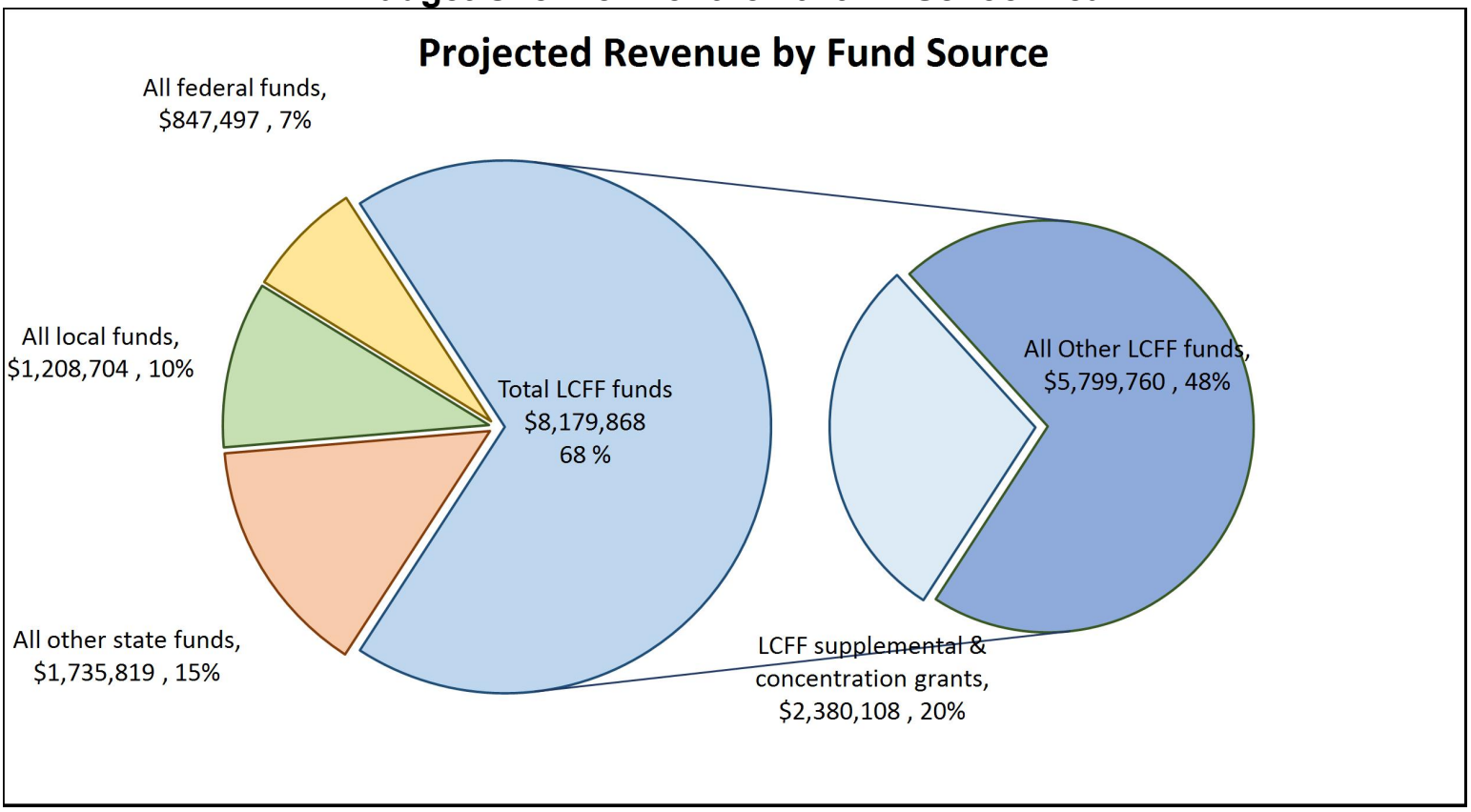
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta Vista Elementary School District
CDS Code: 54718116053854
School Year: 2026-27
LEA contact information:
Brandon Chiapa
Superintendent
bchiapa@altavistaesd.org
559.782.5700

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

Budget Overview for the 2026-27 School Year

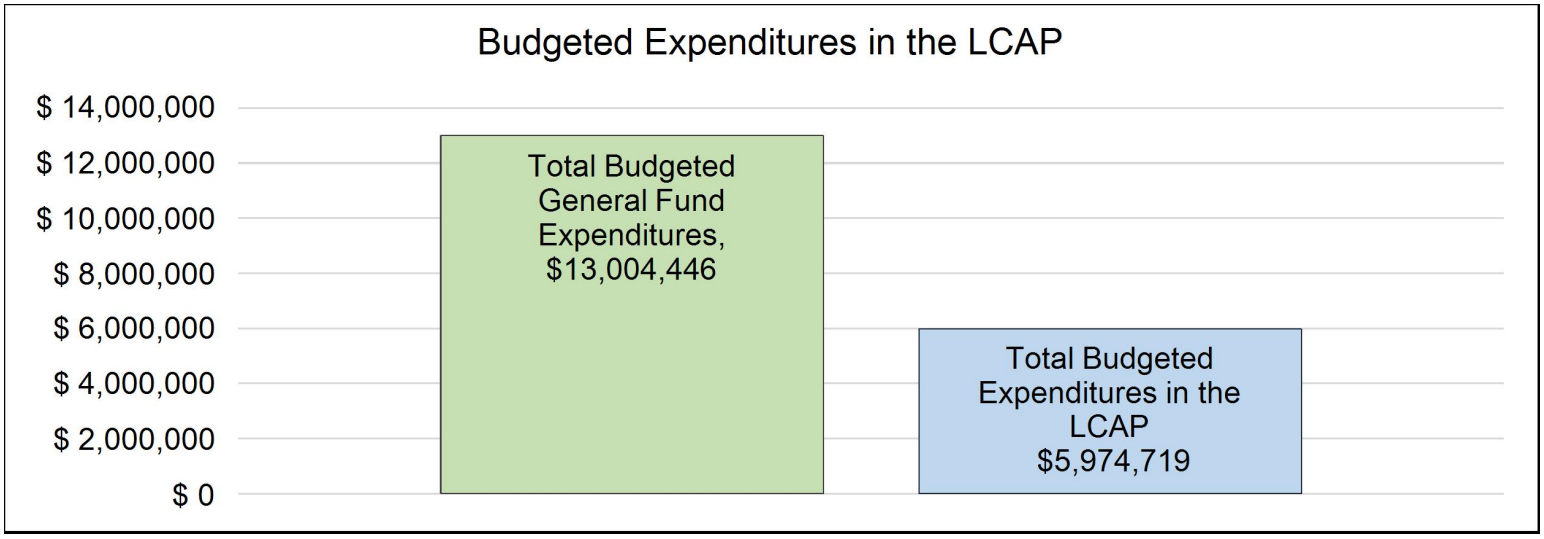


This chart shows the total general purpose revenue Alta Vista Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alta Vista Elementary School District is $11,971,888, of which $8,179,868.00 is Local Control Funding Formula (LCFF), $1,735,819.00 is other state funds, $1,208,704.00 is local funds, and $847,497.00 is federal funds. Of the $8,179,868.00 in LCFF Funds, $2,380,108 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 Alta Vista Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alta Vista Elementary School District plans to spend $13,004,446.00 for the 2026-27 school year. Of that amount, $5,974,719.00 is tied to actions/services in the LCAP and $7,029,727 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures not funded through the LCAP include facility upgrades in the area of security fencing, walkway extensions, and corridor upgrades. The business offices are set to be remodeled to ensure confidentiality in personnel and finance matters.

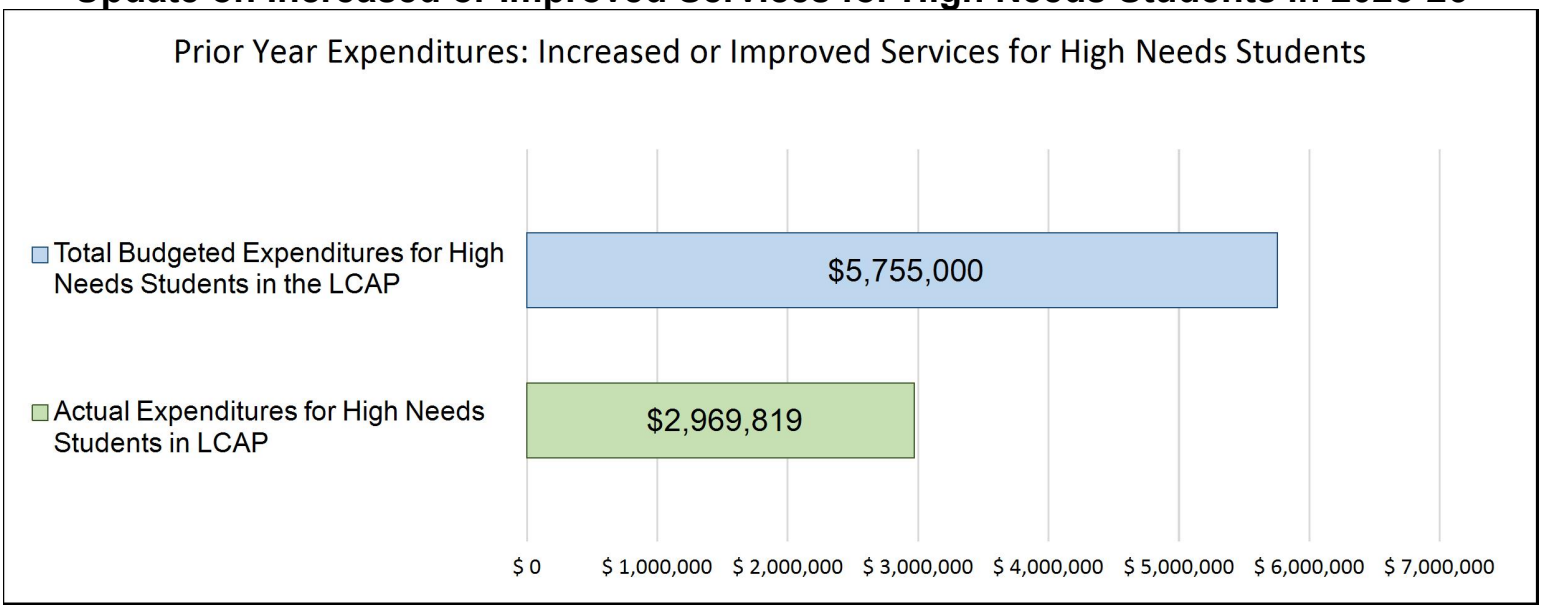
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Alta Vista Elementary School District is projecting it will receive $2,380,108 based on the enrollment of Foster Youth, English learner, and low-income students. Alta Vista Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alta Vista Elementary School District plans to spend $4,936,108.00 towards meeting this requirement, as described in the LCAP.

The LEA is providing specific intervention and tutoring through various state grants that also provide increased improvement opportunities to high needs students. The LEA has a 90% high-needs population, so goals and actions are generally written for all students as if they entire population was categorized as high need.

LCFF Budget Overview for Parents

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



This chart compares what Alta Vista Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alta Vista Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alta Vista Elementary School District's LCAP budgeted $5,755,000.00 for planned actions to increase or improve services for high needs students. Alta Vista Elementary School District actually spent $2,969,819.11 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,785,180.89 had the following impact on Alta Vista Elementary School District's ability to increase or improve services for high needs students:

The LEA realized no impact to the services based on the expenditures. The services often require labor to enhance the programs. The labor requirements make increasing labor very difficult with short term funding. Therefore, the improvement of services is often generated from cyclical improvements to implementation of services rather than increasing the labor force, which in turn drives down costs to a sustainable budget reality.

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
Alta Vista Elementary School District	Brandon Chiapa Superintendent	bchiapa@altavistaesd.org 559.782.5700

Plan Summary [2026-27]

General Information

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

Alta Vista Elementary School District (AVESD) is a single school district located in California's Central Valley and set against the Sierra Nevada Foothills. The district and school site sit North of the Tule River just below Lake Success and South of Rocky Hill, the unmistakable face of the foothills and gateway to the Sierra-Nevada Mountains. The LEA operates in the historic Doyle Colony, an unincorporated area East of the city of Porterville that originally served many Caucasian and Hispanic migrant families as well as Native Americans. AVESD provides services to roughly 375 families and 530 students from birth to eighth grade in programs that include Save the Children (0-3 yrs.), California State Preschool (2.7-4 yrs.), and compulsory education that ranges from Transitional Kindergarten through 8th Grade. Alta Vista Elementary School has emerged from the deep and expansive decline in performance during and following the 2020 pandemic with a shift toward positive growth schoolwide in English and Mathematics in 2022. In 2024, Alta Vista performed well on the California Dashboard in regards to Long-Term English Learners. However, Alta Vista still faces challenges in literacy, suspension rate, and meaningful engagement from educational partners. The 2025-2026 school year has been a more challenging school year with behavioral issues. The District continued with the Differentiated Assistance support and has concluded a revision to the long-held discipline system, which includes adopting alternative means and increasing level 1 behavioral support for students. The strategic plan moving forward in 2026-2027 includes additional behavioral support, new math curriculum and professional development, and revisions to English Learner Program including reclassification procedures that will support parent engagement at the classroom level. In addition, the District seeks to implement performance assessments in the form of project-based learning to drive improvement on summative tests like the CAASPP. Data has shown that students are challenged with the question types on the CAASPP and need to experience formative assessment that draws on the skills needed to be successful on summative assessments.

Reflections: Annual Performance

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

SUCCESSES

The school site has successfully increased parent engagement. The numbers of parents engaging in the school and students are on the rise. The main growth in parent participation is still tied most closely to Parent Nights, Awards Assemblies, and Interactive Parent/Student activities. Award ceremonies receive the highest number of parent participants. Parent-student activities like Muffins' with Moms and Donuts with Dads are the second largest parent turn out. The District has grade levels offering parent exhibitions as a volunteer opportunity, and these events are well-attended by approximately sixty percent (60%) of grade level specific parents. The District has also driven Literacy Nights as a component of the District's Literacy Grant. The events draw moderate parent participation. The District has opted to provide some sort of food for each event to draw parents in. The events all conflict with normal dinner time for families, so attending a school-sponsored event becomes a choice for families. The data suggests that parents are more interested in attending if they can eat something while they engage.

The behavior intervention program has been beneficial to support students of all types, but not without challenges. The most challenging aspects continue to be addressed through our work with Differentiated Assistance this year targeting suspensions. The school has implemented an increased number of Behavior Intervention Technicians, from 1 to 3, and Inclusion Aides (from 1 to 3) to provide classroom and school yard support for challenging behaviors. The addition of the school Psychologist has also been beneficial in training and maintaining the roles of the Behavior Technicians on push-in and pull-out services to students. The Social Worker has also been integrated into direct student support for behavioral and mental health needs. While the District continues to address the behavior through various levels of prevention and intervention, the amount of Tier 2 (above-average) and Tier 3 (extreme) behaviors are quite numerous. Through the prevention and intervention attempts, the District has seen a reduced intensity with the extreme behaviors. However, the District continues to be confronted with and address the high-volume of eloping behaviors. The dashboard data for 2025 indicates an increase in suspensions. These suspensions are not arising out of students slowly moving through the discipline system. These suspensions are for fights and drugs. The school continues to make a concerted effort to educate the surrounding community that has had a long history of using physical violence to solve disputes. The school has improved some of the character and social-emotional education practices to address these behaviors in the students while taking the time to work with parents when disputes arise.

Chronic Absenteeism has been reduced significantly through the use of the Student Attendance and Review Board (SARB). The application of specific program features consistently and frequently have lead to a sharp reduction in absenteeism. Out of 26 classrooms, approximate 24 have maintained a 90% or better daily attendance rate all year. And the remaining two classes have maintained the 90% or better for most of the year except for a couple months that are known to drop attendance in the district, specifically December and March. The Dashboard shows this improvement when comparing the 2024 and the 2025 data points. All groups except the White demographic have moved from the color red. The White demographic remains red. The SARB process has been utilized but the parents in this demographic continue to support missing more than 30% of the 180 school days.

Reclassification of English Learners continues to be a strong area for the District. The District continues to reclassify between 50% and 75% of the total English Learners entered into the program after the Initial ELPAC assessment. The District continues to set a goal of 100% or more of the Initial ELPAC numbers for ELs each year. The dashboard data suggests the the bulk of English Learners are progressing at a

reasonable pace. The area of concern continues to be the long-term English Learners. For the 2025 data, the group continues to perform in the red color band across three indicators: Math, EL progress, and Suspension.

Performing Arts continues to develop with the development of a Theatre group. This is the second year the students have done a theatre presentation to parents. It is very well attended by staff, students, parents, and the community. The Theatre group plans to further enhance the program by driving students to work with local staff rather than the local county office of education. The staff is also writing their own performance for the upcoming year to capitalize on student interest and engagement. The integration of Choir, Art, and Music has led to a stronger performance and engagement each year. Curriculum and supplies funded by the LCFF have driven the engagement and enhancements of the program. Students engaged in the performing arts are the most academically proficient students on our campus.

The development of classroom libraries has been a part of our Literacy grant and a focus for staff to help drive our ELA performance and achievement. For many years, the classrooms have had aging libraries of independent reading material for students. The school library recently revamped the collection of books to drive student achievement and engagement in reading. However, the students also needed more localized collections of books to support their achievement. Large portions of the supplemental funding supported revamping classroom libraries to support student achievement and drive their interest in reading. This endeavor was also a goal and metric in our Literacy Grant. The LCAP supported many of the local improvements while the Reading Specialist/Coach was funded by the Literacy Grant. The largest metric driven by this shift was our monthly report of student reading totals. The Accelerated Reading system by Renaissance has helped our District track the number of books read by grade level, and the results have shown that students are reading hundreds of books annually. This has also been partially funded by the Learning Recovery Emergency Block Grant as an area of need. The LREBG has been especially helpful in providing funds for supplemental reading materials that have driven student engagement.

AREAS NEEDING CONTINUED GROWTH

While improvements to our Parent Engagement have taken place, there are some areas needing more adjustment. The District is seeking to expand the Student Exhibitions beyond the volunteer grade levels. The District seeks to implement some project based learning across all grade levels and use those projects to drive grade-level student exhibitions to parents. Student work should be showcased to parents as evidence of student learning, development and achievement. The District has noticed that a student-centered focus for parent engagement has been the strongest factor in creating parent attendance to events. The District seeks to couple these events with surveys and other engagement tactics to develop parent input in decision-making. Decision-making engagement events are the lowest attended by parents each year.

To address school climate, the District has employed an increased amount of Behavior Intervention Technicians. For several years, the District employed one technician, and has seen the need expand after the pandemic. For 2025-2026, the District employed three technicians to address the large volume of extreme behaviors. The technicians have maintained a full caseload for the full year. However, there have been several factors that have limited the impact of their service. The number of students requiring higher levels of intervention have increased, mostly due to new students entering the district. The District had multiple social-emotional learning resources available to teachers that were not grade level specific or age specific, and each one predominantly required teachers or aides to develop the interactive components on their own. The rewards system had been overused and students began to rely on rewards rather than intrinsic motivation.

The 2025 Dashboard continues to have the following student groups under two or more red indicators: All students, ELs, Hispanic, Long-Term ELs, Socio-economically Disadvantaged. The two red indicators were Math and Suspensions. Long-term ELs are red under three indicators: Math, EL Progress, and Suspension.

LEARNING RECOVERY EMERGENCY BLOCK GRANT ($298,611.00 account balance)

Data Specialist (1.3) - The research of Ellen B. Mandinach and Sharnell S. Jackson in "Transforming Teaching and Learning Through Data-Driven Decision Making (2012) maintain that data driven decision making as a component of continual improve drives student achievement and performance. Therefore, the district has maintained Data Specialist position to augment the data pipeline and move the teacher's responsibility from managing the data to analyzing the data for actionable trends and specific instructional strategies with high validity. The Data Specialist was partially funded by LREBG to support the data connection between special programs, student success teams, intervention, and the teachers. The Data Specialist has been pivotal in the organization of data to help support students receiving the proper interventions and support to support growth. The district planned $100,000 of expenditures in 2025-2026. The Data Specialist role supports the data pipeline to teacher so they can make appropriate educational decisions for students' next steps. The large amount of data is being support through systems that teachers struggle to become accustomed. The data may even be time consuming or difficult for teachers to understand. The data specialist role supports greater understanding of the data and helps teachers get the right information for the planning at hand. 2025-2026 student data shows that in areas where the Data Specialist has worked with staff, students were more likely to show improvement. The main purpose here is to address the students that are scoring a 1 on the CAASPP ELA and Math. The specific data to address the needs of students is routed to the teacher. The data specialist helps the teacher collect more data or find out specific information for the students' needs. Then, the data specialist works with teacher to connect the student to the correct intervention as noted above. The district plans $2,000 of expenditures in 2026-2027 the remaining funds are in LCAP 1.3.

Supplemental Curriculum and Materials (1.6) will also be budgeted with the LREBG to address the material needs of students. The district is seeking to fill learning gaps indicated by certificated staff in the ELA curriculum. The staff seeks a supplemental curriculum to address the needs of students that have not been addressed with the current curriculum. The use of LREBG funds is appropriate as many of the students identified are struggling with regaining performance outcomes since the pandemic. The District's data shows that the current ELA curriculum has not been effective to address some of the intervention and learning needs of all students in lower grades--specifically K-3. The use of funds specifically aligns with goal and action 1.6 to supply supplemental curriculum to students. The purchase of a supplemental curriculum will provide teachers with resources in the areas of need based on teacher input on the selection of materials. With a strong resource base and strategic instruction guided by training and professional learning community input, the students are expected to improve in performance on local and state assessments. Research indicates that a strategically designed curriculum is beneficial to student outcomes. Research on the topic describes a balanced curriculum that provides options for teachers to build instructional opportunities that address various skills as well as providing opportunities for students to deeply explore the content. The district plans $2,000 of expenditures in 2026-2027.

English Learners, Foster, Unduplicated Resources (1.8) will also be budgeted into the LREBG to address the material needs and curricular needs of the student groups. Since a large portion, if not all, of the students needing additional support are English Learners, Foster, or Unduplicated students, the funding allocation is appropriate. This funding will be restricted to be used solely for materials, visual aides, tutors, and intervention curriculum. The investment in supplemental materials will give the teachers tools to support the most struggling groups and drill down on the intervention needed for the students to be successful overall. This action works in conjunction with action 1.3 to supplement

struggling reading and math students with the identified student groups. This action aligns with the LREBG and the goal and action of 1.3 by focusing on intervention, instructional materials, and available programs for intervention. Research indicates that English Learners have the opportunity to develop and grow skills in language with hands on opportunities through manipulatives. Gross motor function has been extensively studied and drives foundational physical changes in the brain that allow students to develop language in sustainable ways. The district plans $2,000 of expenditures in 2026-2027.

Psychologist & Behavior Technician (2.3) salaries has been funded through the LREBG to ensure that students have access to assistance with behavior and have access to social emotional support. The rationale for using LREBG funds is tied to behavior disturbances in the classrooms that detract from instruction; these behaviors have not been present in the instructional environment prior to the pandemic. The instructional staff have been prioritizing safety of the class and addressing the behavior which has been taking time away from instruction. The Psychologist is working with behavior aides or behavior intervention technicians to address the concerning behaviors in a process that allows for more focus on instruction. The use of funds is appropriate due to the connection between learning and behavior. Many students have struggled more with behavior in terms of re-adjusting to being back in school. This has led to an increase in bullying and aggressive behavior from a small population of students. The renewed shift in this area will reduce the number of behavioral incidents that occur as well as minimize the minutes of out of class time that is symptomatic of each incident. This action aligns with the LCAP to ensure student have access to mental health and behavioral health options in order to support their academic success. Research indicates that student and teacher access to a psychologist provides tools and methods to assist in reducing learning anxieties that lead to poor test performance and in turn allow students to overcome challenges that are a barrier to performance in assessment. The Psychologist resigned in the spring of 2026, and the district is considering hiring a school counselor instead of employing a psychologist. Psychological services will remain funded by the LCAP, but will be provided by a third-party organization. The district planned $292,611 of expenditures in 2026-2027.

Reflections: Technical Assistance

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

For the 2025-2026 school year, the Differentiated Assistance Team continued to address behavior leading to suspensions. The TK-8 suspension rate has a Dashboard Indicator set to Red. The data that supports this indicator shows that Alta Vista Elementary has exercised suspension as a form a discipline for 43 students in 2023-2024. In 2024-2025, the number jumped to 83. These behaviors persisted despite the adoption of Positive Behavior Intervention and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and the decades old practice of using Cooperative Learning Structures. The DA team reviewed local data and state reported data. There were several factors for the growth of suspensions in the District. One factor was the number of students that wanted to fight other students and the prevailing community culture of using fights to solve social disagreements, as well as the use of intoxicants (alcohol or marijuana). The other issue involved a discipline system that did not incorporate learning opportunities for behavior. The third was a disorganized set of resources for teachers and staff. And finally, the District had no other option for in-school suspensions: limited staff for alternative means. Then, in 2025, the main consequence for minor discipline was removed by state law; the school could no longer remove a student from recess for poor behavior. All combined factors increased the number of suspensions due to serious behaviors and the system of discipline for many minor behaviors.

Historically, for the 2024-2025 school year, the Differentiated Assistance Team had already explored the idea of providing in-school suspension to address the out-of-school suspensions. In the spring of that year, the team learned through the Differentiated Assistance process that in-school suspensions also appear on the Dashboard and the action is seen as the same as an out-of-school suspension, which

contributed to the rise in suspension data for 2024-2025. In action 2.3, which is tied to LREBG funds, the district also increased the number of Behavioral Technicians to address the rise in eloping and to increase social-emotional learning opportunities. The amount of students experiencing behavioral issues increased. The local data shows that the rise in students with behavioral issues was partly an increase in new students coming with behavior issues already. The other increase came from students that had begun to escalate behavior from previous years despite interventions used by various levels of school staff.

While exploring preventative measures, the team reviewed the "Fix School Discipline: Toolkit for Educators" produced by Public Counsel. The Differentiated Assistance team decided to begin using Other Means of Correction, school-wide positive behavior interventions and supports more effectively, and social-emotional learning. The process was unfamiliar to the group, and some preventative and discipline measures were altered to begin the work. In 2025-2026, the data has shown that the school still faces significant suspendable behaviors. The Differentiated Assistance Team decided to take the data and revise Alta Vista's school discipline policy.

The Differentiated Assistance Team revised the entire discipline policy, focus on school-wide preventative measures, as well as create a learning experience in discipline rather than resting solely on consequences. The decision was also made that an Alternative Means Program with a fully-credentialed teacher was necessary to combat the large rise in discipline for 2025-2026 (New action 2.9). All school-wide preventative measures have been revamped. The District purchased several resources for the classroom (Teacher Level) that will be the subject of professional development and professional learning communities during the 2026-2027 school year. The DA Team also noted that Behavior Intervention Technicians were supportive and helpful, but the system that drives their work on a day-to-day basis was lacking organization and structure. The Behavior Technician team, although trained, also lacked supporting resources and easily accessible research-based solutions to behavioral development. The District has also acquired a new asset management system that takes an inventory of student assets to assist in driving instruction with student academic and social assets. All together, the work has produced some early shifts in student behavior and the DA team is excited to see the changes continue into the next school year.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Staff (Teachers)	Teachers are given a survey in February, attend meetings weekly, and there is an Instructional Leadership Team that also meets to discuss the LCAP bi-monthly depending on need. The discussions include a look at student data and parent communication. The discussions also focus on student performance in CAASPP, ELA, Math, ELD, and behavioral expectations.
Administration	Administration meets based on need. These meetings occurred monthly. The discussion included parent engagement, parent training, bullying, discipline, special needs, and the systems used to address low academics. The insight for the LCAP taken from the discussions is a focus on school climate. Intensifying and increasing behaviors are affecting the school climate and the school's California Dashboard. A small portion of the school is prone to this type of behavior; however, the problem spreads when students feel there is not a punishment--even in there has been. The LCAP impacts of these conversations are mainly in the area of behavioral learning and the minimal achievement in mathematics.
Classified Staff (Other School Personnel)	Classified staff have had monthly face-to-face meetings all year long with Administration to determine the best uses of funds to support the paraprofessional role. The monthly meetings are designed to give a constant ability for staff to provide input on the LCAP and what parts of it are directly tied to their service.
Classified Service Employee Association	CSEA local leadership met monthly between January and May with District Administration and the LCAP is often a discussion because of the ability to fund paraprofessional positions and provide adjustments

Educational Partner(s)	Process for Engagement
	to salary. The discussions this year included training for paraprofessionals on address extremely physical behavior and how to support ELA and Math in the classroom as a paraprofessional.
Alta Vista Teachers Association (AVTA)	AVTA meets less on the LCAP and relies more on the teacher meetings. The AVTA role usually coincides with the teachers; however, the AVTA leadership tends to narrow the focus of the teachers as a whole. The best part of the engagement process is how the leadership has long sought increases in state testing results as well as English learner results. The one major difference is the AVTA leadership is also concerned with paraprofessional support, special education, and mathematics support. The feedback here is often given via email after a closed meeting of the Association. AVTA leadership meets one time with Administration in March and the teacher meet as a unit and report their concerns through leadership.
School Site Council/DELAC	School Site Council meets four times per year. The School Site Council reviewed plans and funding allocations. The English Language Advisory Committee met to review the English Learner District Plan. Ongoing concerns include parent involvement, transportation, Spanish speaking teachers, communication between school-parent and teacher-parent. The process involves face-to-face meetings, training, and a long in-depth look at the LCAP to increase input from parents. This group worked with lots of discussion between the school staff participants and the parent participants. There were lots of good ideas that come from this group because of the mix of roles involved when discussing the LCAP. The LCAP was a discussion at every meeting due to the complexity of the LCAP and the requirements.
Student Council	Administration visited a Student Council meeting to discuss their input on the LCAP. The meeting this year occurred in February. The main interest here is to see what the student prioritize as important to their learning experience. The Superintendent met with Student Council two times this year to discuss the LCAP and what students are interested in at school. The Student Council also prepares a short list of interests for the campus annually.
SELPA	The District consulted with the SELPA on the following dates: August 25, 2025, October 6, 2025, November 3, 2025, December 1, 2025, February 2, 2026, March 2, 2026, April 13, 2026, and June 1, 2026.

Educational Partner(s)	Process for Engagement
	The purpose of these consultation dates were to discuss needs and the next steps in special services in local districts as well as with the county office of education. The main concern shared with Districts from the SELPA was the increase in need across the county and how to address the additional services for each student or family.

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

The LCAP was heavily influenced by the rise in discipline and the drop in achievement in Mathematics. The teacher provided input in terms of behavior and curriculum. The main interest of certificated staff centered on reducing behaviors that limit quality learning activities. The certificated staff are looking for solutions with Tier 2 and Tier 3 behaviors that affect the whole class. The staff are seeing increasing numbers and intensifying behaviors around campus. The teachers report a large distraction to the educational environment. The teachers are also concerned about intervention cycles as well as the overall number of students that can access interventions to achieve greater understanding of foundational standards-based learning. The rise in distracting behavior or needs that interrupt the lessons has influenced the creation of a new action to provide an Alternative Means Program staffed with at certificated teacher. The parents also provided feedback on this new action as the bullying and poor behavior have increased since the implementation of the new recess for all law. The parents were mainly concerned about repeated bullying or harassment. The discussion was driven by the use of funds to incorporate a school counselor rather than a psychologist. The CSEA group wants more access to supporting intervention. There is a new action to include non-spanish speaking aides in the LCAP to support further support from CSEA. The administration discussed the use of the Alternative Means Program and Counselor to continue to reduce suspension rates on the school dashboard. The LCAP has actions that support the new discipline system which is designed to address the lack of learning opportunities in the discipline system. The SELPA was mainly concerned with the rise in special needs across campuses. The LCAP was influenced by this discussion in terms of the programs designed to support students like the Social-Emotional Learning Center (SELC), the Special Day Class (SDC), the Intervention Resource Class (IRC), and the Community Day Class (CDC). The student council addressed school activities and the interest in continuing to attend county office hosted events for leadership and other student opportunities. The school site council reviewed and approved the Local Control and Accountability plan in their meeting held on May 18, 2026, which includes the Parent Advisory Committee as well as the District and Site English Learner Advisory Committees. The Superintendent has written responses to the comments made by the ELAC/DELAC and PAC. This correspondence will be included in the 2026 2027 School SIte Council initial meeting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Implement state-adopted content and performance standards in English Language Arts and English Language Development (ELA/ELD) , Mathematics and Literacy in the Content Areas focusing on strong early literacy skills and Learning Loss Mitigation (LLM) intervention in grades K-3 and supporting continued literacy development through grades 4-8 to ensure that all students have access to and opportunity to learn the broad course of study from highly qualified teachers who are appropriately assigned in a safe, secure, information rich learning environment focusing on equitable and appropriate intervention designed to re-engage all students K-3 through grades 4-8 to ensure that all students have access to and opportunity to learn the broad course of study from highly qualified teachers who are appropriately assigned in a safe, secure learning environment.	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The rationale for Goal 1 and the subsequent actions focus on the notion that the quality of instruction and the data analysis must be accurate in order to clearly plan actions that improve the learning potential of all students. The District maintains this goal because local data shows that when teachers have access to quality training that includes coaching the students benefit from the improved instructional methods. Data continues to drive the learning outcomes but the accuracy of that data has recently been a focus of the District. The improvement of our processes and handling of student achievement, student assessment, and the cyclical process of the plan, teach, assess, analyze all hinge on fidelity.

The needs assessment for the District has brought to light the needs in the area of behavior and social emotional learning. While the climate and resources in place have begun to affect school climate, there are still students with greater needs than the resources offer. Academically, the data suggests that our White demographic has not maintained achievement levels with the rest of the State which departs from previous iterations of the LCAP. The White group was heavily affected by the pandemic and has recently shown signs of gaining momentum toward growth. Locally, the White group performs similarly to other demographics at the school. The student group that has shown the greatest performance increases as well as successfully maintained those increases has been our Reclassified English Learners. The outcomes of this group provide the District will valuable feedback that demonstrates the success of the goal. This goal has been altered by shifting the focus of some actions. Some actions have the same title with expanded scores like Visual and Performing Arts (1.05) which has been mainly used for Music Performance. The 2024-2025 LCAP will also incorporate the successful use of Theatre as well. The Instructional Leadership

Team (ILT) (1.11) is another Action that was focused on Teachers and it is now evident that other support staff provide another layer of feedback to incorporate into planning and next steps. Other actions have taken on new titles that redefine the next steps for the District like the Early Literacy Leadership with Save the Children (1.15) which was not a part of our LCAP in the past. This new action changes the District's access for families and allows the District to support students before they enter our pre-school. This data came to the District through the Instructional Leadership Team that has a role which includes an Early Childhood Representative. The District expects to see more students entering preschool with very important milestones that have been met, maintained and surpassed.

The purpose of this goal remains to drive a consistently improving school climate, improving pedagogy and academic gaps, and providing an environment that promotes 21st Century learning. The Language Arts achievement has improved locally and has maintained at 1.7% on the 2023 Dashboard but still remains Red. Mathematics has improved on the 2023 Dashboard and no student groups remain Red. Teachers and support staff are enthusiastically seeking out training to address needs in the classroom which has been a major shift from old practices. The goal also provides early learning measures that have been a major challenge to TK-3rd grade staff in the area of grade-level performance. This is not only academic but behavioral. The actions provide training and support for behavioral needs that were not a concern before the pandemic or the aftermath of the pandemic. The District is three-years removed from the pandemic and the effects are still reverberating throughout the campus. The District and Educational Partners are more confident than before that the right combination of actions are in place to produce larger gains in regards to the Dashboard, rather than with local assessment and survey data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Degree to which teachers are fully credentialed rate [R] (per Williams Report)	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)	100% (Data Year: 2025-26)	100%	No difference
1.2	Degree to which teachers are appropriately assigned [R] (per Williams Report)	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)	100% (Data Year: 2025-26)	100%	No difference
1.3	Degree to which students have standards-aligned instructional materials rate [R]	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)	100% (Data Year: 2025-26)	100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Degree to which all facilities are maintained and in good repair rate [R]	Good as measured by the Facilities Inspection Tool (FIT) report conducted annually. (Data Year: 2023-24)	Fair as measured by the Facilities Inspection Tool (FIT) report conducted annually. (Data Year: 2024-25)	Exemplary as measured by the Facilities Inspection Tool (FIT) report conducted annually. (Data Year: 2025-26)	Exemplary as measured by the Facilities Inspection Tool (FIT) report conducted annually	Exemplary increased two levels from fair. Goal met in 2025-2026.
1.5	State Standards Implementation English Language Arts [R]	100% (Data Year: 2023-24)	100% (Data Year: 2024-25)	100% (Data Year: 2025-26)	100%	No difference
1.6	State Standards Implementation English Language Development [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference
1.7	State Standards Implementation Mathematics [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	State Standards Implementation Science [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference
1.9	State Standards Implementation History/Social Science [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference
1.10	State Standards Implementation Visual and Performing Arts [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference
1.11	State Standards Implementation Physical Education [R]	5 = full implementation and sustainability as measured by CDE Standards	5 = full implementation and sustainability	5 = full implementation and sustainability	5 = full implementation and sustainability as measured by	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation Self-Reflection Tool (Data Year: 2023-24)	as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	CDE Standards Implementation Self-Reflection Tool	
1.12	Model Library Standards [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference
1.13	State Standards Implementation Health [R]	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2023-24)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2024-25)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year: 2025-26)	5 = full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No difference
1.14	districtwide / schoolwide CAASPP ELA distance from standard [R] (Dashboard)	90.9 points below standard (Data Year: 2022-23)	92.3 points below standard (Data Year: 2024-25)	80.3 points below standard (Data Year: 2025-26)	60 points below standard	Increased by 10.6 points toward the standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	White CAASPP ELA distance from standard [R] (Dashboard)	79.9 points below standard, increase of 17.3 points (Data Year: 2022-23)	79.8 points below standard (Data Year: 2024-25)	No performance color; data not displayed for privacy (Data Year: 2025-26)	60 points below standard	No performance color; data not displayed for privacy
1.16	Hispanic CAASPP ELA distance from standard [R] (Dashboard)	92.6 points below standard (Data Year: 2022-23)	94 points below standard (Data Year: 2024-25)	79.3 points below standard (Data Year: 2025-26)	60 points below standard	Increased by 13.3 points toward the standard.
1.17	English Learner CAASPP ELA distance from standard [R] (Dashboard)	101.4 points below standard (Data Year: 2022-23)	97.3 points below standard (Data Year: 2024-25)	82.9 points below standard (Data Year: 2025-26)	70 points below standard	Increased by 18.5 points toward standard.
1.18	Socioeconomically Disadvantaged CAASPP ELA distance from standard [R] (Dashboard)	93.7 points below standard (Data Year: 2022-23)	92.3 points below standard (Data Year: 2024-25)	81.6 points below standard (Data Year: 2025-26)	60 points below standard	Increased by 12.1 points toward the standard.
1.19	Districtwide /schoolwide CAASPP Math distance from standard [R] (Dashboard)	107.4 points below standard (Data Year: 2022-23)	104 points below standard (Data Year: 2024-25)	118.8 points below standard (Data Year: 2025-26)	75 points below standard	Decreased by 11.4 points away from standard.
1.20	White CAASPP Math distance from standard [R] (Dashboard)	104.6 points below standard, increase of 19.8 points (Data Year: 2022-23)	94.7 points below standard (Data Year: 2024-25)	No performance color; data not displayed for privacy (Data Year: 2025-26)	60 points below standard	No performance color; data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Hispanic CAASPP Math distance from standard [R] (Dashboard)	107.4 points below standard (Data Year: 2022-23)	104.7 points below standard (Data Year: 2024-25)	118.7 points below standard (Data Year: 2025-26)	70 points below standard	Decreased by 11.4 points away from standard.
1.22	English Learner CAASPP Math distance from standard [R] (Dashboard)	109.4 points below standard (Data Year: 2022-23)	106.5 points below standard (Data Year: 2024-25)	120.6 points below standard (Data Year: 2025-26)	75 points below standard	Decreased by 11.2 points away from standard.
1.23	Socioeconomically Disadvantaged CAASPP Math distance from standard [R] (Dashboard)	111 points below standard (Data Year: 2022-23)	107.1 points below standard (Data Year: 2024-25)	120.4 points below standard (Data Year: 2025-26)	75 points below standard	Decreased by 9.4 points away from standard.
1.24	Percent of students who demonstrate proficiency in digital skills embedded in state standards (L) (as measured by annual teacher survey)	78% of students proficient (Data Year: 2023-24)	78% of students proficient (Data Year: 2024-25)	80% of students proficient (Data Year: 2025-26)	100% student proficiency	Increased by two (2%) percent.
1.25	Number of Parent Participants in Early Childhood Education Opportunities	Baseline will be established with data collected in the 2024-25 school year. The baseline established in 2024-25.	20 students enrolled (Data Year: 2024-25)	20 students enrolled (Data Year: 2025-26)	20 students	No difference

Goal Analysis [2025-26]

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

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

Goal 1, Action 1: Teacher Training

Action 1.1 was implemented as planned. The County Office of Education continues to provide the main source of training for the District as planned. The implementation consisted of the District contracting with the County Office of Education to provide an ELA consultant for 15 contract days and teachers self-selecting professional development and training opportunities from the County Office of Education that related to areas of need or current instructional improvement. There were no substantive differences. The consultant worked mainly with kindergarten through second grade to develop early language arts instruction and foundational reading skills. Professional development was successful and provided teachers with tools and instructional methods that informed instruction which measured growth on local assessments in several content areas.

Goal 1, Action 2: Teacher Mentors

Action 1.2 was implemented as planned. The implementation consisted of three mentors working with four new teachers working to complete induction to clear their preliminary credential. The mentors spent time with the teachers weekly. There were no substantive differences.The program was successful in connecting the induction process to practical areas of instruction in the classroom. The relevant challenges teachers faced this year included an abnormal rise in behavioral needs and the continued challenge of low achievement that emerged after the pandemic period.

Goal 1, Action 3: Targeted EL Support/Intervention Specialist

Action 1.3 was implemented as planned: the Data Specialist continues to work closely with teachers to provide specific data that targets and monitors student progress in ELA, Math, ELD, and behavior. There were no substantive differences. The relevant challenge for this school year was the increasing number of students with an academic or behavioral need. The caseload for student success teams has grown significantly. A success of this action is the rise in exits either through a well-developed set of strategies or students were assessed into an Individualized Educational Plan due to the student's responsiveness to accommodation.

Goal 1, Action 4: Field Trips (Co-curricular)

Action 1.4 was effective and implemented as planned: every grade level participates in a co-curricular field trip to connect the state standards development during the instructional periods on campus. The co-curricular field trips are designed to focus on a set of standards and drive the student interest in the outside world. There were no substantive differences. The relevant challenges of this action were focused on transportation and behavior challenges. The District met these challenges with flexibility in the timing of the trips to align with available transportation, and the behavioral challenges were met with an increase of parent involvement and specifically trained behavioral staff support on the trips.

Goal 1, Action 5: Visual and Performing Arts

Action 1.5 was implemented as planned: the implementation includes the salaries for the Music Teacher and the Art Teacher, as well as the material or curriculum costs for implementing and sustaining the programs annually. There were no substantive differences in implementation. The relevant challenges include the large costs of the experienced teachers providing the instruction for the programs. The involvement of the students in these programs has been growing slowly. The arts program reaches far more students than the music

program. The theatre and choir programs have been very visible and they have driven some more parent involvement in school and community. The students that choose to participate in these programs are very strong achievers in academics or they are more consistent in growth in academics.

Goal 1, Action 6: Supplemental Curriculum

Action 1.6 was implemented as planned. The supplemental curriculum that was planned for this action included various technology applications that have higher engagement levels with students. The substantive difference in this action was the shift to a new language arts curriculum that improved the resources and tracking of progress for all students including the large number of students struggling with reading and foundational skills in language arts. The largest success of this action was in purchasing new classroom libraries and reading materials to support the students in achieving growth in Accelerated Reading outcomes. The new libraries created more options, topics and modern titles that more effectively engaged the students. The greatest challenge in this action's implementation was the ability to store and make the new libraries readily available to students. The classrooms have limited bookshelves and space.

Goal 1, Action 7: Campus Security

Action 1.7 was implemented as planned: the district purchased new security cameras to assist with high traffic areas and the district upgraded the campus safety systems to support student instruction. The relevant challenge faced by the District was a growing number of behavioral students that limited the instructional time or decreased the quality of instruction. The teachers were having to seek behavioral technician support for classroom/instructional disturbances and students eloping from instructional periods. The successes noted by the action's implementation include a more protected instructional period and stronger, more rapid and fluid, support for teachers and students.

Goal 1, Action 8: Supplemental Learning Tools

Action 1.8 was partially implemented as planned. The purpose of the funds this year was to purchase whiteboard and easels for the classrooms, as well as purchase 3-D printers to augment the student projects and science curriculum. The District was able to purchase many of the whiteboards and easels. The 3-D printers took much longer to determine

Goal 1, Action 9: Classroom Environmental

Action 1.9 was implemented as planned. The District planned to purchase new desks, chairs, and bookshelves to make collaborative work and increase engagement in reading. The district purchased a specific type of desk based on the grade level to support the students using different groupings in the classroom. The intent was to make group work more efficient and manageable. The bookshelves were purchased to increase the capacity of each classroom to have classroom-based libraries for students to engage in more reading. The substantive difference in the implementation was focused around the purchase of more kidney tables to make small group intervention more accessible in the classrooms, and the District purchased benches for outdoor seating to support students during unstructured play periods. The action was successful to improve student engagement. The relevant challenge was centered on logistics and timing the change out of all the desks the district had in service previously. The change out was not able to happen during the summer and took place during the first trimester.

Goal 1, Action 10: Music Equipment and Band Uniforms

Action 1.10 was partially implemented as planned. The implementation of music equipment included more purchases of musical instruments and sound equipment for performances. The purchase of new band uniforms is the main substantive difference. The relevant challenge in the implementation of the action is in the preferences of parents, students, and staff on the band uniforms. There are several designs being reviewed, but a selection has not been made. The district seeks a decision by the time school returns in the Fall.

Goal 1, Action 11: Instructional Leadership Team

Action 1.11 was implemented as planned. The Instructional Leadership Team continues to meet several times annually to address major concerns and upcoming shifts in the implementation of programs, processes, and curricula. The Instructional Leadership Team plans to meet between two (2) and six (6) times annually. This year the team met three (3) times. The relevant challenge continues to be time and scheduling. The Instructional Leadership Team participates in many areas of the educational day and the priority remains student services. The meetings also conflict with the Differentiated Assistance meetings that are also difficult to schedule. There was no substantive differences in the implementation of this action.

Goal 1, Action 12: Chromebook Replacements and Upgrades

Action 1.12 was implemented as planned. The District planned to drop insurance for student technology two years ago. The cost of the insurance outweighed the amount of damage or replacements. Action 1.12 has sufficiently addressed the needs of replacing old or damaged chromebooks as well as provided an acceptable amount of funding to address replacing chromebooks that have reached their end of life. There were not substantive differences and there were no relevant challenges in the implementation of this action.

Goal 1, Action 13: Technology Director

Action 1.13 was fully implemented as planned. The Technology Director remains on staff to address technology needs and upgrades District-wide. The Technology Director is a full-time employee that works 260 days per year. There were no substantive differences and there were no relevant challenges in the implementation of this action.

Goal 1, Action 14: Bandwidth

Action 1.14 was fully implemented as planned. The District uses a third-party to support the process of working with e-rate to maintain internet service district-wide. The substantive difference for Action 1.14 between the plan and the implementation is the District acquired cell phones on the emergency band to assist with internet connectivity and communication when teachers are on field trips as well as for emergency situations that may affect the district-wide internet and communication service. There were no relevant challenges in the implementation of this action.

Goal 1, Action 15: Save the Children

Action 1.15 was implemented as planned. The Save the Children program is currently fully operational with one classified employee working full time. The salary is paid by the District unless other grant opportunities become available. The Save the Children Coordinator serves twenty (20) families per year. There were no relevant challenges or substantive differences in the implementation of this action.

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

Goal 1, Action 1: Professional Development and Training

Action 1.1 was budgeted at $150,000 with carry over. The estimated expenditures are $7,852.91. Although the staff met our goal of two trainings per staff member per year, the no-cost trainings were the most popular. This led to spending less to achieve the goal than expected. Mileage reimbursement accrued the largest cost. The difference between actual and planned expenditures was $142,147.09.

Goal 1, Action 2: Teacher Mentors

Action 1.2 was budgeted at $35,000. The estimated expenditures are $3,543.00. The District overbugetted for mentors by $31,457.00. The original budget considered one mentor to each candidate. However, the induction program allows for each mentor to have up to two (2) candidates that they manage. Therefore, the District was able to contract less mentors to serve the population of induction candidates.

Goal 1, Action 3: Data and Intervention Specialist

Action 1.3 was budgeted at $200,000 with carry over. The estimated expenditures are $157,955.00. The District overbudgetted this action to prepare for increases in salary, benefits and off-contract work by $42,045. However, the increases were minimized by collectively bargaining for 0% annual salary increase. Therefore, the budget is based on increases that were unrealized.

Goal 1, Action 4: Field Trips

Action 1.4 was budgeted at $250,000 with carry over. The estimated expenditures are $46,478.00. The District planned for large expenses in terms of transportation due to the shortage in our area. The changes over the last two years have been quite large. This year, the District was successful in funding all the co-curricular student trips. The action was accomplished with a remaining amount of $203,522.00.

Goal 1, Action 5: Visual and Performing Arts

Action 1.5 was budgeted at $700,000 with carry over. The estimated expenditures are $230,272.00. The District has implemented 60% of the improvements to the performing arts. The District purchased instruments, sound equipment for theatre performances, and auxiliary equipment for music performances. There are still more instruments to purchase as well as the uniforms for the marching and concert ensembles. The material difference is $469,728.00. This will be carried over to accomplish the band uniforms, instruments, and some curricula purchases in the next school year.

Goal 1, Action 6: Supplemental Curriculum

Action 1.6 was budgeted at $550,000 with carry over. The estimated expenditures are $271,089.51. Teachers are slowly purchasing needed libraries to compliment the large range of readers in the classes. The district overbugeted this action by $278,910.49.

Goal 1, Action 7: Campus Security

Action 1.7 was budgeted at $350,000 with carry over. The estimated expenditures are $292,231.34. The District is behind in implementation of the security upgrade. The main purchase this year involved upgrading security cameras to show more detail in key student areas. Many issues are reported and difficult to confirm with a lack of witnesses. From vandalism to student injury, the cameras function to help the District and school limit the incidents in unsafe areas.The district over budgeted this action by $57,768.66.

Goal 1, Action 8: Supplemental Learning Tools

Action 1.8 was budgeted at $250,000 with carry over. The estimated expenditures are $0.00. The material difference is $250,000.00. The material difference will be carried over to continue purchasing classroom tools, which will include replacing interactive technology and to provide tools for science and mathematics. The District has been challenged in getting teachers to think big on classroom tools especially those in the technology genre.

Goal 1, Action 9: Classroom Environmental

Action 1.9 was budgeted at $1,000,000 with carry over. The estimated expenditures are $231,472.05. The material difference was $768,527.95. The plan included using funds to redesign cabinet space and work areas in the classrooms. The project is being designed by architects and the DSA approval has been a back and forth. The plan has extended into 26-27.

Goal 1, Action 10: Music Equipment and Band Uniforms

Action 1.10 was budgeted at $300,000 with carry over. The estimated expenditures are $12,076.89. The cost discrepancy is the lack of available instruments and timelines for manufacture. The Band Director has had a difficult time finding quality instruments for the program. The long lead time has to do with high demand. The remaining balance to be spent is $287,923.11.

Goal 1, Action 11: Instructional Leadership Team

Action 1.11 was budgeted at $60,000. The estimated expenditures are $56,858.15. The unspent dollar amount is an estimation of the number of classified personnel that will receive overtime for participation. The District over-estimated the cost. The remaining balance is $3,141.85.

Goal 1, Action 12: Chromebook Replacements and Upgrades

Action 1.12 was budgeted at $200,000 with carry over. The estimated expenditures are $40,598.04. The remaining balance of $159,401.96 is due to a lack of replacement needs.

Goal 1, Action 13: Technology Director

Action 1.13 was budgeted at $220,000 with carry over. The estimated expenditures are $218,644.00. The remaining balance of $1,356.00 is an over-budget on the District's part based on the prospect of wage increases and rising benefit costs.

Goal 1, Action 14: Bandwidth

Action 1.14 was budgeted at $20,000 with carry over. The estimated expenditures are $34,324.00. The bandwidth costs are rising with the general inflation in previous years. The cost for 2024-2025 went up enough that the budgeted amount was surpassed. The District is under budgeted on this item by $14,324.00.

Goal 1, Action 15: Save the Children

Action 1.15 was budgeted at $120,000. The estimated expenditures are $28,283.00. The Save the Children program is operated by an Alta Vista employee. The initial agreement was for Alta Vista to fully fund the position and work with Save the Children on the program. In 2025-2026 the Save the Children program had a budget surplus. They extended a grant offer to cover the employee's salary for one year. Our share for the year was some benefits based on the salary increase. The remaining balance is $91,717.00.

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

Goal 1, Action 1: Professional Development and Training

Action 1.1 was partially effective in providing resources to teacher for troublesome issues. Certificated staff attended 25 third-party trainings this year to improve processes and outcomes. The District held 2 Paideia trainings to address behavior and classroom management. K-2 staff attended a multiple session training to address primary strategies for reading and language arts. One hundred percent of certificated staff attended training. Metrics 1.14, 1.15, 1.16, 1.17, 1.18 all show improvement in the ELA CAASPP leaving no students groups in red. Metrics 1.19, 1.21, 1.22, 1.23 have not shown improvement in Mathematics, and 1.20 has moved from red to no color as the population size is too small to provide data. Metric 1.24 is measured by survey. Teachers and students indicate an increase in proficiency. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 2: Teacher Mentors

Action 1.2 was effective in providing mentorships for new teachers. Three certificated staff members were mentored in the 2025-2026 school year. Two mentors oversaw the staff members. Two of the three certificated staff being mentored have completed their program. Metric 1.1 is met in that the school has credentialed teachers. The district is now looking to ensure all the certificated staff have cleared their credential.

Goal 1, Action 3: Data and Intervention Specialist

Action 1.3 was effective in solidifying the reclassification process for English Learners. The Data Specialist supplied multiple data points to teachers to address Long-Term English Learners as well as students scoring a 1 on the summative ELPAC. The data was utilized in PLCs and was the basis for identifying students close to meeting the requirements for reclassification. The Data Specialist also supplied certificated staff with data for parent teacher conferences to continue working with families on reclassification. The Data Specialist also organized the English Learner Bootcamp that served roughly 56% of our English Learners. Metrics 1.14, 1.15, 1.16, 1.17, 1.18 all show improvement in the ELA CAASPP leaving no students groups in red. Metrics 1.19, 1.21, 1.22, 1.23 have not shown improvement in Mathematics, and 1.20 has moved from red to no color as the population size is too small to provide data. Metric 1.24 is measured by survey. Teachers and students indicate an increase in proficiency. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 4: Field Trips

Action 1.4 was effective in providing students experiences. Eighteen field trips were taken for ten grade levels. Some grade levels participated in multiple field trips to enhance their co-curricular engagement. Ninety-percent of the students on campus attended at least one field trip this year. Metrics 1.14, 1.15, 1.16, 1.17, 1.18 all show improvement in the ELA CAASPP leaving no students groups in red. Metrics 1.19, 1.21, 1.22, 1.23 have not shown improvement in Mathematics, and 1.20 has moved from red to no color as the population size is too small to provide data. Metric 1.24 is measured by survey. Teachers and students indicate an increase in proficiency. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 5: Visual and Performing Arts

Action 1.5 was effective. The District looked at CAASPP scores in relation to enrollment in music. The music program participants continue to thrive in local and summative assessments. The group of students in music or choir has grown. The largest group of students participating are in 4th and 5th grade. The district continues to move toward a marching band as the 4th and 5th grade students develop. Metric 1.10 achieved a level 4 implementation this year as the programs are fully implemented and undergoing cyclical improvement based on student performance data (Participation and Performance). Metrics 1.14, 1.15, 1.16, 1.17, 1.18 all show improvement in the ELA CAASPP leaving no students groups in red. Metrics 1.19, 1.21, 1.22, 1.23 have not shown improvement in Mathematics, and 1.20 has moved from red to no color as the population size is too small to provide data. Metric 1.24 is measured by survey. Teachers and students indicate an increase in proficiency. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 6: Supplemental Curriculum

Action 1.6 was effective. The district purchased a supplemental ELA curriculum to support teachers in scaffolding instruction to the desired level for improvement. The core curriculum is science themed which involves a top-end grade level reading ability. This drove teachers to increase scaffolding and other instructional strategies that required a significant amount of planning. The supplemental curriculum supports scaffolding and has the ability for teachers to engage students and provide more opportunities for the student to engage in a productive struggle with reading--utilizing the skills learned from instruction. Other supplemental curriculum purchases include tech programs that supplement mathematics, science and reading. These supplemental curriculum purchases have shown improvement in local assessment scores as targeted students are beginning to show improvement with supplemental curriculum activities and intervention. Metrics 1.14, 1.15, 1.16, 1.17, 1.18 all show improvement in the ELA CAASPP leaving no students groups in red. Metrics 1.19, 1.21, 1.22, 1.23 have not shown

improvement in Mathematics, and 1.20 has moved from red to no color as the population size is too small to provide data. Metric 1.24 is measured by survey. Teachers and students indicate an increase in proficiency. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 7: Campus Security

Action 1.7 was effective in replacing cameras that had low visibility. The district improved more than 5 cameras by replacing low pixel cameras with high-definition cameras to help ensure student safety on campus. Students report many incidents and the camera system helps administrators determine the facts in student reports. The investigation process has been more successful with the addition of these security cameras. The other improvement for safety and security was the implementation of the Valcom incident management system. The system notifies staff of classroom events like an episode with a behavioral student or a student eloping to ensure the safety of the student and other classmates. The system has also improved the instructional focus of all classes by making the notification a silent communication. The system is also driving down the response times for incidents that disrupt instruction, safety, or security. The last improvement for safety and security was the purchase of more walkie talkies for non-classroom incidents that need extra support--especially at recess. Metric 1.4 data indicates that all facilities were in good condition as measured by the Facility Inspection Tool. Metric 2.9 data indicates that parents feel that school is safe but they are concerned with the rise in bullying. Metric 2.10 data indicates that staff feel safer at school than in previous years, but the staff are still concerned with the rise in physically aggressive student behavior in lower grades. Metric 2.11 data indicates that students feel safe at school, but 30% of students point to some sort of bullying that makes them fear the campus.

Goal 1, Action 8: Supplemental Learning Tools

Action 1.8 was effective in providing reading materials to students in classrooms. The district has utilized Accelerated Reading (AR) as a program to drive reading across all grades. To continue increasing the number of books students read, the district had to maintain and improve classroom libraries and supplemental reading materials to meet the students' demand for books. The largest purchases in the supplemental standards-aligned materials were book upgrades for classroom libraries. The local data shows over 5000 books read this school year with a corresponding accelerated reading assessment passing score. The total number of book reads does not include attempts. One hundred percent of students are participating and showing increased engagement in reading across the campus. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 9: Classroom Environmental

Action 1.9 was partially effective in achieving progress. The action replaced desks and chairs for students to interact with the curriculum, instruction, and other peers during learning periods. The increased use of groups in instruction led the district to purchase new desks and chairs that work more effectively in creating group activities. The district also purchased many easel whiteboards for classrooms to assist in creating a collaborative environment for critical and analytical thinking. These upgrades have made the instructional environment more easily manipulated for a goal or task. For Metric 1.3, all materials are standards aligned. Metric 1.4 data indicates facilities in good repair based on the Facility Inspection Tool. Metric 1.17 data indicates that English Learners have improved from red to orange in ELA. Metric 1.22 data indicates that English Learners have maintained a red color in Math with less than a 2% decline. The low achievement in one of four metrics associated with this action indicate that the action was partially effective. Seventy-five percent of the metrics show an increase in student achievement. The district has adopted a new math curriculum for the 2026-2027 school year and has planned several opportunities for math

professional development. The new shifts are designed to focus on the low achievement in the area of English Learner progress in mathematics.

Goal 1, Action 10: Music Equipment and Band Uniforms

Action 1.10 was effective in replacing outdated or over-maintenanced instruments. The district continues to build the musical instrument resources for students. Several new instruments were purchased this year to address the slowly growing interest in music from students. The district has nearly reached its overall goal of having school inventory for every marching and orchestral instrument. The district is still working to purchase uniforms. Several designs are pending and the district is working with staff to determine sizes and total number needed. For Metric 1.3, all materials are standards aligned.

Goal 1, Action 11: Instructional Leadership Team

Action 1.11 was effective in determining needs of the District academically and behaviorally. The district uses the instructional leadership team to determine areas of focus as well as to develop plans to improve areas of instruction. The ILT heavily influenced the focus on instructional time and behavior episodes as well as the focus on supplemental curriculum to address gaps in achievement. They also played a substantial role in the new discipline system as well as planning for Title programs and the LCAP. Metric 1.1 data indicates that all teachers have a preliminary or clear credential. There is only one teacher left to finish the clear program in the 26-27 school year. Metric 1.2 data indicates that five teachers are missassigned based on the 2014 ELD requirements. Those five teachers in middle school are on emergency credentials while they complete the required classes to qualify for the new credential add-on.

Goal 1, Action 12: Chromebook Replacements and Upgrades

Action 1.12 was effective. Every student continues to have a well-maintained chromebook for technology and instructional purposes. One hundred percent of students have access to a chromebook and broken chromebooks are replaced in a timely manner to avoid disrupting student access to content. Metrics 1.14, 1.15, 1.16, 1.17, 1.18 all show improvement in the ELA CAASPP leaving no students groups in red. Metrics 1.19, 1.21, 1.22, 1.23 have not shown improvement in Mathematics, and 1.20 has moved from red to no color as the population size is too small to provide data. Metric 1.24 is measured by survey. Teachers and students indicate an increase in proficiency. For Metric 1.3, all materials are standards aligned. Metric 1.24 data indicates that technology proficiency is increase school wide.

Goal 1, Action 13: Technology Director

Action 1.13 was effective. The technology director replaced all broken chromebooks this year. The director as spent numerous hours working to connect student data to new software for data analysis. The director was also the main contact to continue with internet service throughout the district. Overall, the chromebook and internet maintain at least 60% of the access to curriculum and content for all students. Metric 1.24 data indicates that technology proficiency is increase school wide.

Goal 1, Action 14: Bandwidth

Action 1.14 was effective. The use of E-rate to significantly reduce the cost of internet service to the district has improved the access for students to reliable internet where approximately 60% of the access to curriculum and content is maintained. One hundred percent of students have access to a high-quality internet connection through the school. Metric 1.24 data indicates that technology proficiency is increase school wide.

Goal 1, Action 15: Save the Children

Action 1.15 was effective in providing service to twenty families on milestone development and early reading. Metric 1.25 data indicates that enrollment has held at twenty for the 2025-2026 school year.

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.

Goal 1, Action 1: Professional Development and Training

Action 1.1 will be implementing offering teachers the ability to select trainings.

Goal 1, Action 2: Teacher Mentors

Action 1.2: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 3: Data and Intervention Specialist

Action 1.3: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 4: Field Trips

Action 1.4 will be implemented similarly with the added push to get teachers to select and build more rigorous co-curricular study trips.

Goal 1, Action 5: Visual and Performing Arts

Action 1.5: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 6: Supplemental Curriculum

Action 1.6: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 7: Campus Security

Action 1.7: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 8: Supplemental Learning Tools

Action 1.8: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 9: Classroom Environmental

Action 1.9: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 10: Music Equipment and Band Uniforms

Action 1.10: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 11: Instructional Leadership Team

Action 1.11: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 12: Chromebook Replacements and Upgrades

Action 1.12: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 13: Technology Director

Action 1.13: There are no planned changes to this action, metric, or targeted outcome. .

Goal 1, Action 14: Bandwidth

Action 1.14: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 15: Save the Children

Action 1.15: There are no planned changes to this action, metric, or targeted outcome.

Goal 1, Action 16: Paraprofessional Academic Support

Action 1.16: To continue and expand the growing need for classroom support as indicated by teachers, CSEA, parents, and metrics associated with low math achievement, the district has included funds in the 2026-2027 LCAP to include trained paraprofessional support to improve services to students in all grades.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development to Support CCSS in the classroom	1.1: All teachers participate in appropriate State Standards, ELD, subject area emphasizing the writing process, and other professional learning to deepen and reinforce knowledge and support the intervention process utilizing internal and third-party professional development teams like COE consultants (This action addresses the Red 2023 Dashboard ELA Indicator results for the following student groups: All Students, English Learners, Hispanic.)	$115,000.00	Yes
1.2	Professional Development for New Teachers	1.2: Support increasing teacher capacity and retention through the teacher induction program to build teacher capacity in implementing State Standards and advancing new teacher skills as well as provide mentoring to interns.	$20,000.00	Yes
1.3	Targeted Support for Student Learning	1.3: Provide for identification through diagnosis and prescription, monitoring, oversight and coordination by trained staff in a system of support in order to coordinate intervention and support for students who are achieving below grade level as well as for English Learner students who are not making core academic growth as determined by state and local assessment and students with disabilities. Increase part-time position to full-time position utilizing a general education Response to Intervention (RtI) specialist to advance MTSS for the students. (This action addresses the Red 2023 Dashboard ELA Indicator results for the following student groups: All Students, English Learners, Hispanic.) (LREBG Funding: $2,000. LREBG Metrics: 1.3, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24)	$202,000.00	Yes
1.4	Experiential Learning	1.4: Design and implement co-curricular work study trips for students in order to raise student achievement by expanding educational experiences like student government, science-based or history-based entertainment or	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs, or other core curriculum connected experiences or programs, beyond the classroom.		
1.5	Equitable Access to a Broad Course of Study	1.5: Expand visual and performing arts to include music performances, theatre performances, and choral performances that enhance the learning environment and provide access to all students by providing teachers, materials, and educational experiences with professional performance groups.	$450,000.00	Yes
1.6	Supplemental Curriculum	1.6: Complete the purchase of supplemental standards aligned materials to complement district core materials in order to enhance and expand student opportunities for learning through differentiated instruction (This action addresses the Red 2023 Dashboard ELA Indicator results for the following student groups: All Students, English Learners, Hispanic.) (LREBG Funding: $2,000. LREBG Metrics: 1.3, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24)	$250,000.00	Yes
1.7	Safe, Secure, Learning Environment	1.7: In order to assure parents of a safe, secure learning facility for their children, maintain and upgrade campus security systems and processes.	$100,000.00	Yes
1.8	Standards-Aligned Materials for Differentiated Instruction	1.8: Provide funds for classroom supplies and supplemental learning tools so that students, primarily English Learners, Low Income, Foster Youth, and students with disabilities can successfully access core content and activities (This action addresses the Red 2023 Dashboard ELA Indicator results for the following student groups: All Students, English Learners, Hispanic.) (LREBG Funding: $2,000. LREBG Metrics: 1.3)	$200,000.00	Yes
1.9	Safe, Secure, Learning Environment	1.9: In order to improve and expand the school and community assets vital to improving outcomes for socioeconomically disadvantaged students and close identified gaps in community assets, make adaptations and upgrades to the school and classroom learning environments to provide equitable school assets for our students and parents and to encourage pride and	$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		commitment to excellence. This includes not only cosmetic improvements but also substantive attention to optimizing learning, co-curricular and extra-curricular spaces such as classrooms, library, labs, and outdoor areas for our unduplicated count students who do not have community access to such resources.		
1.10	Access to a Broad Course of Study	1.10: Purchase materials, supplies and rentals for continued implementation of the Music program.	$350,000.00	Yes
1.11	Advancement of Experience Teachers through Leadership	1.11: Deepen and expand retention program to retain master teachers who are highly qualified, well-trained and committed to Alta Vista School and who will remain at Alta Vista School to assure continuity and consistency of high quality program delivery to high-need students. This will include research-validated retention practices such as incentives and active participation in the instructional leadership team.	$60,000.00	Yes
1.12	Rich Learning Environment with Equity of Resources	1.12: Assure that every teacher and every student has on-demand access to the such as Chrome Books, classroom and school library research tools, presentation and production technology for project-based learning, and specialized tools for science, career, and related subjects. It also includes adaptive technology as needed for differentiation of instruction and specialized learning plans for high-need students utilizing the learning loss mitigation strategies and the MTSS intervention process.	$100,000.00	Yes
1.13	Rich Learning Environment with Equity of Resources	1.13: Continued Instructional Technology Technician Support Staff in order to build the capacity to maintain and improve site technology to support student learning.	$220,000.00	Yes
1.14	Rich Learning Environment with Equity of Resources	1.14: Evaluate and maintain bandwidth; improve as needed and as resources are available to maintain and further develop the district's ability to deliver sufficient bandwidth to support student learning.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Rich Learning Environment with Equity of Resources	1.15: Provide leadership for the Early Childhood Development program that focuses on training parents on early learning milestones to foster development in order to prepare early learners for academic and social environments. Leadership and materials needed to provide support for initiatives are included in this goal.	$120,000.00	Yes
1.16	Paraprofessional Academic Support	1.16: Provide paraprofessionals to assist in specific learning activities and academic support for all students, specifically for students with below-grade level performance, barriers to instruction, English Learners, long-term English Learners, students with disabilities, socio-economically disadvantaged, and homeless.	$250,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Implement broad and supportive parent involvement, student engagement and school climate programs and services that emphasize intervention in health and Social/Emotional Learning (SEL), which result in improved student achievement and active involvement of all parents, including parents of unduplicated count students, in school and district decision-making.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The rationale for the second goal and the subsequent actions grows from the lack of strong parent engagement. There has been effort on both sides, but throughout the previous LCAP, the challenge was bringing everyone together. The goal's actions were not misguided. The actions are authentic and have the potential to drive the engagement numbers up. The goal has been tweaked to include some new language that would help meet the needs of families while making meaningful connections. Chronic absenteeism is still very high with our White demographic (2023 Dashboard). The District continues to offer Saturday school and the Community Liaison. These two components have been instrumental in addressing chronic absenteeism across all demographics (All Students, White and English Learners). Chronic absenteeism has shown improvement schoolwide and for all subgroups except White. Foster Youth rate is very low in our district. Foster students usually attend school at the direction of their foster family. Over the last two years there has not been more than 2 students in foster care at any given time. Therefore the rate is not reported on the Dashboard. White chronic absence continues to be very high at 48%. However, that percentage is associated with 12 families of less than 50 students. The District is expanding mental health access by including a full-time Psychologist that is the response to a rise in mental health inquiries. With behavioral instruction the number one concern across all educational partners, the District is directed to expand these services.

Research confirms that: 1) Literacy gaps in children from different socioeconomic backgrounds exist before formal schooling begins. 2) Socioeconomically disadvantaged children are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language. 3) Initial reading competency is correlated with the home literacy environment, number of books owned, and parent distress (Aikens & Barbarin, 2008; Bergen, Zuijen, Bishop, & Jong, 2016). However, poor households have less access to learning materials and experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment (Bradley, Corwyn, McAdoo, & García Coll, 2001; Orr, 2003). This goal will ameliorate these impacts for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation rate in parent training/involvement opportunities in school and district decision-making [R]	Baseline 2023 District /school-wide = 88% White = 88% Hispanic = 88% English Learners = 88% Economically Disadvantaged = 88% Foster Youth = 88% Students with Disabilities = 88% Below is the corrected data for the 2023 baseline: District /school-wide = 48% White = 31% Hispanic = 40% English Learners = 24% Economically Disadvantaged = 50% Foster Youth = 10% Students with Disabilities = 12%	District /school-wide = 50% White = 40% Hispanic = 48% English Learners = 27% Economically Disadvantaged = 50% Foster Youth = 10% Students with Disabilities = 12% (Data Year 2024-25)	District /school-wide = 55% White = 38% Hispanic = 51% English Learners = 30% Economically Disadvantaged = 48% Foster Youth = 15% Students with Disabilities = 10% (Data Year 2025-26)	District /school-wide = 60% White = 40% Hispanic = 60% English Learners = 50% Economically Disadvantaged = 50% Foster Youth = 20% Students with Disabilities = 18%	District /school-wide = Increased 7% White = Increased 7% Hispanic = Increased 20% English Learners = Increased 26% Economically Disadvantaged = Decreased 2% Foster Youth = Increased 5% Students with Disabilities = Decreased 2%
2.2	Availability of parent training/involvement opportunities in school and district decision-making [R]	Baseline 2023 District /school-wide = 8 Opportunities White = 8 Opportunities Hispanic = 8 Opportunities English Learners = 8 Opportunities	District /school-wide = 5 Opportunities White = 5 Opportunities Hispanic = 5 Opportunities English Learners = 5 Opportunities	District /school-wide = 6 Opportunities White = 6 Opportunities Hispanic = 6 Opportunities English Learners = 6 Opportunities	District /school-wide = 16 Opportunities White = 16 Opportunities Hispanic = 16 Opportunities English Learners = 16 Opportunities	District /school-wide = Decreased 2 Opportunities White = Decreased 2 Opportunities Hispanic = Decreased 2 Opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Economically Disadvantaged = 8 Opportunities Foster Youth = 8 Opportunities Students with Disabilities = 8 Opportunities	Economically Disadvantaged = 5 Opportunities Foster Youth = 5 Opportunities Students with Disabilities = 5 Opportunities Data Year 2024-25)	Economically Disadvantaged = 6 Opportunities Foster Youth = 6 Opportunities Students with Disabilities = 6 Opportunities Data Year 2025-26)	Economically Disadvantaged = 16 Opportunities Foster Youth = 16 Opportunities Students with Disabilities = 16 Opportunities	English Learners = Decreased 2 Opportunities Economically Disadvantaged = Decreased 2 Opportunities Foster Youth = Decreased 2 Opportunities Students with Disabilities = Decreased 2 Opportunities
2.3	Attendance rate [R]	Baseline 2023 District /school-wide = 92% White = 92% Hispanic = 88% English Learners = 89% Economically Disadvantaged = 91% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 92%	District /school-wide = 92% White = 92% Hispanic = 88% English Learners = 89% Economically Disadvantaged = 91% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 92% (Data Year 2024-25)	District /school-wide = 92% White = 92% Hispanic = 88% English Learners = 89% Economically Disadvantaged = 91% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 92% (Data Year 2025-26)	District /school-wide = 98% White = 98% Hispanic = 98% English Learners = 98% Economically Disadvantaged = 98% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 98%	District /school-wide = No difference White = No difference Hispanic = No difference English Learners = No difference Economically Disadvantaged = No difference Foster Youth = No difference Students with Disabilities = No difference
2.4	chronic absenteeism rate [R]	District /school-wide = 23.9% White = 48% Hispanic = 20%	District /school-wide = 18.7% White = 34% Hispanic = 16.2%	District /school-wide = 17.4% White = 41.7% Hispanic = 13.8%	District /school-wide = 10% White = 25% Hispanic = 5%	District /school-wide = Decreased 6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners = 18% Economically Disadvantaged = 24% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 28.9% (Data Year 2022-23)	English Learners = 13.4% Economically Disadvantaged =18.6% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 27.8% (Data Year 2023-24)	English Learners = 8.5% Economically Disadvantaged = 17.2% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 24.1% (Data Year 2025-26)	English Learners = 9% Economically Disadvantaged = 10% Foster Youth = 2% Students with Disabilities = 0%	White = Decreased 6.3% Hispanic = Decreased 6.2% English Learners = Decreased 9% Economically Disadvantaged = Decreased 14% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = decreased 4.8%
2.5	middle school dropout rate [R]	Baseline 2023 District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 0%	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 0% Data Year 2024-25)	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 0% Data Year 2025-26)	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = 0% Students with Disabilities = 0%	District /school-wide = No difference White = No difference Hispanic = No difference English Learners = No difference Economically Disadvantaged = No difference Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = Data suppressed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						protect privacy - less than 11 students.
2.6	% of students participating in co-curricular and extra-curricular programs [L]	Baseline 2023 District /school-wide = 90% White = 95% Hispanic = 98% English Learners = 98% Economically Disadvantaged = 90% Foster Youth = 75% Students with Disabilities = Data suppressed to protect privacy - less than 11 students.	District /school-wide = 90% White = 95% Hispanic = 98% English Learners = 98% Economically Disadvantaged = 90% Foster Youth = 75% Students with Disabilities = Data suppressed to protect privacy - less than 11 students. (Data Year 2024-25)	District /school-wide = 91% White = 94% Hispanic = 97% English Learners = 96% Economically Disadvantaged = 93% Foster Youth = 76% Students with Disabilities = Data suppressed to protect privacy - less than 11 students. (Data Year 2025-26)	District /school-wide = 100% White = 90% Hispanic = 90% English Learners = 90% Economically Disadvantaged = 90% Foster Youth = 100% Students with Disabilities = 100%	District /school-wide = 1% change White = 1% change Hispanic = 1% change English Learners = 2% change Economically Disadvantaged = 3% change Foster Youth = 1% change Students with Disabilities = Data suppressed to protect privacy: less than 11 students
2.7	Suspension Rate [R] (Dashboard)	District /school-wide = 5.6% White = 9.8% Hispanic = 5.1% English Learners = 4.8% Economically Disadvantaged = 5.7% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 5.3%	District /school-wide = 6% White = 15.4% Hispanic = 5.2% English Learners = 5.5% Economically Disadvantaged = 6.5% Foster Youth = Data suppressed to protect privacy - less than 11 students.	District /school-wide = 9.8% White = 19.7% Hispanic = 8.9% English Learners = 8% Economically Disadvantaged = 9.9% Foster Youth = Data suppressed to protect privacy - less than 11 students.	District /school-wide = 2% White = 4% Hispanic = 2% English Learners = 2% Economically Disadvantaged = 2% Foster Youth = 2% Students with Disabilities = 2%	District /school-wide = Increased 4.2% White = increased 9.9% Hispanic = Increased 3.8% English Learners = Increased 3.2% Economically Disadvantaged = Increased 4.2% Foster Youth = Data suppressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Data Year: 2022-23)	Students with Disabilities = 3.6% (Data Year: 2024-25)	Students with Disabilities = 11.5% (Data Year: 2025-26)		to protect privacy - less than 11 students. Students with Disabilities = 6.2% change
2.8	Expulsion Rate [R]	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = 0% Students with Disabilities = 0% (Data Year: 2023-24)	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = 0% Students with Disabilities = 0% (Data Year: 2024-25)	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = 0% Students with Disabilities = 0% (Data Year: 2025-26)	District /school-wide = 0% White = 0% Hispanic = 0% English Learners = 0% Economically Disadvantaged = 0% Foster Youth = 0% Students with Disabilities = 0%	District /school-wide = 0% change White = 0% change Hispanic = 0% change English Learners = 0% change Economically Disadvantaged = 0% change Foster Youth = 0% change Students with Disabilities = 0% change
2.9	Parent Sense of School Safety and Connectedness (per annual survey)	Percentage of parents that feel the school provides a safe and secure environment - 75% Percentage of parents that feel the school provides a welcoming, caring, and nurturing environment - 40% (Data Year: 2023-24)	Percentage of parents that feel the school provides a safe and secure environment - 50% Percentage of parents that feel the school provides a welcoming, caring, and nurturing environment - 30%	Percentage of parents that feel the school provides a safe and secure environment - 60% Percentage of parents that feel the school provides a welcoming, caring, and nurturing environment - 40%	Percentage of staff that feel the school provides a safe and secure environment - 100% Percentage of staff that feel the school provides a welcoming, caring, and nurturing environment - 100%	Decreased by 15% No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Data Year: 2024-25)	(Data Year: 2025-26)		
2.10	Staff Sense of School Safety and Connectedness (per annual survey)	Percentage of staff that feel the school provides a safe and secure environment - 60% Percentage of staff that feel the school provides a welcoming, caring, and nurturing environment - 45% (Data Year: 2023-24)	Percentage of staff that feel the school provides a safe and secure environment - 61% Percentage of staff that feel the school provides a welcoming, caring, and nurturing environment - 50% (Data Year: 2024-25)	Percentage of staff that feel the school provides a safe and secure environment - 65% Percentage of staff that feel the school provides a welcoming, caring, and nurturing environment - 52% (Data Year: 2025-26)	Percentage of staff that feel the school provides a safe and secure environment - 100% Percentage of staff that feel the school provides a welcoming, caring, and nurturing environment - 100%	Increased by 5% Increased by 7%
2.11	Student Sense of School Safety and Connectedness (per annual survey)	Percentage of students that feel the school provides a safe and secure environment - 68% Percentage of students that feel the school provides a welcoming, caring, and nurturing environment - 52% (Data Year: 2023-24)	Percentage of students that feel the school provides a safe and secure environment - 79.9% Percentage of students that feel the school provides a welcoming, caring, and nurturing environment - 77.8% (Data Year: 2024-25)	Percentage of students that feel the school provides a safe and secure environment - 80% Percentage of students that feel the school provides a welcoming, caring, and nurturing environment - 81% (Data Year: 2025-26)	Percentage of students that feel the school provides a safe and secure environment - 100% Percentage of students that feel the school provides a welcoming, caring, and nurturing environment - 100%	Increased 12% Increased by 29%

Goal Analysis [2025-26]

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

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

Action 2.1

Action 2.1 was implemented as planned. The students attended county sponsored events in 2025-2026. There were not substantive differences to the action or implementation. The relevant challenges included the difficulty accessing transportation.

Action 2.2

Action 2.2 was implemented as planned. The campus supervisors have been maintained at three (3) in service. The District will need to plan to rehire as all campus supervisors are moving on to new positions. The addition of the third campus supervisor has been extremely helpful in managing the unsafe roadways near the school. The District only had one close call this year which is significantly down in number from years past. The relative challenge we have now is coverage for that crosswalk when an employee is absent. There are no substantive differences.

Action 2.3

Action 2.3 was partially implemented as planned. The District retains the employees for the positions dedicated to health both mental and physical. This is an action that is reserved to receive LCAP carry over in the future. These position are essential to providing services that increase the attendance, health, and overall ability to meet the learning demand of the state standards and adopted curriculum. However, the Learning Recover Emergency Block Grant gave the District the opportunity to fund the Psychologist instead of the LCAP which also supports us maintaining the service for longer when one-time funding is depleted. As a substantive difference to the implementation, the Psychologist resigned half way through the school year, and the District was unable to replace the position before the school year ended.

Action 2.4

Action 2.4 was implemented as planned. The Social-Emotional Learning Center is active and thriving without changes to implementation this year. The Community Day School and the Intensive Resource Classroom (IRC) have also provided a valuable service to the District. Three (3) students have been placed in the CDS and IRC this year. One student successfully returned from the CDS program this school year.

Action 2.5

Action 2.5 was not implemented as planned. The task of finding a person to deliver this instruction has been difficult. The District has two (2) teachers on staff that can deliver this instruction and will seek to implement fully in 2025-2026. Also, the funds supported parent nights for various topics. The District planned several but only was able to implement four (4).

Action 2.6

Action 2.6 was implemented as planned. The Community Liaison position was implemented well for attendance and for tracking on the chronically absent. The underdeveloped task of the position is the parent involvement/connection piece that will be a focus in the 2025-2026 school year.

Action 2.7

Action 2.7 was implemented as planned. The District website is nearly complete. There were no substantive changes to the implementation. The 2025 revamp has made information more accessible on the website for parents and community partners.

Action 2.8

Action 2.8 was implemented as planned. The district has two full time Physical Education teachers on campus all year. There were no relevant challenges in the implementation of this action. There were no substantive differences in the 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.

Action 2.1

Action 2.1 was budgeted at $100,000. The estimated actual expenditures for 2025-2026 is $6,617.00. The material difference is $93,383.00. The transportation also limited some opportunities for events. The district was still able to increase the number of attended events from previous years improving the service.

Action 2.2

Action 2.2 was budgeted at $120,000. The estimated actual expenditures for 2025-2026 is $81,669.21. The material difference is $38,330.79. The difference is partially over budgeting to make available funds for wage increases. The increases were not as large as estimated. Also, the District had to replace a campus supervisor mid-year. This accounted for some of the funding not being fully utilized. The district has maintained the service and safety for all students on campus and to and from school.

Action 2.3

Action 2.3 was budgeted at $1,010,000.00. The estimated actual expenditures for 2025-2026 is $777,310.00. The difference is $232,690. The students received increased services through the behavioral intervention technicians--partially funded by LREBG--and the school psychologist provided various behavioral services for students. The school social worker also provided student services in the form of behavioral counseling or conflict resolution sessions. The School Nurse has addressed an increase of medical needs and has provided extensive services in our Individualized Education Plan annual meetings.

Action 2.4

Action 2.4 was budgeted at $120,000. The estimated actual expenditures for 2025-2026 is $107,708.00. The difference is $12,292.00. The difference is mainly due to a shift in activity. The plan was to implement more third-party hosted assemblies to address behavior and increase student connection to the student body. The uncommon behaviors and violent behaviors shifted the group to be more reactive to these incidents which reduced the ability to plan for these.

Action 2.5

Action 2.5 was budgeted at $40,000. The estimated actual expenditures for 2025-2026 is $1,391.22. The difference is $38,608.78. We had parent workshop but not as many as planned. Each event costs more as the District has opted to service meals and maintain child babysitting during the parent nights, but the total number of events decreased due to low or no attendance. There has also been disinterest in parent night due to a third-party bullying presentation that parents felt had little resources for parents. The school and district are working to repair this perception.

Action 2.6

Action 2.6 was budgeted at $100,000. The estimated actual expenditures for 2025-2026 is $93,115.00. The difference is $6,885.00. The Difference was due to over budgeting by the District. The budget was prepared before bargaining and was set to absorb wage increases if they were increased.

Action 2.7

Action 2.7 was budgeted at $10,000. The estimated actual expenditures for 2025-2026 is $0.00. The difference is $10,000. The District website's cost were in-line with the District's estimate at budget time.

Action 2.8

Action 2.8 was budgeted at $250,000. The estimated actual expenditures for 2025-2026 is $282,606.00. The material difference is $32,606.00. The District under budgeted based on the notion that wage increases may take place. The expended amount exceeded the budget; however, there is remaining carry over LCAP funds to cover the overage.

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

Action 2.1

Action 2.1 was effective in the 2025-2026 school year. The students that attended anti-bullying and leadership events brought back resources and other activities to create school-wide activities for all the students to participate in. Their interest in the anti-bullying events also made the administration more aware of the need and the District provided several events for the school to participate in. Bullying remains one of the major issues the district faces on the school campus--both on campus and on social media. Metric 2.6 indicates that there were slight increases from our baseline. The participating students have been fluctuating. The largest increase is contributed to the use of anti-

bullying assemblies on campus to drive mindfulness and kindness across the campus. These assemblies or workshops were presented based on the content of the presenter. The more detailed and specific presenters were provided an older audience on the campus.

Action 2.2

Action 2.2 was effective in the 2025-2026 school year. Metrics #2.9 and 2.11 measure student safety and the results suggest effectiveness in the parts that are already implemented. There are some behavioral concerns and adjustments that have yet to show benefits or strong outcomes.

Action 2.3

Action 2.3 was effective in the 2025-2026 school year. Action 2.3 is also very support of student health. On the physical health side the progress and response is very high. The Nurse and Nurse Aide positions provide assistance with the families on a daily basis with excellent results. This includes operating a health faire as well as a vision event that is funded by outside corporate grants. The success has been tremendous. The Social worker was successful in driving forward with the high-rate of incidents that demand their services. The Social Workers work this year was effective in keeping students as safe as possible while they provide services and referrals. The Psychologist was successful up until the District had the resignation. The metrics addressing health include metrics #2.3, 2.4, 2.7, 2.8, and 2.11. While effective, the weakest portions of this action resulted from a lack of ability to address many points of service at the same time.

Action 2.4

Action 2.4 was effective in the 2025-2026 school year. The social emotional learning center has been effective in attracting students with need. The services in the SELC have been available to students. However, the interconnection between the instruction and services still has gaps. Those gaps are where the issues occur. The shared cost of the program among other districts has made the services affordable for small schools. The benefit of providing targeted instruction as well as behavioral support with a small staff to student ratio has opened up instructional minutes in the general education classroom that would have been dedicated to responding to behavioral incidents. The metric measuring action 2.4 is #2.11. The results of the measurement show that students can attain greater connectedness to the school with the school properly identifying the needs of students and systematically working to find the correct program or placement for student needs.

Action 2.5

Action 2.5 partially effective in the 2025-2026 school year. The effective part was redesigning the nights to be more parent friend with childcare and food. With the Federal Government holding EBT funds this year, the District provided meals to families and drove the family dinners with different topics of concern from bullying to how parents can engage in parent teacher conferences. The issue provided the District with the ability to reach families that would otherwise have dinner at home. The topics were important to all aspects of the educational experience. The ineffective portion of the action focused on some key nights later in the year that were not well attended like the "In Plain Sight" parent night that helped parents see how teens hide items that they shouldn't have from parents in their rooms and other places in the house. The training itself was fantastic, the turn out was not. Other agencies have also picked up the training after seeing it at Alta Vista and that makes the opportunity a success overall. Metrics 2.1, 2.2, and 2.9 measure parent connectedness and feelings of safety. Metric 2.1 and 2.2 are associated with the participation and availability of parent decision-making opportunities. The district has increased the number of

opportunities this year. The participation has improved but under expectations. There has been more parent interest in providing input and being heard. Metric 2.9 indicates that parents are willing to provide input to the school and most of the interest is in addressing the bullying issue that has become a focus for all educational partners. The bullying issue is the number one point raised in feeling safe on campus. The action is successful in supporting students sense of safety, but needs some adjustment in creating the feeling of safety around bullying.

Action 2.6

Action 2.6 was effective in the 2025-2026 school year. The Community Liaison position was effective in reducing chronic absenteeism and consistently implementing the SARB process. Overall it was effective. This action is measured by metrics #2.1, 2.2, and 2.9. The community liaison participates in parent meetings and provides information for these meetings. The parents indicate receiving information timely for these events. Metric 2.1 and 2.2 have improved with more consistent and timely messaging over various platforms. Metric 2.9 indicates that parents would like more specific information in the communication. One survey comment received indicated that if they knew that only a handful of parents were coming to the events, the person would have made a point to come and participate. The community liaison's benefits shine in the area of SARB and there has been an increase in attendance. More students are attending and parents are encouraging attendance.

Action 2.7

Action 2.7 was effective in the 2025-2026 school year. The metrics measuring the website include #2.1, 2.2, 2.9, 2.10, and 2.11. Metrics 2.1 and 2.2, the participation and opportunity for parent involvement, are driven by the website as one method of communication. Metric 2.9 indicates that some parents are using the website as they have asked for some changes to make the information more accessible. Metric 2.10 indicates that staff agree with some of the messaging on the website to assist in education parents like the resources for students with specific behavioral needs and the notification about bullying and restraints. Metric 2.11 indicates that students are using the website to report bullying and other incidents through the See Something, Say Something reporting tool. The effectiveness of the website is evident in the participation from parents and the engagement from parents through the site.

Action 2.8

Action 2.8 was effective in the 2025-2026 school year. The two physical education teachers have improved their program targeting physical activities that help students cross their midlines. The research suggests that the ability to connect the left and right hemispheres of the brain prepare the brain for understanding and working with abstract concepts as the students enter middle school. The two positions also create a 50-minute non-instructional time for teachers in all grade levels. This allows the teachers to participate in grade level PLC, Student Success Team Meetings, IEP meetings, 504 plan meetings, as well as district meetings to help close gaps in many areas.

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.

Action 2.1

Action 2.1 will include the same planned goal, metric, and target outcomes. The action will include school sponsored events as well as county sponsored events. There are several opportunities that other small school offer to our students that are available. The district will improve the action by writing in these events and procuring transportation earlier.

Action 2.2

Action 2.2 will be implemented similar to 2025-2026. This year we have a two returning campus supervisors that will undergo more training to address specific needs of the campus. One campus supervisor was hired into another position at the school, so the District will be seeking a new Campus Supervisor during the summer. The three campus supervisors have been instrumental in addressing the various behavioral issues that occur during the day as well as maintaining the safety of students coming and going to school.

Action 2.3

Action 2.3 will be implemented similar to 2025-2026. Action 2.3 will continue as planned by using LCAP funds for all positions. With the resignation of the Psychologist, the District is shifting back to using the county office of education for psychological services. The District will continue to use LREBG funds until they are expired or used. The District will hire a counselor next year to address the student needs as recognized during the exit interview with the resigning Psychologist. This action will be in conjunction with Title I funding.

Action 2.4

Action 2.4 will be implemented similar to 2025-2026. The Behavior Intervention Technicians will be placed on a more data centered schedule in the coming year. They will also be a fixture of the discipline system by providing wellness sessions tied to Character Counts, Kagan behavior activities, as well as the District new "SOAR" initiative. The district is seeking a more structured approach with a more intensive data collection to pinpoint the specific areas of need. The counselor, social worker, and the behavior intervention technicians will work together to address the various intensive behaviors seen from students.

Action 2.5

Action 2.5 will be implemented differently 2025-2026. The implementation will include at least one third-party group providing English Learner training services to parents. The purposes is to increase parent involvement in the process of the English Learner program (ELD). Parents are a key factor in the reclassification process and the District has noticed that the lack of knowledge about the program leads to lower achievement in the program. Parents can provide a level of support at home that the school cannot access. The plan is to have several parent training night in the 2025-2026 school year to assist with this education process.

Action 2.6

Action 2.6 will be implemented similar to 2025-2026. The changes in the Community Liaison will be a bigger role in communicating with parents. This role will help create mailers, flyers for students, and contacting parents for key information and input. This is the piece that is underdeveloped and very needed. The data for school-wide percentages was in error and corrected.

Action 2.7

Action 2.7 will be implemented similar to 2025-2026. The implementation will not change; however, the District has purchased a forms and process management system to move all paper applications and forms to an electronic format. The process will be linked to the website to further cut down of excess pages and clutter that confuse parents. The portal will also allow parents to process forms online. The overall goal is to limit the amount of time that personnel and parents spend working on paper forms and transferring data from hard copies to electronic formats. Then, the district will reallocate time to other important aspects of the parent-school relationship.

Action 2.8

Action 2.8 will include the same planned goal, metric, and target outcomes. The district will increase the budget to appropriately cover the two salaries and the possible increases based on collective bargaining and step and column increases.

Action 2.9

Action 2.9 creates Alternative Means Program that includes the hiring of an Alternative Means Teacher which is a credentialed multiple subject educator. The purpose of the program is to more effectively create a educational program around discipline and social-emotional learning. Students will be provided an opportunity to learn about how their behavior affects their progress toward academic goals and in some cases diminishes the school climate overall. The program is designed to provide learning opportunities to students that continue to behave in a manner that decrease the effectiveness or the length of educational learning periods.

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	Optimize Opportunities for Students to Demonstrate Success	2.1: Participation in county and school sponsored student events, including sports (event expenses, travel, and teacher stipend = $10,000), Local student recognition events (Character Counts! perfect attendance, ELPAC proficiency, Honor Roll 4-8), and other county sponsored events. This is an opportunity for all students to excel in the area of choice while supporting the state standards.	$150,000.00	Yes
2.2	Maintain a Safe and Secure Learning Environment	2.2: In order to close identified gaps in community and home assets and per parent committees' request out of concern for their children's safety because they cannot walk their children to school while they are at work, maintain Crossing Guards for before and after school and to increase	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student safety during recess. This includes three School Safety Positions that monitor students out of class.		
2.3	Health and Behavioral Intervention	2.3: Continue TCOE contracts for school nurse for a total of four days a week to improve parent engagement, pupil outcomes, pupil engagement, and school climate by expanding the availability of the nurse for communication with parents to manage health needs. Health Aide to full time. Provide Health Intervention to provide intervention services for students with high needs. Provide Behavioral Technician(s) and inclusion aides for intervention for special needs students and students with disabilities and to support the General Education Intervention program. Provide a school psychologist 5 days per week to address increasing behavioral support needs in diverse populations. (LREBG Funding: $292,611.00. LREBG Metrics: 2.3, 2.4, 2.7, 2.8, 2.11)	$992,611.00	Yes
2.4	Support Student Personal and Academic Growth	2.4: Maintain the Social Emotional Learning Center (SELC) and increase support for students with disabilities to include a Community Day program, an Extended Resource Specialty Program and a Intervention Resource Classroom that provide services for Students with Disabilities.	$150,000.00	No
2.5	Engage/Involve Parents	2.5: Develop workshops, including adult ESL and nutrition, for parents to assist their children in school assignments and student events. One parent event per month.	$40,000.00	Yes
2.6	Engage/Involve Parents	2.6: Continue community liaison (8hrs/day @ 5 days/wk @ 40 wks @ salary and benefits) in order to increase parental involvement, including parents of students with disabilities, so that parents are equipped to support their child’s academic achievement.	$100,000.00	Yes
2.7	Engage/Involve Parents	2.7: Maintain, improve and monitor the district website to enhance and promote parent/school communication.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Access to a Broad Curriculum	2.8: In order to expand student engagement opportunities and access to community resources for student support, employ full-time physical education teacher(s) who will expand standards-based intramural program in elementary and middle school.	$300,000.00	No
2.9	Health and Behavioral Intervention	2.9: Provide an Alternative Means Program, including an Alternative Means Teacher, that support behavioral and academic learning to ensure learning opportunities for students struggling with adapting to behavioral norms in a social and academic setting.	$150,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement a standards-aligned program for English learners to close local and state achievement gaps, provide adequate LLM intervention, assure English learner access to the broad curriculum, and achievement of SBE standards and expectations including the English Learner Progress indicator.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The rationale stated here for the development of this Goal continues as the main driver for development of the Actions within this Goal. Our third goal addresses English Learners and their unique needs. Because we have not yet achieved full equity and achievement objectives for our English Learners, this goal remains essentially the same in order to expand and improve our English Language Development program and to significantly expand classroom and school-based supports for English Learners with an emphasis on mathematics. According to the 2023 state Dashboard, for English Learners the:

- Chronic absenteeism rate is 18%
- Suspension rate is 4.8%
- Performance on ELA state assessment is 101.4 points below standard, decreasing 8.4 points over the previous year
- Performance on mathematics state assessment is 109.4 points below standard, decreasing 8.6 points over the previous year
- The percent of English Learners making progress toward English proficiency is 51.4%

According to school employment records:

- 50% of paraprofessional staff are bilingual English/Spanish
- 35% of teachers and administrators are bilingual English/Spanish

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Language Development State Standards Implementation [R] (baseline 2024 actual)	5=full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year 2023-24)	5=full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year 2024-25)	5=full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool (Data Year 2025-26)	5=full implementation and sustainability as measured by CDE Standards Implementation Self-Reflection Tool	No change
3.2	English Learner CAASPP ELA distance from standard [R] (Dashboard)	101.4 points below standard (Data Year 2022-23)	97.3 points below standard (Data Year 2023-24)	82.9 points below standard (Data Year 2024-25)	50 point increase	Increased 18.5 points toward the standard
3.3	English Learner CAASPP Math distance from standard [R] (Dashboard)	109.4 points below standard (Data Year 2022-23)	106.5 points below standard (Data Year 2023-24)	120.6 points below standard (Data Year 2024-25)	50 point increase	Decreased 11.2 points away from the standard
3.4	English Learner enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100% (Data Year 2023-24)	100% (Data Year 2024-25)	100% (Data Year 2025-26)	100%	No change
3.5	English Learner programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs	100% (Data Year 2023-24)	100% (Data Year 2024-25)	100% (Data Year 2025-26)	100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as measured by the percentage of students receiving supplemental services and/or classroom-based differentiated instruction [R] (Enrollment reports)					
3.6	English Learner Reclassification Rate (Local Data)	6.75% (Data Year 2023-24)	13.73% (Data Year 2024-25)	7.27% (Data Year 2025-26)	20%	Increase of .52%
3.7	Percentage of English Learners making progress towards English language proficiency as measured by ELPAC (Dashboard)	51.4% (Data Year 2022-2023)	41.6% (Data Year 2023-24)	40.5% (Data Year 2024-25)	70%	Decrease of 10.9%

Goal Analysis [2025-26]

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

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

Action 3.1

Action 3.1 was implemented as planned. The implementation includes operating summer school and English Learner boot camp during spring recess. For the 2025-2026 school year, English Learner boot camp operated for four (4) days during the month of March. The primary purpose for Boot Camp is to provide specific instruction in the area of English Language Development (ELD) to immerse the students in language development before the scheduled assessment time for the ELPAC. Summer School for 2026-2027 includes sixteen (16) days of extended learning for English Learners and socio-economically disadvantaged students. These periods of educational opportunity are also used to monitor recently reclassified English Learners over the mandated two year period. The relevant challenges include maintain staff levels and getting student interest. Another significant challenges is the relative difference between the primary and upper grades. Because primary grade levels have to been the ELPAC assessment much earlier due to the 1:1 nature of portions of the assessment, the primary

grades miss the opportunity to benefit from the boot camp that takes place in March. By the time the boot camp occurs, the primary students are most of the way through their assessment. There were no substantive differences in implementation.

Action 3.2

Action 3.2 was implemented as planned. The implementation of multilingual paraprofessionals includes a group of aides assigned to classrooms with large English Learner populations. Many of these classrooms are in the primary grade levels. The relevant challenge this year included the district requiring a language assessment to certify multilingual staff members. The purpose of the assessment was to certify that all translation staff had high-quality language skills. The challenge was engaging staff members in taking the assessment to become certified. The success of multilingual staff members can be seen in the reduction of long-term English learners as reclassification numbers are increasing and the English Learner population has been steadily decreasing over the last three (3) years.

Action 3.3

Action 3.3 was implemented as planned. The ELD professional development is set aside for ELD specific training. Staff attend different ELD trainings throughout the year. The relevant challenge has been staff members attending ELD trainings that were no cost to the district. Therefore, the budget for such planned activities was not heavily used. The success of the action's implementation has been observed in walk-throughs and instructional rounds.

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

Action 3.1 was budgeted at $420,000 and the estimated actual expenditures were $262,272.79. The original expenditure plan was to pay for the summer school and boot camp with LCAP funds; however, the boot camp was funded by ELOP and the Summer School remained funded by LCAP. The material difference was $157,727.21. The students experience improved services by providing attendees with intervention support staff and data driven activities, we well as by providing the attendees with engaging real-world activities during the five (5) hour learning period. The remainder of the summer school day was operated by a third-party ELOP provider.

Action 3.2

Action 3.2 was budgeted at $300,000 and the estimated actual expenditures were $126,402.00. The material difference is $173,598.00. The expenditures this year provided bilingual paraprofessionals. The bilingual paraprofessionals were certified through assessment which improved the services provided by each paraprofessional. The paraprofessionals that did not pass the assessment are paid with other funds.

Action 3.3

Action 3.3 was budgeted at $100,000 and the estimated actual expenditures were $1,480.00. The material difference is $98,520.00. Most professional development is funded through Goal 1, Action 1.

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

Action 3.1

Action 3.1 was effective in the 2025-2026 school year. The ELD boot camp provided four days of language instruction for English Learners. All grade levels benefitted from the instruction. The main growth area is in the intermediate and middle school grades. The boot camp falls right before their ELPAC assessment and provides various levels of practice before attempting the state assessment. The primary grades show improvement after the boot camp on local assessments. Metric 3.1 indicates that the ELD standards have been implemented by teachers and verified through observation. Various strategies have been used to work on language development including technology platforms, modified curriculum, and supplemental curriculum. Metric 3.2 indicates that students are developing language and have been increasing performance on the ELA CAASPP. Metric 3.3 indicates that while students are learning more language, there is a factor holding student progress down on the Math CAASPP. The local data shows that there is a mix of students not understanding the question as written and a group of students that are struggling with the math content. The area of the greatest struggle is in questions that have multiple parts and require the student to be apply various math strategies in one question. Metric 3.4 indicates that all English Learners are enrolled in a broad course of study and participate in each area. Metric 3.5 indicates that about 50% of the English Learners are taking advantage of boot camp and summer school to improve their English language development. A much higher percentage is participating in ELOP and the intervention opportunities that are provided through the ELOP program. Metric 3.6 indicates that students are continuing to achieve reclassification status in the district. The local goal for this metric is to reclassify as many ELs as the district enters into the program each year. While the goal has not been met, there has been a consistent number of reclassifications in the 20s. The main reclassifications are middle school students and long-term English Learners. Metric 3.7 indicates that approximately 40% of EL are making progress which links well to the number of ELs that are participating in boot camp and summer school. The metric's baseline was right after the covid pandemic and 2023 had the largest gains from that period. While not impossible, the district has been struggling to reproduce those gains each year.

Action 3.2

Action 3.2 was effective in the 2025-2026 school year. State data shows English Learners shows 41% of English Learners making progress. Local data on various assessments like Lexia and Star Reading show English Learners are making small but consistent progress toward their learning goals. The 2025 CAASPP ELA assessment shows improvement from English Learners. Overall, the action was effective in making progress toward the goal. Metric 3.1 indicates that the ELD standards have been implemented by teachers and the bilingual teachers and aides have been instrumental in closing gaps in the understanding of learning a new language. Metric 3.2 indicates that students are developing language and have been increasing performance on the ELA CAASPP. Metric 3.3 indicates that while students are learning more language, there is a factor holding student progress down on the Math CAASPP. The local data shows that there is a mix of students not understanding the question as written and a group of students that are struggling with the math content. The area of the greatest struggle is in questions that have multiple parts and require the student to be apply various math strategies in one question. Metric 3.4 indicates that all English Learners are enrolled in a broad course of study and participate in each area. Metric 3.5 indicates that about 50% of the English Learners are taking advantage of boot camp and summer school to improve their English language development. A much higher percentage is participating in ELOP and the intervention opportunities that are provided through the ELOP program. Metric 3.6 indicates that students are

continuing to achieve reclassification status in the district. The local goal for this metric is to reclassify as many ELs as the district enters into the program each year. While the goal has not been met, there has been a consistent number of reclassifications in the 20s. The main reclassifications are middle school students and long-term English Learners. Metric 3.7 indicates that approximately 40% of EL are making progress which links well to the number of ELs that are participating in boot camp and summer school. The metric's baseline was right after the covid pandemic and 2023 had the largest gains from that period. While not impossible, the district has been struggling to reproduce those gains each year.

Action 3.3

Action 3.3 was effective in the 2025-2026 school year. Teachers are attending professional development in line with improving ELD instruction. The District has an ELA consultant that spends a portion of the fifteen (15) contracted days working with teachers on ELD instruction. Thus, State data shows English Learners shows 41% of English Learners making progress. Local data on various assessments like Lexia and Star Reading show English Learners are making small but consistent progress toward their learning goals. The 2025 CAASPP ELA assessment shows improvement from English Learners. Overall, the action was effective in making progress toward the goal. Metric 3.1 indicates that the ELD standards have been implemented by teachers and verified through observation. Various strategies have been used to work on language development including technology platforms, modified curriculum, and supplemental curriculum. Metric 3.2 indicates that students are developing language and have been increasing performance on the ELA CAASPP. Metric 3.3 indicates that while students are learning more language, there is a factor holding student progress down on the Math CAASPP. The local data shows that there is a mix of students not understanding the question as written and a group of students that are struggling with the math content. The area of the greatest struggle is in questions that have multiple parts and require the student to be apply various math strategies in one question. Metric 3.4 indicates that all English Learners are enrolled in a broad course of study and participate in each area. Metric 3.5 indicates that about 50% of the English Learners are taking advantage of boot camp and summer school to improve their English language development. A much higher percentage is participating in ELOP and the intervention opportunities that are provided through the ELOP program. Metric 3.6 indicates that students are continuing to achieve reclassification status in the district. The local goal for this metric is to reclassify as many ELs as the district enters into the program each year. While the goal has not been met, there has been a consistent number of reclassifications in the 20s. The main reclassifications are middle school students and long-term English Learners. Metric 3.7 indicates that approximately 40% of EL are making progress which links well to the number of ELs that are participating in boot camp and summer school. The metric's baseline was right after the covid pandemic and 2023 had the largest gains from that period. While not impossible, the district has been struggling to reproduce those gains each year.

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.

Action 3.1

Action 3.1 will remain the same in terms of the goal's language, the metrics, the targeted outcomes, and the actions. The district will continue to provide ELD boot camp each year as well as summer school. The local data supports the actions of summer school and ELD boot camp.

Extended learning periods are supported by research and provide social-economically disadvantaged student, many of whom are English Learners, opportunities during the spring recess and summer period.
Action 3.2

Action 3.2 will remain the same in terms of the language of the goal, the metrics, the targeted outcomes, and the actions. The district will seek to increase the number of paraprofessionals that are bilingual certified to improve the connections to language instruction, especially in the primary grades. Data from the ELPAC assessment 2026 are demonstrating the largest need in primary grades.

Action 3.3

Action 3.3 will remain the same in terms of the goal's language, the metrics, the targeted outcomes, and the actions. The District will continue to contract the ELA consultant with a portion of the contracted days being spent to address ELD instruction. The teaching staff will continue to attend professional development in the area of ELD. The district will focus more attention on connecting paraprofessionals with training on English Learner development. The district may require at least one training each year on the topic of English Learners.

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	Learning Loss Mitigation and Recovery	3.1 To extend English Learner and Long-Term English Learner learning time, by providing summer school for acceleration and remediation and/or academic bootcamp to provide targeted learning during breaks to minimize learning loss. (This action addresses the Red 2023 Dashboard ELA Indicator results for the following student groups: English Learners)	$200,000.00	Yes
3.2	Maintain and Encourage Bilingual Staff	3.2 - At the urging of parents of English Learners and with the agreement of all educational partners, continue to hire and retain highly qualified teachers and paraprofessionals who are bilingual (English/Spanish) to improve communication with all parents, specifically parents of second language learners, so that all parents have an increased understanding of how to support their student's academic growth and to provide aspirational role models for students.	$150,000.00	Yes
3.3	Professional Development and	3.3 - Staff will participate in professional development opportunities related to English Language Development (ELD) in order to build knowledge and	$5,108.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Supplemental Learning Materials	capacity to more effectively address the identified needs of English Learners (ELs) and Long-Term English Learners (LTELs). To further support and continue to provide effective programs to accelerate the English language acquisition and build the literacy skills of ELs and LTELs, as well as monitor their progress, the district will continue to utilize the Lexia Learning System as one tool to support addressing of EL and LTEL student needs. (This action addresses the Red 2023 Dashboard ELA Indicator results for the following student groups: English Learners)		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,380,108	$311,484

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.112%	44.130%	$2,518,131.73	85.242%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development to Support CCSS in the classroom **Need:** Research studies on CCSS implementation (L. Darling-Hammond, Maria E. Hyler, Madelyn Gardner, and Danny Espinoza - "Effective Teacher Professional Development"), cite that effective Professional Development that translates to student achievement must	The staff development addresses the needs of unduplicated pupils by providing professional development to improve the instructional pedagogy of certificated teachers. By providing the necessary training, teachers are more able to craft instruction to address academic needs of Unduplicated Pupils. Continual training in addressing learning barrier for some of the most needy student groups also helps retain quality teachers. In order to most effectively and efficiently implement this action to address the needs of	#1.3 #1.14 #1.15 #1.16 #1.17 #1.18 #1.19 #1.20 #1.21 #1.22 #1.23

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
	include "learning over weeks, months or even academic years" to ensure strengthened student outcomes. Research has also shown that in small school districts less qualified teachers provide instruction to Unduplicated, high-need students. Alta Vista Elementary has 89.8% unduplicated pupil count and there is evidence of many student needs, including academic. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Results MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:**	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other student who also exhibit the need for these services.	#1.24

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		
1.2	**Action:** Professional Development for New Teachers **Need:** Unduplicated pupils need teachers with strong 21st century skills that focus on social-emotional learning as well as utilize brain-centered strategies to maximize learning. Induction programs provide additional support for new teachers by utilizing a monitoring system that provides feedback to the teacher on implementation of strategies, supplemental materials, and classroom management that provide greater access to core curriculum and promotes greater performance outcomes for Unduplicated Pupils. Student Group being Addressed Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard Dashboard Results MATH All Students 107.4 points below standard English Learners 109.4 points below standard	Unduplicated Pupils benefit from stronger scaffolding skills and access to materials that build the performance outcomes of Unduplicated Pupils. By improving teacher capacity and retention, Unduplicated Pupils have access to high-quality instruction with educators likely to remain dedicated to the school and students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students can benefit from the scaffolding and high-quality intervention techniques.	#1.1 #1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.3	**Action:** Targeted Support for Student Learning **Need:** Unduplicated Pupils, especially English Learners, need access to targeted intervention that addresses English Language Arts development and all the core content (Math, Science, Social Science) that requires strong langauge skills to advance student outcomes. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Results MATH All Students 107.4 points below standard English Learners 109.4 points below standard	Unduplicated Pupils benefit from detailed assessment data that identifies learning gaps so that staff can align learning needs with the appropriate strategies and intervention programs designed to improve student outcomes. This action will serve Unduplicated Pupils by coordinating intervention and support efforts to provide needed services to Unduplicated performing below grade level. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a boarder group of students, promoting equity and success across the entire student population.	#1.3 #1.14 #1.15 #1.16 #1.17 #1.18 #1.19 #1.20 #1.21 #1.22 #1.23 #1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.4	**Action:** Experiential Learning **Need:** Unduplicated Pupils need co-curricular experiences to apply knowledge and promote deeper learning experiences than can be created in a classroom setting. Unduplicated Pupil need access to opportunities to apply their knowledge outside of the classroom. Unduplicated Pupils need carefully planned and coordinated study trips that align with content standards to expand the group's learning opportunities. District socioeconomically disadvantaged student often have limited access to experiential learning opportunities due to family fiscal or transportation challenges. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard	Action 1.4 addresses the needs of Unduplicated Pupils by providing educational experiences that deepen their learning and call on skills that have just begun to develop. The deeper experience with content knowledge provides a more hard-wired physical system in the brain to connect knowledge to new situations. By offering co-curricular opportunities district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#1.3 #1.14 #1.15 #1.16 #1.17 #1.18 #1.19 #1.20 #1.21 #1.22 #1.23 #1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic 92.6 points below standard 2023 Dashboard Results MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.5	**Action:** Equitable Access to a Broad Course of Study **Need:** Unduplicated Pupils needs educational opportunities in the arts, especially music, to promote brain development and enhance their ability to access larger portions of their brain so that more connections can be created. Music and art are creative processes that utilize core concepts in order to expand and deepen learning outcomes for Unduplicated Pupils. Many of our districts SED students do not have the fiscal resources to participate in the activities provided through this action if they were not provided through the district. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard	Action 1.5 addresses the needs of Unduplicated Pupils by providing the opportunity for each student to become involved in the creative process and work with other students collaboratively. Unduplicated Pupils benefit from music and the arts by improving their cognitive adaptability to new concepts and complex ideas and systems. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.3 #1.10

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
	English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Results MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.6	**Action:** Supplemental Curriculum **Need:** Unduplicated Pupils need differentiated instruction that goes beyond the standard content curriculum to provide enough learning opportunities is similar topics to adequately improve underdeveloped skills. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard	Action 1.6 addresses the needs of Unduplicated Pupils by providing supplemental materials that create practice opportunities for Unduplicated Pupils to enhance underdeveloped reading, math, science, and history skills sets through repetition or skill transfer. Additionally, the district will ensure equitable access to supplemental materials for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for Unduplicated Pupils, including foster youth, English Learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a	#1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Results MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide	well-rounded educational experience on an LEA-wide basis.	
1.7	**Action:** Safe, Secure, Learning Environment **Need:** Unduplicated Pupils need access to a safe and secure learning environment to promote a level of comfort that opens up their interest in participating in classroom learning. Unduplicated Pupils need to feel safe and secure during outside activities and when traveling to and from the school campus. Many of our district Unduplicated Pupils live in environments not optimally conducive to learning, thus hindering there opportunities to grow academically and socially at appropriate	This action will contribute to providing an environment conducive to learning, thus ensuring that Unduplicated Pupils can comfortably engage in school and learning. Unduplicated Pupils benefit from security cameras because the district and school administration can use the information that is collected to enhance safety practices to ensure safety. By offering a safe and secure environment through security cameras district-wide, the district ensure that all students, regardless of their background, have access to enriching educational experiences free from threat or harm.	#1.4 #2.9 #2.10 #2.11

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
	rates. Parent. teacher. and student surveys indicate that between 30% and 50% of these groups have concerns about safety on campus. The biggest fear from all groups is physical violence that is prone to unidentified special needs and the primary group of need is within our Socioeconomically disadvantaged student group. The security footage helps us track the elopers and ensure that staff have control of the situation through the use of procedures and strategy. This student group has many students that have not been to school and have otherwise experienced homelessness in their early development. These factors create a challenging mix of intervention, parent involvement, and bystander insecurity which all amount to a need to provide adequate security to provide a feeling of safety for parents, students, and teachers. **Scope:** LEA-wide		
1.8	**Action:** Standards-Aligned Materials for Differentiated Instruction **Need:** Unduplicated Pupils need access to specific supplemental learning tools as well as basic supplemental learning tools to be effective in the classroom. Unduplicated Pupils need access to common items taken for granted by more economically independent students like	Action 1.8 makes educational tools available to unduplicated pupils to ensure that they can access the content being taught and have the tools to effectively interact with the content. Unduplicated Pupils benefit from action 1.8 by being prepared for class at a level commensurate with their peers. This action support equity and excellence from Unduplicated Pupils. While the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pencils, paper, backpacks and simple electronic devices like calculators. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.9	**Action:** Safe, Secure, Learning Environment **Need:** Unduplicated pupils need 21st century environments with furniture, materials, and classroom amenities that support academic engagement and learning. Unduplicated Pupils	Action 1.9 addresses the needs of unduplicated pupils by creating a learning environment that promotes success by developing inviting and engaging environments for Unduplicated Pupils to experience content and engage with learning concepts. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar	#1.3 #1.4 #1.17 #1.22

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need classroom environments to be engaging and promote being connected to the learning concepts consistently and inventively throughout the learning period. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide	needs for these upgrades, Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a boarder group of students, promoting equity and success across the entire student population.	
1.10	**Action:** Access to a Broad Course of Study **Need:** Unduplicated pupils need access to quality musical equipment to fully participate in the	Action 1.10 focuses on making sure that Unduplicated Pupils have access to music and art equipment that is outside of the affordability of unduplicated pupil families. This will deepen learning connection benefits that music and art have to academics and increase student	#1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	music program. By gaining access to music equipment, Unduplicated Pupils do not have to maintain or leverage their finances to participate in music at school. Unduplicated Pupils need access to music to enhance their learning experience and gain knowledge that will promote greater performance outcomes locally and on state assessments. Fiscal and transportation challenges of our Unduplicated Pupils hinder their ability to access music and art experiences outside the school environment, thus limiting them to the benefits that these experiences provide to their academic and social development. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard	engagement levels in school. Additionally, the district will ensure equitable access to music and art equipment for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for Unduplicated Pupils, including foster youth, English Learners, and low income students, as it promotes inclusivity and support their engagement and success in a well-rounded educational experience on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Advancement of Experience Teachers through Leadership **Need:** Unduplicated pupils need instruction from educators that are highly-qualified, well-trained, and committed to the school. Unduplicated Pupils need access and interventions developed and sequenced by master teachers to reach their full potential in realizing their learning goals. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard	Action 1.11 supports the needs of Unduplicated Pupils by ensuring high-quality instruction from well-trained teachers that are dedicated to teaching at the school. Unduplicated Pupils gain access to content from a growing number of teachers that have responded to research validated strategies to maintain a qualified staff. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibit similar needs.	#1.1 #1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.12	**Action:** Rich Learning Environment with Equity of Resources **Need:** Unduplicated pupils need access to technology to be successful in a 21st century learning environment. Unduplicated pupils need access to classroom learning tools and access to quality instruction that promotes efficacy in electronic learning environments. Unduplicated Pupils need access to specialized tools for science, career, and related subjects and materials that support project-based learning. The district provides the necessary learning technology to Unduplicated Pupils as many would not be able to have access to such technology due to family fiscal challenges. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard	Action 1.12 benefits the needs of Unduplicated Pupils by providing access to electronic environments with tools to engage in learning opportunities of rich content subject matter. This action ensures that every Unduplicated student has on-demand access to Chrome Books, classroom and school library research tools, presentation and production technology for project-based learning, and specialized tools for science, career, and related subjects. It also includes adaptive technology as needed for differentiation of instruction and specialized learning plans for Unduplicated students utilizing the learning loss mitigation strategies and the MTSS intervention process. Additionally, the district will ensure equitable access to electronic devices for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for Unduplicated Pupils, including foster youth, English Learners, and low income students, as it promotes inclusivity and support their engagement and success in a well-rounded educational experience on an LEA-wide basis.	#1.3 #1.14 #1.15 #1.16 #1.17 #1.18 #1.19 #1.20 #1.21 #1.22 #1.23 #1.24

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
	2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.13	**Action:** Rich Learning Environment with Equity of Resources **Need:** Unduplicated pupils need reliable access to electronic learning environments that principally use the internet to connect students with current information, research tools, and collaborative platforms for group based activities. Unduplicated Pupils need access to staff that have the ability to design access or create technology centers on-line to support student achievement. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard	Action 1.13 supports Unduplicated Pupils by providing a Technology Director that ensure Unduplicated Pupil access to optimized computer systems, Chromebooks and web-based learning platforms that support learning outcomes and student performance. The Technology Director maintains these interconnected systems so as to ensure seamless access by Unduplicated Pupils to all learning resources. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.14	**Action:** Rich Learning Environment with Equity of Resources **Need:** Unduplicated pupils need access to reliable internet sources with acceptable bandwidth to access learning tools to meet the student performance expectations set by the district and state. Unduplicated Pupils need access to begin developing the behavioral and academic norms associated with productive and healthy internet use. Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard	Action 1.12 addresses the Unduplicated Pupils by ensuring internet access that provides access to learning tools, research databases, collaborative platforms, and artificial intelligence platforms. Unduplicated Pupil benefit from engaging online by developing acceptable behavioral and academic norms to promote a healthy learning experience. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other student exhibit similar needs.	#1.24

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
	English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide		
1.15	**Action:** Rich Learning Environment with Equity of Resources **Need:** Unduplicated Pupils need to be guided by parents that have knowledge of milestone development in preparation for standards-based learning models utilized by schools. Unduplicated Pupils need structure, physical skills, language skills, and academic skills before entering Preschool or Transitional Kindergarten.	Unduplicated Pupils benefit from the parent education in milestone development by receiving at-home support for early learning goals. Unduplicated Pupils benefit by gaining early support from the school in preparing their student for academic life. By working in partnership with parents through providing them educational opportunities to learn how to best prepare their child for formal schooling, it will increase the number of Unduplicated Pupils who are academically and socially ready to meet with success upon entering school. By offering the Save the Children program district-wide, the district ensure that all students, regardless of their	#1.25

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
	Student Group being Addressed 2023 Dashboard Results ELA All Students 90.9 points below standard English Learners 101.4 points below standard Socioeconomically Disadvantaged 93.7 points below standard Hispanic 92.6 points below standard 2023 Dashboard Result MATH All Students 107.4 points below standard English Learners 109.4 points below standard Socioeconomically Disadvantaged 111 points below standard Hispanic 107.4 points below standard **Scope:** LEA-wide Schoolwide	background, have access to these enriching educational experiences, thereby promoting equity and excellence.	
1.16	**Action:** Paraprofessional Academic Support **Need:** In the effort to provide students with quality instruction and targeted interventions, the action is designed to increase qualified instructional support paraprofessionals in the classroom setting. Research indicates that data-driven targeted instruction and	Unduplicated Pupils—specifically English Learners, long-term English Learners, socio-economically disadvantaged students, homeless students, and students with disabilities—demonstrate the greatest academic need due to below-grade-level performance and barriers to accessing core instruction. These students require increased instructional time, targeted intervention, and structured scaffolds to accelerate progress toward grade-level standards. Other student	#1.3 #1.14 #1.15 #1.16 #1.17 #1.18 #1.19 #1.20 #1.21 #1.22

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
	intervention support all learning including English Learners and Socio-economically disadvantaged. The action also assists Hispanic learners who often also classify as English learners and socio-economically disadvantaged students. The need for this action stems from low math achievement in metric 1.19 school-wide math achievement, metric 1.22 for math achievement of English learners, and metric 1.23 for math achievement of socio-economically disadvantaged students. Student Group being Addressed 2025 Dashboard Results ELA All Students 80.3 points below standard English Learners 82.9 points below standard Socioeconomically Disadvantaged 81.6 points below standard Hispanic 79.3 points below standard 2025 Dashboard Result MATH All Students 118.8 points below standard English Learners 120.6 points below standard Socioeconomically Disadvantaged 120.4 points below standard Hispanic 118.7 points below standard **Scope:**	groups, including Hispanic students and additional learners performing below grade level, show similar patterns of need, indicating that expanded academic support is required across the LEA. This action directly meets the identified need by increasing the number of paraprofessionals who provide specific learning activities and academic support aligned to the barriers faced by these student groups. Paraprofessionals deliver small-group and individualized instruction that reinforces core content, supports language development for English Learners, provides structured intervention for students with disabilities, and offers consistent academic assistance for students experiencing socioeconomic or housing instability. By embedding paraprofessionals within classrooms, the LEA increases students' access to targeted instructional support during the school day—precisely addressing the documented need for improved achievement in ELA and Mathematics and reducing barriers that prevent Unduplicated Pupils from meeting grade-level expectations. The action is implemented on an LEA-wide basis because the identified needs occur across all schools and grade levels, and Unduplicated Pupils are enrolled throughout the district. LEA-wide implementation ensures that students with the greatest needs receive consistent access to intervention services regardless of school assignment. It also allows the LEA to deploy paraprofessionals strategically to classrooms with higher concentrations of Unduplicated Pupils while maintaining equitable access for other students who exhibit similar academic needs. By expanding paraprofessional academic support across the LEA, the action strengthens core	#1.23 #1.24

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	instruction, increases opportunities for targeted intervention, and directly addresses performance gaps.	
2.1	**Action:** Optimize Opportunities for Students to Demonstrate Success **Need:** Unduplicated Pupils need extra curricular activities and co-curricular activities to have access to opportunities to transfer learned academic skills. The classroom setting creates a great learning foundation. The students need opportunities to expand the ability to communicate, problem solve, and work in teams. These opportunities are required to move from a general understanding of content to a deeper understanding of content. This action continues the providing of such opportunities as it has proven effective for Unduplicated Pupils. 2023 Students participating in co-curricular/extra curricular events: District /school-wide = 60% White = 95% Hispanic = 98% English Learners = 98% Economically Disadvantaged = 90% Foster Youth = 75%	Unduplicated Pupils benefit from opportunities to use their classroom learned skills in a peer group, in academic competition, or in doing activities that promote a beneficial school climate. This action is intended to provide these opportunities Participation in these events with students creates learning opportunities and lowers the affective filter of unduplicated pupils at a greater rate. In order to most effectively and efficiently implement this action to address the need of Unduplicated pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities = Data suppressed to protect privacy - less than 11 students. **Scope:** LEA-wide		
2.2	**Action:** Maintain a Safe and Secure Learning Environment **Need:** The local data indicates that the most concerning area for students safety is the crosswalk. Unduplicated pupils access the crosswalk or walk to school at a higher percentage than any other student. Unduplicated pupils are the highest percentage of students the school serves (89.9%). However, the campus also requires safety measures that serve Unduplicated pupils. Per parent committees' request, out of concern for their children's safety and because they cannot walk their children to school while they are at work, the committee requests maintaining Crossing Guards for before and after school and also requests measures to increase student safety during recess. **Scope:** LEA-wide	The action provides three adults to provide supervision and crosswalk services to the Unduplicated Pupils. The use of an adult to monitor ingress and egress creates another layer of safety for students on and off campus. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for theses services. Therefore, while the focus remains on support Unduplicated Pupils, the action taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#2.9 #2.11
2.3	**Action:** Health and Behavioral Intervention **Need:**	Action 2.3 address the needs of Unduplicated Pupils by providing medical and mental health services before, during, and after the school day. Unduplicated Pupils benefit from these services	#2.3 #2.4 #2.7 #2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated Pupils have restricted access to health care and mental health. In some cases, it is economic and in other cases it has to do with a lack of transportation or language barriers. Unduplicated Pupils seek medical services from the nurse and Nurse Assistant on a daily basis that range from illness to injury. Mental health services are also utilized at a higher rate by Unduplicated Pupils. Attendance Based on 2023 California Dashboard: District /school-wide = 92% White = 92% Hispanic = 88% English Learners = 89% Economically Disadvantaged = 91% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 92% Chronic Absenteeism on 2023 California Dashboard: District /school-wide = 23.9% White = 48% Hispanic = 20%	because they are accessible on the school campus and they do not have to drive to other third-party organizations. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit students, as many other students exhibited similar needs. By providing access to these services on campus, the Unduplicated Pupils as well as other students, attend school more consistently and improve their overall connection to school.	#2.11

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
	English Learners = 18% Economically Disadvantaged = 24% Foster Youth = Data suppressed to protect privacy - less than 11 students. Students with Disabilities = 28.9% **Scope:** LEA-wide		
2.5	**Action:** Engage/Involve Parents **Need:** Unduplicated pupils have less academic support from parents, family, or extended family. For the parents of Unduplicated Pupils, there is a challenge supporting the level of learning their students are engaged in at school. Parents of Unduplicated Pupils find it difficult to help their student with the assignments or the reading that is assigned to meet learning outcomes and address standards. 2023 Participation in Training: District /school-wide = 50% White = 40% Hispanic = 48% English Learners = 27%	Action 2.5 addresses unduplicated pupils by providing parent trainings to address various topics that will help them provide support or engage their student in the educational process. By offering parent training district-wide, the district ensure that all students, regardless of their background, have access to support that enriches the educational experience, thereby promoting equity and excellence.	#2.1 #2.2 #2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Economically Disadvantaged = 50% Foster Youth = 10% Students with Disabilities = 12% **Scope:** LEA-wide		
2.6	**Action:** Engage/Involve Parents **Need:** Unduplicated Pupils need information about school programs, external programs, and opportunities to learn or find support. Unduplicated Pupils can easily miss opportunities for various reasons, and they need information centers that can effective provide access to academic support. For our Unduplicated Pupils and their families, acquiring this information can be a challenge due to lack of knowledge in navigating the educational system or due to language barriers. The school has data showing the need in specific unduplicated students and the parents have noted in a parent survey that the change in office staff has made it unclear who to discuss educational options for their student. Staff meetings and parent meetings also indicated to the administration that a strong point of contact other than the teacher is necessary. Some parent survey data suggests that parents did not receive options from their student's teacher and wanted to ask someone else. The survey data also indicated	Action 2.6 address unduplicated pupils by providing information about school programs. This information is available in English and Spanish, and this information is developed by the district and community liaison so that even parents, students or guardians with an inability to access written materials can be guided through the process. Additionally, the district will ensure equitable access to the community liaison for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for Unduplicated Pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and support their engagement and success in a well-rounded education experience on and LEA-wide basis.	#2.1 #2.2 #2.9

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
	that the parents are not as interested in discussing some of these options with administration unless there is an issue they want addressed. **Scope:** LEA-wide		
2.7	**Action:** Engage/Involve Parents **Need:** Unduplicated Pupils need easy access to information about school activities, enrichment opportunities, and health services. Parents of Unduplicated Pupils indicate the need for written communications as well as electronic communication. The website provides unduplicated pupils with information that can develop their performance and address learning needs as well as mental or physical health. **Scope:** LEA-wide	Action 2.7 address the needs of unduplicated pupils by providing parents and their children access to information about programs, school schedules, and up-to-date information about extracurricular opportunities. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for the information and services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a boarder group of students, promoting equity and success across the entire student population.	#2.1 #2.2 #2.9 #2.10 #2.11
3.2	**Action:** Maintain and Encourage Bilingual Staff **Need:** English learners need to make connections with educators that share similar learning experiences. English learners can be intimidated by the language skills of others, making a mistake, or showing an	English learners benefit from dual-language educators, both certificated and paraprofessional in making connections with the langauge development process. The implementation of dual-language educators provides students with add detail in addressing the gaps between the languages. Students can inquire about how the languages are different and provide more background in languages structures that do not	#3.1 #3.2 #3.3 #3.4 #3.5 #3.6 #3.7

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
	underdeveloped skill in class. English learners also struggle with the syntax differences between English and in this case Spanish. The connection between the educator and the learner remains a pivotal need of English learners for success in language development. The 2023 Dashboard results: English Learners ELA: 90.9 points below standard English Learners MATH: 107.4 points below standard EL Progress: 51.4% making progress **Scope:** LEA-wide	follow common rules. This action is intended to improve communication with all parents, specifically parents of second language learners, so that all parents have an increased understanding of how to support their student's academic growth and this action also provides aspirational role models for students. Thus, this Action is being implemented district-wide.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Learning Loss Mitigation and Recovery **Need:** English Learners (ELs) and Long-Term English Learners (LTELs) need access to effective, well-planned instruction for extended	English Learners and Long-Term English Learners will benefit from extended learning time with targeted interventions and specifically planned lessons that include scaffolding and targeted language instruction. Summer school for ELs and LTELs will address the needs of these students by extending instructional learning periods to address	#3.1 #3.2 #3.3 #3.4 #3.5 #3.6 #3.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	periods of time. They need multiple opportunities with carefully crafted language instruction to develop strong langauge skills and those opportunities must include various English Language Development strategies systematically implemented into daily lessons. Moreover, the instruction must be targeted to language needs as determined by local assessments that provide details about learning needs apart from broad assessments. These students must be given the opportunity to interact with peers and adults to develop a better command of the English language for learning. The 2023 Dashboard results: English Learners ELA: 90.9 points below standard English Learners MATH: 107.4 points below standard EL Progress: 51.4% making progress **Scope:** Limited to Unduplicated Student Group(s)	the langauge barrier upholding progress in core content areas.	
3.3	**Action:** Professional Development and Supplemental Learning Materials **Need:** ELs and LTELs require specific and well-planned instruction to develop their language abilities in order to fully access and comprehend content level instruction and the	The training of certificated staff to address the needs of ELs and LTELs is not a single-day training. The ongoing efforts of teachers to consistently improve their English Learner instruction is the biggest factor in academic improvement. Teachers will participate in ELD professional development throughout the year in order to build an inventory of knowledge relative to instructional strategies and practices proven to be	#3.1 #3.2 #3.3 #3.4 #3.5 #3.6 #3.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instruction must be reflective of the student's challenges and achievements. The 2023 Dashboard results: English Learners ELA: 90.9 points below standard English Learners MATH: 107.4 points below standard EL Progress: 51.4% making progress **Scope:** Limited to Unduplicated Student Group(s)	effective in accelerating the English language acquisition of ELs and LTELs.	

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

N/A

Additional Concentration Grant Funding

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

The 15% concentration grant funding provides additional support for unduplicated students by increasing the funding available for action 2.3 and 3.2. For action 2.3, the District hired inclusion aides. The District had one inclusion aide on staff in case of emergencies or a student transfer. In the post-pandemic climate, the need for inclusion aides has increased. The District hired two more at the end of 2023-2024, and the District will likely hire more based on the data pointing toward higher needs. Currently, the district expends approximately $45,000 per inclusion aide without benefits and $85,000 for inclusion aides with benefits. So, far the District seeks to maintain the three inclusion aides at a rate of $175,000 per year. For action 3.2, the funding works in conjunction with Title 1 funding. Together, the funding streams are braided to support the bilingual teachers and paraprofessionals that support families speaking Spanish and other languages. With $110,000 budgeted for bilingual aide retention and hiring, the District has dedicated the appropriate actions to the 15% concentration funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,789,394	2,380,108	41.112%	44.130%	85.242%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,536,108.00	$398,611.00	$0.00	$40,000.00	$5,974,719.00	$3,029,611.00	$2,945,108.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development to Support CCSS in the classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$115,000.00	$15,000.00	$100,000.00			$115,000.00	
1	1.2	Professional Development for New Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	2 Years	$10,000.00	$10,000.00	$10,000.00			$10,000.00	$20,000.00	
1	1.3	Targeted Support for Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$200,000.00	$2,000.00	$200,000.00	$2,000.00			$202,000.00	
1	1.4	Experiential Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta VIsta Elementary School TK-8	Ongoing	$0.00	$250,000.00	$250,000.00				$250,000.00	
1	1.5	Equitable Access to a Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$300,000.00	$150,000.00	$450,000.00				$450,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$250,000.00	$248,000.00	$2,000.00			$250,000.00	
1	1.7	Safe, Secure, Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.8	Standards-Aligned Materials for Differentiated Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$200,000.00	$198,000.00	$2,000.00			$200,000.00	
1	1.9	Safe, Secure, Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$900,000.00	$900,000.00				$900,000.00	
1	1.10	Access to a Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$350,000.00	$350,000.00				$350,000.00	
1	1.11	Advancement of Experience Teachers through Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
1	1.12	Rich Learning Environment with Equity of Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.13	Rich Learning Environment with Equity of Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$220,000.00	$0.00	$220,000.00				$220,000.00	
1	1.14	Rich Learning Environment with Equity of Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.15	Rich Learning Environment with Equity of Resources	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8.	Ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.16	Paraprofessional Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$250,000.00	$0.00	$250,000.00				$250,000.00	
2	2.1	Optimize Opportunities for Students to Demonstrate Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$10,000.00	$140,000.00	$150,000.00				$150,000.00	
2	2.2	Maintain a Safe and Secure Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
2	2.3	Health and Behavioral Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$992,611.00	$0.00	$700,000.00	$292,611.00			$992,611.00	

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	2.4	Support Student Personal and Academic Growth	Students with Disabilities	No			All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
2	2.5	Engage/Involve Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$12,000.00	$28,000.00	$10,000.00			$30,000.00	$40,000.00	
2	2.6	Engage/Involve Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
2	2.7	Engage/Involve Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.8	Access to a Broad Curriculum	All	No			All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$300,000.00	$0.00	$300,000.00				$300,000.00	
2	2.9	Health and Behavioral Intervention	All	No			All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$150,000.00	$0.00	$150,000.00				$150,000.00	
3	3.1	Learning Loss Mitigation and Recovery	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$175,000.00	$25,000.00	$200,000.00				$200,000.00	
3	3.2	Maintain and Encourage Bilingual Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementar	Ongoing	$150,000.00	$0.00	$150,000.00				$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							y School TK-8									
3	**3.3**	Professional Development and Supplemental Learning Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Alta Vista Elementary School TK-8	Ongoing	$0.00	$5,108.00	$5,108.00				$5,108.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,789,394	2,380,108	41.112%	44.130%	85.242%	$4,936,108.00	0.000%	85.261 %	**Total:**	$4,936,108.00
								LEA-wide Total:	$4,731,000.00
								Limited Total:	$205,108.00
								Schoolwide Total:	$120,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development to Support CCSS in the classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$15,000.00	
1	**1.2**	Professional Development for New Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$10,000.00	
1	**1.3**	Targeted Support for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$200,000.00	
1	**1.4**	Experiential Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta VIsta Elementary School TK-8	$250,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Equitable Access to a Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$450,000.00	
1	1.6	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$248,000.00	
1	1.7	Safe, Secure, Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$100,000.00	
1	1.8	Standards-Aligned Materials for Differentiated Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$198,000.00	
1	1.9	Safe, Secure, Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$900,000.00	
1	1.10	Access to a Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$350,000.00	
1	1.11	Advancement of Experience Teachers through Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$60,000.00	
1	1.12	Rich Learning Environment with Equity of Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	Rich Learning Environment with Equity of Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$220,000.00	
1	1.14	Rich Learning Environment with Equity of Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$40,000.00	
1	1.15	Rich Learning Environment with Equity of Resources	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$120,000.00	
1	1.16	Paraprofessional Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$250,000.00	
2	2.1	Optimize Opportunities for Students to Demonstrate Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$150,000.00	
2	2.2	Maintain a Safe and Secure Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$100,000.00	
2	2.3	Health and Behavioral Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$700,000.00	
2	2.5	Engage/Involve Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Engage/Involve Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$100,000.00	
2	2.7	Engage/Involve Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$10,000.00	
3	3.1	Learning Loss Mitigation and Recovery	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Alta Vista Elementary School TK-8	$200,000.00	
3	3.2	Maintain and Encourage Bilingual Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alta Vista Elementary School TK-8	$150,000.00	
3	3.3	Professional Development and Supplemental Learning Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Alta Vista Elementary School TK-8	$5,108.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,975,000.00	$3,372,249.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development to Support CCSS in the classroom	Yes	$150,000.00	7,852.91
1	**1.2**	Professional Development for New Teachers	Yes	$35,000.00	3,543.00
1	**1.3**	Targeted Support for Student Learning	Yes	$200,000.00	157,955.00
1	**1.4**	Experiential Learning	Yes	$250,000.00	46,478.00
1	**1.5**	Equitable Access to a Broad Course of Study	Yes	$700,000.00	230,272.00
1	**1.6**	Supplemental Curriculum	Yes	$550,000.00	271,089.51
1	**1.7**	Safe, Secure, Learning Environment	Yes	$350,000.00	292,231.34
1	**1.8**	Standards-Aligned Materials for Differentiated Instruction	Yes	$250,000.00	0.00
1	**1.9**	Safe, Secure, Learning Environment	Yes	$1,000,000.00	231,472.05
1	**1.10**	Access to a Broad Course of Study	Yes	$300,000.00	12,076.89
1	**1.11**	Advancement of Experience Teachers through Leadership	Yes	$60,000.00	56,858.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Rich Learning Environment with Equity of Resources	Yes	$200,000.00	40,598.04
1	1.13	Rich Learning Environment with Equity of Resources	Yes	$220,000.00	218,644.00
1	1.14	Rich Learning Environment with Equity of Resources	Yes	$20,000.00	34,324.00
1	1.15	Rich Learning Environment with Equity of Resources	Yes	$120,000.00	28,283.00
2	2.1	Optimize Opportunities for Students to Demonstrate Success	Yes	$100,000.00	6,617.00
2	2.2	Maintain a Safe and Secure Learning Environment	Yes	$120,000.00	81,669.21
2	2.3	Health and Behavioral Intervention	Yes	$1,010,000.00	777,310.00
2	2.4	Support Student Personal and Academic Growth	No	$120,000.00	107,708.00
2	2.5	Engage/Involve Parents	Yes	$40,000.00	1,391.22
2	2.6	Engage/Involve Parents	Yes	$100,000.00	93,115.00
2	2.7	Engage/Involve Parents	Yes	$10,000.00	0.00
2	2.8	Access to a Broad Curriculum	No	$250,000.00	282,606.00
3	3.1	Learning Loss Mitigation and Recovery	Yes	$420,000.00	262,272.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Maintain and Encourage Bilingual Staff	Yes	$300,000.00	126,402.00
3	**3.3**	Professional Development and Supplemental Learning Materials	Yes	$100,000.00	1,480.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,329,901	$5,755,000.00	$2,969,819.11	$2,785,180.89	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development to Support CCSS in the classroom	Yes	$150,000.00	$7,852.91		
1	1.2	Professional Development for New Teachers	Yes	$35,000.00	$3,543.00		
1	1.3	Targeted Support for Student Learning	Yes	$100,000.00	$157,955.00		
1	1.4	Experiential Learning	Yes	$250,000.00	$46,478.00		
1	1.5	Equitable Access to a Broad Course of Study	Yes	$700,000.00	$230,272.00		
1	1.6	Supplemental Curriculum	Yes	$450,000.00	$271,089.51		
1	1.7	Safe, Secure, Learning Environment	Yes	$350,000.00	$280,115.34		
1	1.8	Standards-Aligned Materials for Differentiated Instruction	Yes	$200,000.00	$0.00		
1	1.9	Safe, Secure, Learning Environment	Yes	$1,000,000.00	$231,472.05		
1	1.10	Access to a Broad Course of Study	Yes	$300,000.00	$12,076.89		
1	1.11	Advancement of Experience Teachers through Leadership	Yes	$60,000.00	$56,858.15		
1	1.12	Rich Learning Environment with Equity of Resources	Yes	$200,000.00	$40,598.04		
1	1.13	Rich Learning Environment with Equity of Resources	Yes	$220,000.00	$218,644.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Rich Learning Environment with Equity of Resources	Yes	$20,000.00	$34,324.00		
1	1.15	Rich Learning Environment with Equity of Resources	Yes	$120,000.00	$28,283.00		
2	2.1	Optimize Opportunities for Students to Demonstrate Success	Yes	$100,000.00	$6,617.00		
2	2.2	Maintain a Safe and Secure Learning Environment	Yes	$120,000.00	$81,669.21		
2	2.3	Health and Behavioral Intervention	Yes	$600,000.00	$777,310.00		
2	2.5	Engage/Involve Parents	Yes	$40,000.00	$1,391.22		
2	2.6	Engage/Involve Parents	Yes	$100,000.00	$93,115.00		
2	2.7	Engage/Involve Parents	Yes	$10,000.00	$0.00		
3	3.1	Learning Loss Mitigation and Recovery	Yes	$420,000.00	$262,272.79		
3	3.2	Maintain and Encourage Bilingual Staff	Yes	$110,000.00	$126,402.00		
3	3.3	Professional Development and Supplemental Learning Materials	Yes	$100,000.00	$1,480.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,706,219	2,329,901	55.344	96.175%	$2,969,819.11	0.000%	52.045%	$2,518,131.73	44.130%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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