students, particularly those from disadvantaged backgrounds. Providing a school counselor on an LEA-wide level, even though it targets EL and SED students, is beneficial for several reasons. Firstly, it ensures that all students have access to the support they need, as challenges faced by EL and SED students often reflect broader issues within the school environment. Secondly, a comprehensive approach to student support promotes equity and inclusivity, aligning with the district's commitment to serving all students equitably. Finally, by addressing the needs of EL and SED students, the district can create a more supportive and inclusive school culture that benefits the entire student population.	
2.3	**Action:** Director Student Support **Need:** Our district faces a pressing need to address the social-emotional development and support services for our Socioeconomically Disadvantaged (SED) and English Learner (EL) students, particularly in light of the	Research has shown that implementing a comprehensive supports can lead to significant improvements in student outcomes. For example, a study by the University of California, Berkeley found that schools with comprehensive social-emotional learning programs had fewer disciplinary incidents and higher academic achievement. Another study published in the Journal of Educational Psychology found that	This action will be measured by the metrics identified in the action description

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
	significant disparities in suspension rates and chronic absenteeism. The suspension rate for SED students is notably higher at 5.8% compared to the district's overall rate of 5.1%, indicating a specific challenge in this subgroup. Similarly, EL students have a suspension rate of 8.1%, which is considerably higher than the district average. Chronic absenteeism is also a concern, with SED students exhibiting a rate of 29.4%, higher than the district's 25.3%. EL students follow closely behind with a rate of 24.3%. During partner feedback sessions, stakeholders expressed a strong desire for increased support staff to assist students with social-emotional development. They emphasized the need for programs that specifically target the challenges faced by SED and EL students, such as culturally responsive practices and trauma-informed care. Stakeholders also highlighted the importance of addressing the root causes of suspension and chronic absenteeism, including poverty, language barriers, and lack of access to resources. Additionally, partners stressed the need for professional development opportunities for staff to enhance their ability to support SED and EL students effectively. **Scope:** LEA-wide	students in schools with restorative justice practices had lower rates of suspension and higher levels of school connectedness. As a very small school district, we have not had a Director of Student Support, this is an additional role at ACE. A Director of Student Support will significantly address the identified needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students. This role will focus on implementing targeted programs and supports to improve social-emotional development and reduce suspension rates and chronic absenteeism. This is an additional role at Helendale School District. The Director will be committed to overseeing the implementation of culturally responsive practices and trauma-informed care programs, addressing the specific challenges faced by SED and EL students. The Director of Student support will lead the implementation of restorative justice practices to reduce suspensions and implement mentoring programs to provide additional support. Furthermore, the Director will organize professional development opportunities for staff to enhance their ability to support SED and EL students effectively. This will include training on implicit bias, cultural competence, and strategies for supporting students with trauma. Despite focusing on SED and EL students, providing this support on an LEA-wide level is crucial. It creates a school culture that values the social-emotional well-being of all students, fosters	

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
		inclusivity, and supports a positive school climate. Additionally, by addressing the root causes of suspension and chronic absenteeism for SED and EL students, the overall school environment and outcomes for all students can improve.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Bilingual Aides **Need:** The Helendale EL reclassification rate has not increased as the district has planned. The 2021 reclassification rate was 6% in 2021 , 9% in 2022 and 15% in 2023, falling short of our goal of 28%. Our EL parents indicated that they see progress in their student English acquisition, but stressed the importance of having the Bilingual aids to support students in the classroom and on campus. **Scope:**	To address this need, the district will provide bilingual aids in our educational programs. Bilingual aids play a crucial role in bridging the language gap for EL students, offering them tailored support that enhances their comprehension and engagement in the classroom. This targeted assistance can significantly improve their academic performance and expedite their language acquisition, thus positively impacting reclassification rates. Specific areas of the program that would benefit from bilingual aids include classroom instruction, where these aides can provide real-time translation and clarification, ensuring that EL students fully grasp the lesson content. Additionally, bilingual aids can support teachers by	This action will be measured by the metrics identified in the action description

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	assisting with differentiated instruction, helping to develop and implement strategies that cater to the diverse linguistic needs of EL students. Research supports the effectiveness of bilingual aids in improving educational outcomes for EL students. For example, a study by the National Education Association (NEA) found that schools employing bilingual aides saw a marked improvement in student performance and engagement. Furthermore, the use of bilingual aids aligns with the recommendations of the American Educational Research Association (AERA), which advocates for the inclusion of culturally and linguistically responsive teaching practices. By integrating bilingual aids into our programs, we can provide the necessary support to our EL students, addressing their unique needs and fostering an inclusive and equitable learning environment.	

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3390755	357521	10.544%	0.000%	10.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$741,950.00	$0.00	$0.00	$5,540.00	$747,490.00	$435,950.00	$311,540.00

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	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.2	Grade Level Curriculum, Assessment, and Supplemental Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$32,500.00	$31,000.00			$1,500.00	$32,500.00	
1	1.3	Lower Class Size in all schools	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$135,696.00	$0.00	$135,696.00				$135,696.00	
1	1.4	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$5,000.00	$16,500.00	$20,000.00			$1,500.00	$21,500.00	
1	1.5	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$160,000.00	$160,000.00				$160,000.00	
1	1.6	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.7	Teacher Induction Program	All	No			All Schools	Ongoing	$4,000.00	$0.00	$4,000.00				$4,000.00	
1	1.8	After School Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$7,500.00	$0.00	$6,000.00			$1,500.00	$7,500.00	
1	1.9	Career Technical Education and College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		On Going	$0.00	$53,500.00	$53,500.00				$53,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	School Climate and Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,900.00	$10,000.00			$900.00	$10,900.00	
2	2.2	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$140,062.00	$0.00	$140,062.00				$140,062.00	
2	2.3	Director Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$123,692.00	$0.00	$123,692.00				$123,692.00	
3	3.1	Parent and Community Communication	All	No			All Schools	Ongoing	$0.00	$2,140.00	$2,000.00			$140.00	$2,140.00	
3	3.2	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3390755	357521	10.544%	0.000%	10.544%	$734,950.00	0.000%	21.675 %	**Total:**	$734,950.00
								LEA-wide Total:	$714,950.00
								Limited Total:	$20,000.00
								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**	Technology	Yes	LEA-wide	Low Income	All Schools	$35,000.00	
1	**1.2**	Grade Level Curriculum, Assessment, and Supplemental Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$31,000.00	
1	**1.3**	Lower Class Size in all schools	Yes	LEA-wide	English Learners Low Income	All Schools	$135,696.00	
1	**1.4**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$20,000.00	
1	**1.5**	Transportation	Yes	LEA-wide	Low Income	All Schools	$160,000.00	
1	**1.6**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	
1	**1.8**	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
1	**1.9**	Career Technical Education and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income		$53,500.00	

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	2.1	School Climate and Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.2	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,062.00	
2	2.3	Director Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,692.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$593,000.00	$709,570.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Technology	Yes	$35,000.00	35931
1	**1.2**	Grade Level Curriculum, Assessment, and Supplemental Curriculum	Yes	$25,000.00	32621
1	**1.3**	Lower Class Size in all schools	Yes	$100,000.00	135696
1	**1.4**	Professional Development	Yes	$20,000.00	2000
1	**1.5**	Transportation	Yes	$160,000.00	152035
1	**1.6**	Bilingual Aides	Yes	$20,000.00	8818
1	**1.7**	Teacher Induction Program	No	$4,000.00	2400
1	**1.8**	After School Tutoring	Yes	$6,000.00	1500
1	**1.9**	Career Technical Education and College and Career Readiness	Yes		64118
2	**2.1**	School Climate and Culture	Yes	$10,000.00	5209
2	**2.2**	School Counselor	Yes	$120,000.00	140062

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	**2.3**	Director Student Support	Yes	$90,000.00	123692
3	**3.1**	Parent and Community Communication	No	$2,000.00	5488
3	**3.2**	Parent and Community Involvement	No	$1,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
338825	$586,000.00	$701,682.00	($115,682.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Technology	Yes	$35,000.00	35931		
1	1.2	Grade Level Curriculum, Assessment, and Supplemental Curriculum	Yes	$25,000.00	32621		
1	1.3	Lower Class Size in all schools	Yes	$100,000.00	135696		
1	1.4	Professional Development	Yes	$20,000.00	2000		
1	1.5	Transportation	Yes	$160,000.00	152035		
1	1.6	Bilingual Aides	Yes	$20,000.00	8818		
1	1.8	After School Tutoring	Yes	$6,000.00	1500		
1	1.9	Career Technical Education and College and Career Readiness	Yes		64118		
2	2.1	School Climate and Culture	Yes	$10,000.00	5209		
2	2.2	School Counselor	Yes	$120,000.00	140062		
2	2.3	Director Student Support	Yes	$90,000.00	123692		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3314666	338825	0	10.222%	$701,682.00	0.000%	21.169%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024