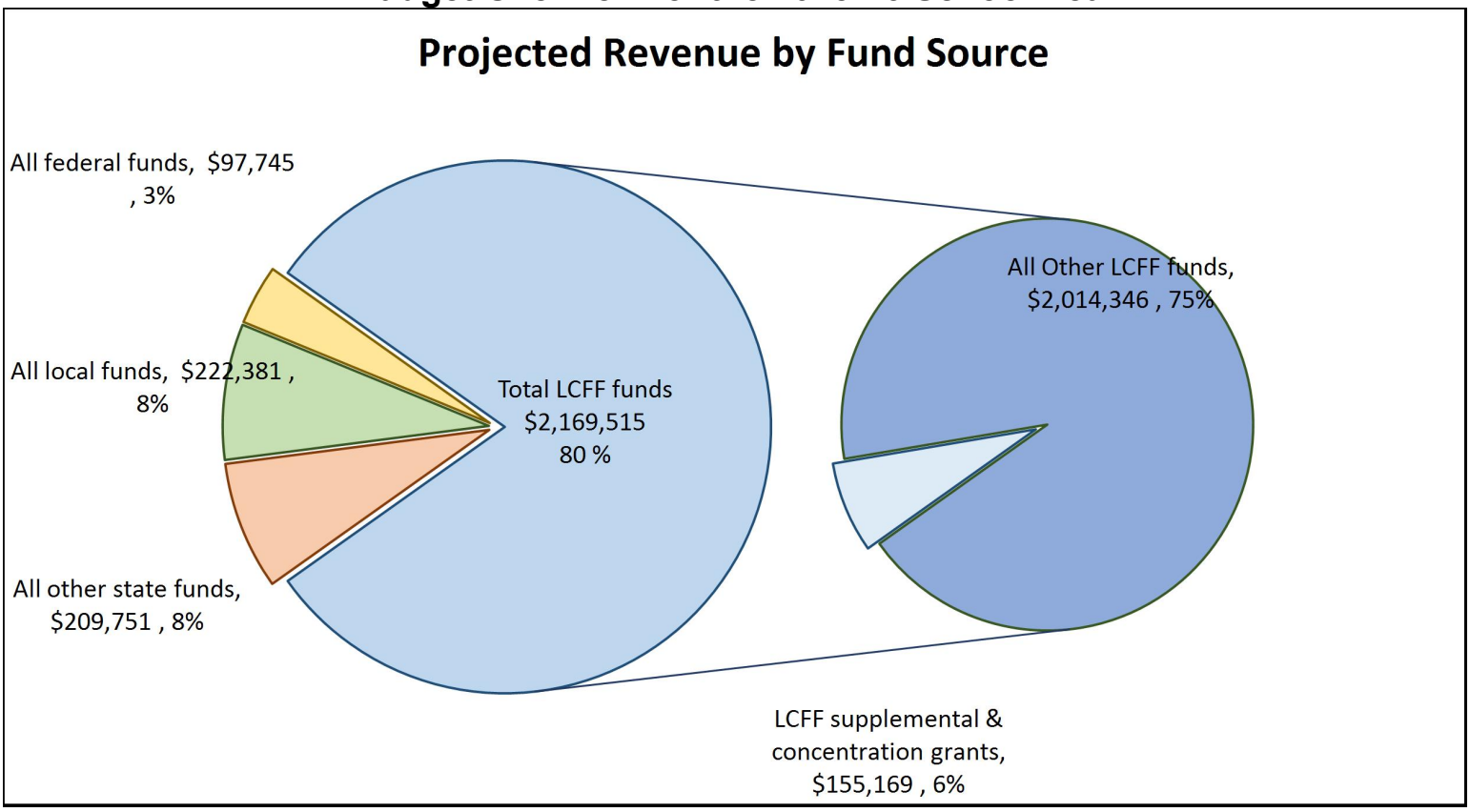
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Belleview Elementary School District
CDS Code: 55723060000000
School Year: 2025-26
LEA contact information:
Carmel M. Portillo
Superintendent-Principal
cportillo@mybelleview.org
209.586.5510 x6323

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

Budget Overview for the 2025-26 School Year

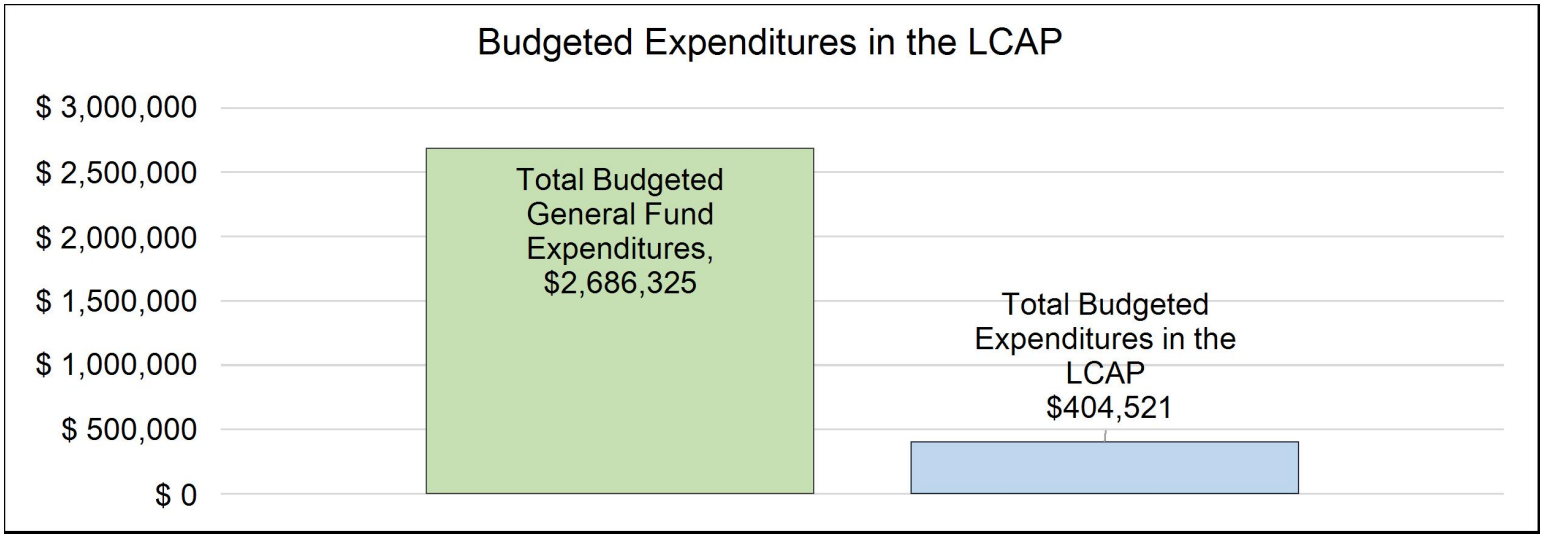


This chart shows the total general purpose revenue Belleview Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Belleview Elementary School District is $2,699,392, of which $2,169,515 is Local Control Funding Formula (LCFF), $209,751 is other state funds, $222,381 is local funds, and $97,745 is federal funds. Of the $2,169,515 in LCFF Funds, $155,169 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 Belleview Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Belleview Elementary School District plans to spend $2,686,325 for the 2025-26 school year. Of that amount, $404,521 is tied to actions/services in the LCAP and $2,281,804 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

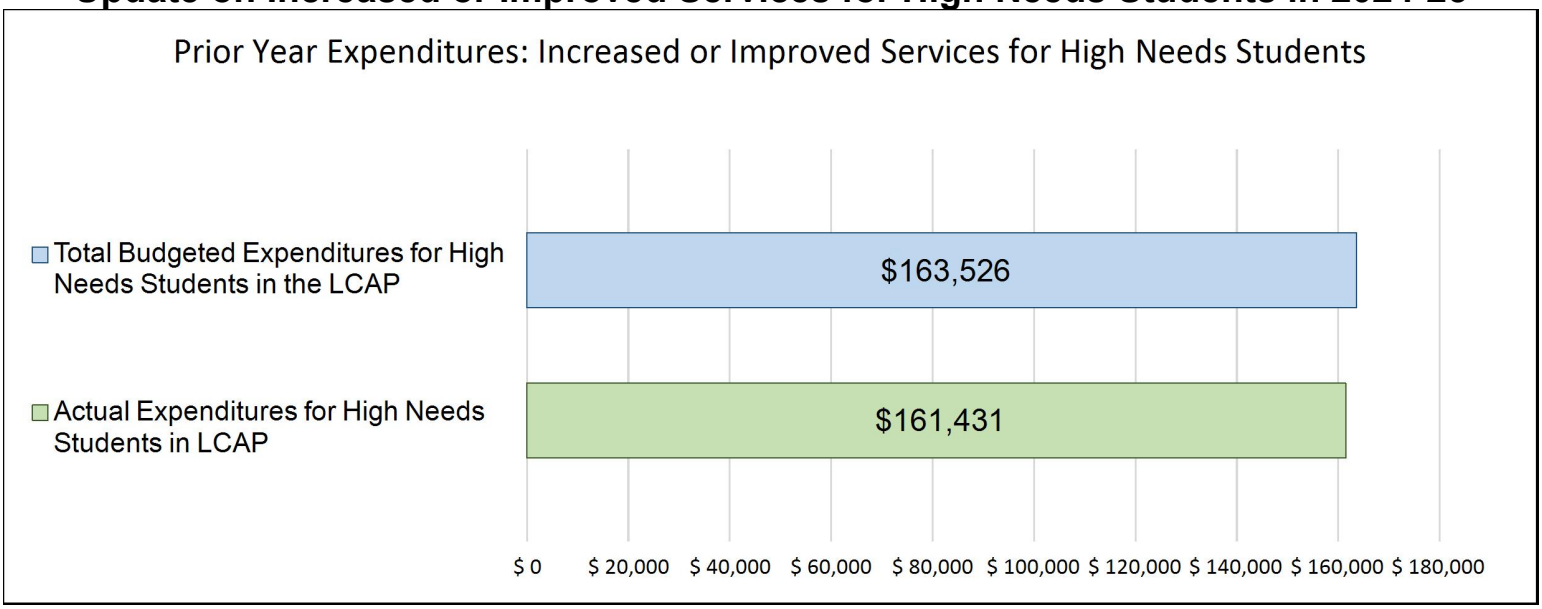
The general fund budget is used to facilitate all needs of the district including certificated, classified, and management salaries and benefits. Along with salaries, the general fund is used for expenses for home to school transportation, supplies, services, special education, and facility maintenance.

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

In 2025-26, Belleview Elementary School District is projecting it will receive $155,169 based on the enrollment of foster youth, English learner, and low-income students. Belleview Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Belleview Elementary School District plans to spend $159,900 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Belleview Elementary School District's LCAP budgeted $163,526 for planned actions to increase or improve services for high needs students. Belleview Elementary School District actually spent $161,431 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,095 had the following impact on Belleview Elementary School District's ability to increase or improve services for high needs students:

Textbooks, technology and curriculum were paid for out of federal funds and additional grants during the 24/25 school year. The services were still provided but through different funding sources outside of supplemental grant funds.

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
Belleview Elementary School District	Carmel M. Portillo Superintendent-Principal	cportillo@mybelleview.org 209.586.5510 x6323

Plan Summary [2025-26]

General Information

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

EXECUTIVE SUMMARY

OVERVIEW: The Local Control and Accountability Plan (LCAP) is the process and document by which we annually engage with educational partners to incorporate feedback, refine our school plan, and to ensure dollars are allocated to fulfill the district's mission. Belleview Elementary School District is a small one-school, school district located in Tuolumne County, California. It is a rural TK through 8th grade school, comprised of 148 students at 2024-2025 Fall (P1) enrollment. Approximately 45% of the students are unduplicated, which indicates students who qualify as low income, foster (currently <5), or English language learners (currently <5).

STAFFING: Carrying into the 2025-2026 year, there are eight full-time credentialed teachers in TK through 8th grade, one full-time Title I/Special Education teacher, one part-time credentialed Intervention teacher and one Superintendent-Principal among its certificated ranks, which provide an average teacher-to-student ratio of approximately 16:1. All teachers are appropriately assigned and credentialed. Special Education related services staff include one part-time speech language therapist, one part-time occupational therapist, and one part-time school psychologist. The district employs one Chief Business Official and one Payroll/Accounts specialist. Classified staff is comprised of one Office Manager, one Maintenance Director, one Transportation Lead, two bus drivers, one Cafeteria Cook, one Cafeteria Assistant, one custodian, seven instructional aides, and five after school program staff.

PROGRAMS: In addition to the regular school program, there is an After School Program (ASP) hosted on campus, funded through the ASES grant. In the TK-8th grade regular school program, teachers fully implement the California common core state standards with the

school-adopted curriculums including Eureka (K-5) & Big Ideas (6-8) Programs for Math, Houghton-Mifflin/Benchmark (K-5) and Study Sync (6-8) ELA programs for Language Arts, Amplify Science Program (adopted in the 2020-21 school year and fully aligned with the Next Generation Science Standards.) Teachers participate in on-site and county-wide professional development both in pedagogical and social-emotional learning including "Building Thinking Classrooms," "CAASPP Preparation," "ELA Professional Learning," "Savvas enVision Math Pilot," "Love and Logic," and "Responsive Classroom" trainings. The Parents' Club is extremely active in organizing school-wide events and fundraising. The School Site Council has been active in development of the Comprehensive School Safety Plan, School Wellness Policy, Hazard Mitigation Plan, and the Local Control Accountability Plan (LCAP).

Reflections: Annual Performance

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

Belleview has made significant improvements over the last four years, and conclusion of the prior three-year cycle. Amidst the conclusion of the COVID-19 pandemic, Belleview opened for in-person learning on a full and regular schedule at the beginning of the 2021-22 school year, and remained fully open for the 2022-2023, and 2023-2024 school years. Belleview successfully implemented health and safety protocols that were aligned with the State and Local Public Health guidelines. The suspension and expulsion data each remain between zero and two percent throughout the last four years. Enrollment is currently declining from 179 in 2021-2022, 173 in 2022-2023, 166 in 2023-2024, and 150 in 2024-2025. Though enrollment saw a sizable overall increase from a once 115 in 2015, there has been a steady decline of an average of 5-7 students each year over the last five years. Educational partner surveys indicate families continue to be drawn to our community due to our small class sizes, excellent staff, and positive school culture. Approximately 43 students are on inter-district transfers from neighboring districts. Our school has implemented a strong foster-youth liaison program beginning 2016-2017 and continuing through present. Our foster-youth liaison works closely with our County Office to implement programs and support for our homeless and foster youth. Our low income students are provided an after school program, a full-day TK/Kindergarten program and home-to-school transportation that are of no charge to families. There are fewer than five English-Learners enrolled at Belleview. Technology is supplied in every classroom including a Smart TV with iPad projector, and teacher Macbooks to facilitate instruction. All students are issued a chromebook that they are able to take home for completing assignments. The school regularly hosts school assemblies, field trips, school-wide events, and parent meetings. The Student Council provides opportunities for student leadership, plans pep rallies, charitable drives, and spirit activities for all students. We maintain standards-based instruction with the implementation of state-adopted curriculums in math, science, social studies, and English Language Arts. For Language Arts, the curriculum is comprised of Benchmark for TK through 5th grades, and Study Sync for 6th through 8th grades. In addition to Eureka Math in grades TK-5 and Big Ideas Math in grades 6-8, additional math programs were piloted across TK-8 including Illustrative Math and Pearson/Savvas enVisions. The Amplify Science curriculum was fully adopted for K-8 in 22-23. We plan to continue a math adoption cycle in 25-26 after a two-year pilot of the Pearson enVision math program in order to align with the new California Framework for Mathematics. Social Studies materials from TCI History Alive were piloted in K-5. The I-Ready Reading and Math Diagnostic was implemented for the third year in a row in 2024-2025 to replace the STAR Assessment as a local metric for trimester growth assessment. Teachers in grades TK-2 continue to utilize iReady Daily Practice programs to provide supplemental individualized daily practice in reading. We implement practices from Love and Logic and Responsive Classroom trainings for social emotional education. Staff are also provided opportunities to participate in the Pro Act Training for behavioral response practices offered by the county on our school site. We continue to implement the SARB process to address chronic absence issues, and we saw a significant decrease in 2022-2023 (18%) from previous year

(33%). After assessing all students using our local benchmarks and state testing data, we are pleased to see a recovery of the learning loss noted from the pandemic over the last four years.

METRICS:
Belleview School utilized the following metrics and results in determining its goals, strategies, activities and resource allocation for the development of its LCAP.

I. State Testing Data: 4-year history of CAASPP Data for ELA & Math (grades 3-8), percentage of students who met and exceeded standard:
2020-2021: ELA 32%, Math 14%
2021-2022: ELA 40%, Math 22%
2022-2023: ELA 48%, Math 44%
2024-2025: ELA 62%, Math 58%
CAASPP comparison reports for 2023-2024 indicate that Belleview ranks above the County & State averages for both ELA and Math (County ELA 40%, State 46.6%; County Math 31%, State 34.6%). The 2022-2023 data will serve as the baseline for this current 3-year cycle.

II. Local Benchmark Diagnostics: I-Ready
Reading: 2024-2025, Percentage of Students On-or-Above Grade Level at Fall ---> Spring
1st Grade: 0% ---> 50%
2nd Grade: 6% ---> 23%
3rd Grade: 28% ---> 57%
4th Grade: 20% ---> 47%
5th Grade: 15% ---> 53%
6th Grade: 39% ---> 53%
7th Grade: 25% ---> 50%
8th Grade: 23% ---> 26%

III. I-Ready MATH: 2024-2025, Percentage of Students On-or-Above Grade Level at Fall ---> Spring
1st Grade: 20% ---> 50%
2nd Grade: 0% ---> 6%
3rd Grade: 7% ---> 30%
4th Grade: 27% ---> 30%
5th Grade: 35% ---> 38%
6th Grade: 34% ---> 53%
7th Grade: 34% ---> 50%
8th Grade: 13% ---> 20%

IV. Attendance/ Daily Average Summary:
2021-2022: 96%
2022-2023: 93%
2023-2024: 93%

2024-2025: 94%

V. Suspensions Summary:
2021-2022: 0%
2022-2023: 4 students (2%)
2023-2024: 2 students (1.8%)
2024-2025: 2 Students (1.3 %)

VI. Middle School Dropout Rates = 0%

VII. Expulsions Summary:
2021-2022: 0%
2022-2023: 0%
2023-2024: 1.8%
2024-2025: 0%

VIII. Educational Partners' Input Surveys Summary from 2024-2025 to inform Goal Areas:
1) 90% or higher approval ratings on Student, Parent, and Staff Surveys for the friendly and welcoming school environment, student-to-teacher ratio, school safety, positive school culture, and excellent communication.
2) 61% approval on Parent Surveys that information is communicated on how to support students at home to improve or advance academic learning.
3) 74% approval on Parent Surveys that enrichment opportunities are provided in visual and performing arts, music, technology, and outdoor learning.
4) 85-90% and higher approval ratings on Student Surveys indicate that students feel safe, appreciate their teachers, the positive school climate, and the cleaning of facilities improved upon.
5) Staff & parent survey data indicated continued need for interventions for struggling students.
6) 100% of Staff surveys and 90% of Parent Surveys indicate a strong desire to maintain small class size.
7) Staff Survey comments express a desire to increase professional collaboration time with colleagues, keep math and literacy a priority, and improve parent involvement.
8) 70% approval on Parent Surveys, 90% on Student Surveys that interventions and supports are offered to improve achievement.
9) 83% approval on Parent Surveys, 84% on Student Surveys that supports are offered to students struggling socially-emotionally.

IX. The Williams Audit reported no complaints for each quarter during the 2024-25 school year.

X. The most recent FIT (Facilities Inspection Tool) Report in November 2024, indicated that the facility is in "good" repair in all areas as indicated in the SARC and reported to the Board.

XI. Belleview does not have any unexpended LREBG funds for the upcoming year.

Reflections: Technical Assistance

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

Belleview was identified for Differentiated Assistance (DA) based on the 2024 California Dashboard results in the area of: Chronic Absenteeism and Suspension Rates for Students with Disabilities

Background & Identified Needs:
Based on California School Dashboard data, Belleview Elementary exhibits disproportionate rates of chronic absenteeism and student suspensions among students with disabilities. These data trends have triggered a need for targeted technical assistance, aligned with LCFF State Priorities 5 (Student Engagement) and 6 (School Climate).

Technical Assistance Overview: Belleview Elementary is receiving support under a technical assistance plan designed to:

- Analyze chronic absenteeism data disaggregated by subgroup, including students with disabilities.
- Design MTSS-aligned interventions, with emphasis on social-emotional learning, individualized case management, and accessible support services.
- Develop alternative discipline strategies such as restorative practices to reduce suspensions and foster inclusive environments.
- Enhance family partnerships, particularly with families of students with disabilities, through home visits and community resource navigation.

Actions & Funding Integration: Actions under this support may be aligned with allowable Learning Recovery Emergency Block Grant (LREBG) uses, such as:

- Hiring mental health support staff (e.g., counselors, psychologists)
- Providing peer mentoring and quiet sensory-safe spaces on campus
- Offering targeted professional development in trauma-informed and restorative practices

Monitoring & Evaluation: Metrics for effectiveness include:

- Reduction in the chronic absenteeism rate for students with disabilities
- Lowered suspension rates
- Survey feedback from educational partners, students, and families on school connectedness and support satisfaction

Expected Outcome:
By integrating targeted supports and progress monitoring, Belleview is expected to improve school climate and engagement for students with disabilities and meet statutory LCAP requirements for equity-based improvements.

Actions 3.2, 3.3, and 3.4 align with the technical assistance work underway by the District.

Comprehensive Support and Improvement

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

Schools Identified

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

Belleview is a one-school district and does not qualify for comprehensive support and improvement (CSI) this year.

Support for Identified Schools

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

Not applicable, Belleview does not qualify for comprehensive support and improvement (CSI) this year.

Monitoring and Evaluating Effectiveness

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

Not applicable, Belleview does not qualify for comprehensive support and improvement (CSI) this year.

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
Students	1st-8th Grade students participated in LCAP feedback surveys in March 2025 5th and 8th grade students participated in CHKS administration in March, 2025
Parents/Caregivers	Parents participated in LCAP feedback surveys in March 2025. Parents participated in providing input during School Site Council meetings each month during the school year Parents participated by attending School Board meetings once a month during the school year. Parents participated in monthly Parent Club meetings Parent-Teacher conferences occur twice annually, and additionally on an as-needed basis.
School Staff (This includes teachers, and school personnel)	School staff participated in annual and monthly meetings School staff participated in the LCAP feedback survey in March 2025.

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

The engagement of our educational partners includes a process that is extensive at Belleview. The School Site Council meets monthly all year to review the LCAP goals, develop the surveys for its educational partners, analyze the survey results and student achievement data, and make recommendations for goals, services and actions. The Superintendent-Principal confers with the SELPA and Special Education Director regarding the needs, goals and resource allocation for our students with special needs. The Superintendent-Principal also confers with the Homeless & Foster-Youth Liaison as well as the ELPAC coordinator for English learners, regarding the needs of students that fall

within this category. The Superintendent-Principal meets with teachers and parents regularly throughout the year to determine the needs for our students in Special Education to determine plans to best meet their needs. Administration summarizes all the data (academic achievement data, as well as survey results) in a Power Point presentation and provides this to the faculty and community at School Site Council and governing Board meetings for input at the public hearings in May and June. Collaboration on drafting the LCAP is provided at the County level during professional workshop sessions each month all year long. The LCAP is then submitted to the County for final input before bringing it to the Board for approval in June. Below is a summary of the calendarized meetings for review of the LCAP:

Staff Meeting 8/19/24 - Review CAASPP scores from 2023-24
Board Meeting 9/12/24 - Review CAASPP scores from 2023-24
School Site Council Meeting 11/12/24 - Review budget, LCFF, LCAP goals and process for this year
Board Meeting 12/16/24- First Interim Report with detailed information regarding the LCFF & LCAP presented to the Board
School Site Council Meeting 12/5/24 & 1/21/25 - Review current LCAP goals, metrics and begin design of stakeholder surveys
Board Meeting 2-13-25 - Mid-Year LCAP Update Report and Budget Overview for Parents
School Site Council Meeting 2/4/25 - Finalize survey items & student assessment data & plan LCAP Community Forum
Administer educational partner surveys to parents, students & staff March 2025
School Site Council Meeting 3-24-25 - Review results of LCAP Surveys, academic achievement data, California Healthy Kids Survey, gather and finalize input towards LCAP goals.
Foothill PLN meeting 4-30-25 - consultation with county administrators towards best practices of LCAP goal development.
Foothill PLN meeting 4-30-25 - consultation with SELPA towards LCAP goals and addressing students with disabilities.
Board Meeting 4-10-25 - Review LCAP survey results, academic data, Dashboard data, gather input from the public towards LCAP goals.
School Site Council / Parent Advisory Meeting - the PAC reviewed the final draft of the LCAP on 5-20-25 (review completed LCAP draft to go to Public Hearing)
LCAP Public Hearing – Board Meeting 6-12-25
LCAP approval – Board Meeting 6-18-25

**Please note that there is no bargaining unit at Belleview School. As a very small school with approximately 35 employees, we complete our bargaining agreement mutually with administration and the Board. Due to our size, all staff has an opportunity to give input (not just the bargaining unit).

SUMMARY OF FEEDBACK FROM EDUCATIONAL PARTNERS:
2024-2025 LCAP Parent Survey:
The feedback from all parent (30 response rate), students (122 responses), and staff group (18 responses) is very positive, with comments indicating that families are very satisfied with the strong school community (100% agree), welcoming and inclusive environment (93% agree), excellent staff, and school adopted materials. Additional survey items related to our proposed goal areas are as follows:
(Goal 1) "The school facilities are clean and well maintained" -100% of parents agree, 82% of students agree, 100% of staff agree
(Goal 1) "The student-to-teacher ratio is adequate to meet my child's needs" - 94% of parent agree
(Goal 1) "My child's school is a safe place to learn." - 93% of parents agree
(Goal 1) "I feel safe at school" - 81% of students agree

(Goal 2) "I am satisfied with the school-adopted ELA materials provided by the school." - 93% of parents agree

(Goal 2) "I am satisfied with the school-adopted Math materials provided by the school." - 80% of parents agree
(Goal 2) "Teachers expect students to do high quality work" - 95% of parents agree
(Goal 2) "My child is reading at or above grade level" - 50% of 1st-2nd Grade Parents agree, 80% of 3rd-5th Grade Parents agree, 78% of 6-8th Grade Parents agree.
(Goal 2) "My child is doing math at or above grade level" - 88% of 1st-2nd Grade Parents agree, 74% of 3rd-5th Grade Parents agree, 68% of 6-8th Grade Parents agree.
(Goal 2) "Staff in our district are provided with regular opportunities to engage in professional development that help grow instructional or professional practice" - 80% of staff agree

(Goal 3) "If my child is struggling academically, interventions and supports are offered to improve his/her achievement." - 70% of parents agree/ 87% of students agree
(Goal 3) "If my child is struggling socially-emotionally, interventions and supports are offered to help with his/her needs." - 83% of parens agree/ 84% of students agree
(Goal 3) "I receive information on what I can do at home to help my child improve or advance his/her learning. - 61% of parents agree
(Goal 3) "I enjoy going to school" - 76% of students agree (improved from 63%)
(Goal 3) "There are interventions provided to students who are struggling" - 86% of staff agree (improved from 64%)
(Goal 3) - Comments from staff regarding more collaboration time to discuss student progress.

(Goal 4) "My child has access to enrichment activities (art, music, sports, drama)" - 74% agree
(Goal 4) "I am satisfied with my child's access to a wide range of subjects" - 90% agree
(Goal 4) - Comment on staff surveys to continue to maintain the wide range of extra-curricular activities provided for students.

The aspects of the LCAP were influenced by our specific educational partners' input and provided for the focus in the goals and actions. Our focus over the four goals outlined in this three-year LCAP cycle will be based on the needs of the whole child and aligned with our school mission. This includes a focus on maintaining a safe and equitable environment for learning (Goal 1), promoting academic achievement in state standards (Goal 2), addressing interventions and social-emotional supports for all students (Goal 3), and providing enrichment opportunities for all students (Goal 4). Teacher collaboration time and professional development will be provided to allow teachers to maintain high command of their content areas as well as best practices for effective classroom management and parent communication (Action 2.4). An after school program as well as summer programming will be provided to all students for additional tutoring and enrichment support (Action 4.1). Even with the decline in enrollment and reduction in staffing in 25-26, there will be a focus and expectation that all students attend school regularly in the 2025-26 school year. Attendance will be monitored carefully with the SARB process to focus on improving chronic absenteeism rates.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Belleview Elementary will maintain a school & classroom environment that provides high quality, equitable conditions of learning for each student by offering small class sizes and a well-maintained facility.	Maintenance of Progress 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)

An explanation of why the LEA has developed this goal.

According to the educational partners' surveys, there is an indication that parents and staff highly value the small class size. The school is currently at approximately 165 students in 2023-24, and maintaining one class per grade, with average class size below 24. The school community values the teacher-to-student ratio as a contributing factor towards student success and a positive school culture. Surveys indicate satisfaction with the instructional materials (85% approval across all subject areas), facility and cleanliness of the campus (100% approval) and note that this is important to the school community. There is a high satisfaction rating on the positive school culture (93% approval), friendliness of staff (89% approval), and we want to continue this trend. In addition to the surveys from our educational partners, metrics used to measure the level of achievement of this goal include the iReady Reading and Math diagnostics, as well as the Facility Inspection Tool (FIT) which is completed annually. This goal extends to all students, including for all student subgroups: socio-economically disadvantaged, students with disabilities, Hispanic students and White students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP State Testing Results in ELA and Math for students in 3rd-8th grades.	CAASPP 2022-2023 Results: ELA 48% proficient Math 44% proficient	CAASPP 2023-2024 Results: ELA 62% proficient Math 58% proficient		ELA 3-8 Average All = 53% ELA 3-8 Average SED = +5% from 22/23 Math 3-8 Average All = 50%	Currently Exceeding Baseline: ELA: 14% increase MATH: 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Math 3-8 Average SED = +5% from 22/23	
1.2	SED (socio-economically disadvantaged) students will meet the academic goals at the same rate as their Non-SED peers on the CAASPP.	2022-2023 CAASPP ELA 44% of SED students proficient compared to 53% Non - SED MATH 38% of SED students proficient compared to 49% Non-SED	2023-2024 CAASPP ELA 66% of SED students proficient compared to 56% Non -SED MATH 54% of SED students proficient compared to 62% Non-SED		There will be a variance of <5% between SED student scores and their non-SED peers on the CAASPP.	Current Difference from Baseline: ELA: The current 10% variance between SED and non-SED proficiency rates is a 1% increase from the baseline of 9% variance. Math: The current 8% variance between SED and non-SED proficiency rates is a 3% improvement from the baseline of 11% variance.
1.3	Students in Special Education: Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the low need for	Percentage of our TK-8th students in special education 2022-2023: 17% Percent of students with disabilities proficient on 2023 CAASPP: ELA 44%, Math 61%	Percentage of our TK-8th students in special education 2023-2024: 15% Percent of students with disabilities proficient on 2024 CAASPP: ELA 50%, Math 78%		Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the	Currently Above Baseline: 2% reduction in number of students in special education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	special education services for its students.				low need for special education services for its students.	
1.4	iReady Diagnostic Data in Reading and Math for students in 1st-8th grades.	iReady 2023-2024 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 13% / 26% 2nd Grade: 8% / 39% 3rd Grade: 31% / 46% 4th Grade: 20% / 33% 5th Grade: 24% / 58% 6th Grade: 39% / 42% 7th Grade: 41% / 20% 8th Grade: 19% / 31% MATH: 1st Grade: 0% / 0% 2nd Grade: 8% / 8% 3rd Grade: 15% / 46% 4th Grade: 17% / 24% 5th Grade: 22% / 29% 6th Grade: 43% / 50% 7th Grade: 21% / 30% 8th Grade: 0% / 14%	iReady 2024-2025 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 0% ---> 50% 2nd Grade: 6% ---> 23% 3rd Grade: 28% ---> 57% 4th Grade: 20% ---> 47% 5th Grade: 15% ---> 53% 6th Grade: 39% ---> 53% 7th Grade: 25% ---> 50% 8th Grade: 23% ---> 26% Math: 1st Grade: 20% ---> 50% 2nd Grade: 0% ---> 6% 3rd Grade: 7% ---> 30%		Maintain or increase current growth rates for students.	100% of classes showing growth from Fall to Spring assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th Grade: 27% ---> 30% 5th Grade: 35% ---> 38% 6th Grade: 34% ---> 53% 7th Grade: 34% ---> 50% 8th Grade: 13% ---> 20%			
1.5	Facility Inspection Tool (FIT)	All areas rated as "good" Nov 2023	All areas rated as "good" Nov 2024		All areas rated as "good"	Maintaining baseline at "good" rating.
1.6	Attendance Data	2022-2023 Daily Average Attendance: 92.6%	2023-2024 Daily Average Attendance: 94%		95% or higher	Daily Average Attendance showing 2% improvement from baseline.
1.7	Chronic Absenteeism	2022-2023 Chronic Absenteeism: 18%	2023-2024 Chronic Absenteeism: 24.3%		Chronic Absenteeism rate at 0%	Chronic Absenteeism showing 6% increase from baseline.
1.8	Suspension Rate	2022-2023 Suspension Rate: 2%	2023-2024 Suspension Rate: 1.2%		Suspension rate at 0%	Suspension showing 1% improvement from baseline.
1.9	Expulsion Rate	2022-2023 Expulsion Rate: 0%	2023-2024 Expulsion Rate: 1%		Expulsion rate at 0%	Expulsion rate at 1% increase from baseline.
1.10	Middle School Drop-Out rate	2022-2023 Drop-Out Rate: 0%	2023-2024 Drop-Out Rate: 0%		Middle School Drop-Out rate at 0%	No change, maintaining baseline and desired outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	LCAP Survey Data: Increase % of parents who respond that the school provides small class sizes/adequate teacher-to-student ratio.	2023-2024 LCAP Survey: 89% of parents agree	2024-2025 LCAP Survey: 94% of parents agree		Maintain or increase current satisfaction rating.	5% increase in approval rating.
1.12	LCAP Survey Data: Increase % of parents, staff, and students who respond that the school facility is clean and well-maintained	2023-2024 LCAP Survey 100% of parents agree 83% of students agree 86% of staff agree	2024-2025 LCAP Survey 100% of parents agree 90% of students agree 100% of staff agree		Maintain or increase current satisfaction rating.	Parent Survey Rating: maintained Student Survey Rating: 7% increase Staff Survey Rating: 14% increase
1.13	LCAP Survey Data: Increase % of parents, staff and students who respond that school is a safe place to learn.	2023-2024 LCAP Survey 83% of parents agree 80% of students agree 95% of staff agree	2024-2025 LCAP Survey 93% of parents agree 80% of students agree 100% of staff agree		Maintain or increase current satisfaction rating.	Parent Survey Rating: 10% increase Student Survey Rating: maintained Staff Survey Rating: 5% increase
1.14	LCAP Survey Data: Increase % of parents, staff, and students who respond that Belleview has a positive school culture.	2023-2024 LCAP Survey 93% of parents agree 81% of students agree 100% of staff agree	2024-2025 LCAP Survey 90% of parents agree 92% of students agree 100% of staff agree		Maintain or increase current satisfaction rating.	Parent Survey Rating: 3% decrease Student Survey Rating: 11% increase Staff Survey Rating: maintained
1.15	ELPAC Data	2023 Percentage of English Learner who	2024 Percentage of English Learner		100% of English Learners will have	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		made progress toward English Proficiency measured by ELPAC (0% enrolled in 2023)	who made progress toward English Proficiency measured by ELPAC fewer than 11 enrolled.		made progress towards reclassification	
1.16	California Science Test (CAST)	2023 CA Science Test Results 5th Grade: 65% proficient 8th Grade: 42% proficient	2024 CA Science Test Results 5th Grade: 72% proficient 8th Grade: 27% proficient		CAST proficiency % maintained or increased 5%	Current Difference from Baseline: 5th Grade - 7% increase 8th Grade- 15% decrease
1.17	California Healthy Kids Survey Data: School Climate Indicators	California Healthy Kids Survey Data 2024 Elementary Responses (Grade 5): (100% response rate) School Connectedness = 62% Academic Motivation = 93% Caring Relationships = 68% High Expectations = 82% Perceived School Safety = 65% Secondary Responses (Grade 7): (100% response rate) School Connectedness = 49%	California Healthy Kids Survey Data 2025 Elementary Responses (Grade 5): (57% response rate) School Connectedness = 85% Academic Motivation = 96% Caring Relationships = 94% High Expectations = 97% Perceived School Safety = 92%		75% or higher, or at least a 5% increase in each indicator.	Current Difference from Baseline for California Healthy Kids Survey Data Elementary Responses (Grade 5): School Connectedness = +23% Academic Motivation = +3% Caring Relationships = +26% High Expectations = +15% Perceived School Safety = +27% Secondary Responses (Grade 7):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Motivation = 69% Caring Relationships = 58% High Expectations = 83% Perceived School Safety = 38%	Secondary Responses (Grade 7): 100% response rate) School Connectedness = 59% Academic Motivation = 95% Caring Relationships = 65% High Expectations = 69% Perceived School Safety = 69%			100% response rate) School Connectedness = +10% Academic Motivation = +26% Caring Relationships = +7% High Expectations = -14% Perceived School Safety = +31%
1.18	Access to Standards–Aligned Instructional Materials	100% compliance from the LEA's Fall 2023 Williams' Textbook Sufficiency Report, which was required to be presented to the governing board within 8 weeks of the start of the 2023-24 school year.	100% compliance from the LEA's Fall 2024 Williams' Report of Sufficiency of Instructional Materials.		100% compliant with Williams Textbook Sufficiency Report.	No change from baseline, maintaining desired outcome.

Goal Analysis [2024-25]

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

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

The District made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.1, 1.2, 1.3 - Highly Qualified Staff: The District was able to maintain all highly qualified teachers as well as Special Education/Title I teachers to ensure class sizes were appropriate and to minimize combination classes and maintain low class size. 100% of teaching faculty were appropriately assigned in compliance with their current credentials. Additional Instructional Aides and an intervention teacher were maintained to assist with needs for students and provide additional support, and achieve a 1:8 average adult-student ratio by hiring instructional aides to provide small group, one-on-one, and supervision support.
Action 1.4 - Facility and Transportation: The District maintained its transportation fleet in full operation, and improved its operation with the addition of a mid-size bus for sports and small group transport, and the hiring of an additional bus driver to cover daily routes. Facilities remained in good repair as evidenced by the November 2024 Facility Inspection Tool Self Evaluation. Stakeholder surveys report high approval ratings that campus is cleaned and well maintained, with 100% of parents agreeing, 90% of students agreeing, and 100% of staff agreeing.

Implementation Challenges:
Action 1.1 - Staffing absences and lack of available substitutes presented challenges with coverage and scheduling.
Action 1.2 - Part-time staffing of the Intervention Specialist created limitations on availability of small-group intervention time for students.
Action 1.3 - Instructional Aides schedules shifted due to evolving student needs, leaving gaps in classroom and small-group support.
Action 1.4 - Unexpected delays in bus driver training impacted driver schedules.

Modified Implementation:
Action 1.1 - Mentor teachers were supplied to ensure compliance with credentialing requirements for new teachers, as well as onboarding mentors between veteran teachers and new-to-site teachers.
Action 1.2 - The Special Education Teacher and Intervention Teacher collaborated to create a schedule for intervention needs that included small-group and one-on-one support for both struggling students and students with disabilities, utilizing ongoing teacher input for goal areas during the daily schedule of all classes, TK-8 grade.
Action 1.3 - Aide Support - Due to staffing challenges for one-on-one student needs, we implmeneted a hybrid model combining existing teachers with aides to maintain coverage and intervention support, though a reduced capacity from the original plan.
Action 1.4 - Transportation - The district maintained a substitute bus driver on a long-term basis to cover additional routes while new hires completed bus driver training.

Non-Implemented Actions:
Action 1.4 - Facilities: Unable to complete the removal and plans for the upper playground, though the structure was officially surpluses due to damage and safety concerns. Next steps include partnering with local contracters to complete the work, and assembling a site committee to discuss upgrades to the outdoor area for student recreation.

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.

An increase to both certificated and classified salaries during the 24/25 school year resulted in a 3.125% increase in estimated personnel expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed good levels of effectiveness in achieving Goal 1, as demonstrated by both qualitative and quantitative data.

Action 1.1, 1.2, 1.3 - The survey data provided by our educational partners indicated a strong approval rating, 90% or higher, on Student, Parent, and Staff Surveys for the friendly and welcoming school environment, student-to-teacher ratio, school safety, positive school culture, and excellent communication. Evidence shows 85-90% and higher approval ratings on Student Surveys indicating that students feel safe, appreciate their teachers, the positive school climate. 100% of Staff surveys and 90% of Parent Surveys indicate a strong desire to maintain small class size. The metrics indicated Fall-to-Spring growth across all grade levels on the local benchmark assessment data for math and reading, and a 14% increase on the CAASPP ELA and Math scores, as compared to prior year (2022-2023). Therefore with all this in mind, the actions remain effective to make progress towards the goals.

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.

While the data is improving, there has not been enough time invested to witness the gains from our investment. The recommendation is to continue with Goal #1, using the same metrics and actions. There will be a reduction in the amount of instructional aide time for K-5, and the reduction of one certificated teacher at the 2nd Grade level due to declining enrollment. An increase in funds is allocated towards a highly qualified Special Education/Title 1 teacher in order to effectively serve all students with disabilities as well as providing improved intervention programs for struggling students. Monitoring chronic absenteeism will also be more rigorously monitored utilizing our attendance accounting system and SARB process.

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	Credentialed Teachers	Maintain all highly-qualified credentialed teachers	$85,034.22	No
1.2	Special Ed/Title 1 Teacher	Maintain a highly qualified Special Ed/Title I Teacher at 1.0 FTE with Title 1 funds.	$92,312.26	No

Action #	Title	Description	Total Funds	Contributing
1.3	Itinerant Staff	Design class distribution to minimize combination classes and maintain low class size and adult-student ratio by hiring instructional aides to provide small group, one-on-one, and supervision support.	$68,255.04	Yes
1.4	Facility and Transportation	Maintenance and upgrade of playground and field. Upkeep of the grounds and landscape. HVAC, refrigeration and plumbing repairs as needed. Maintenance of bus and district vehicles, including the Suburban, truck, and golf cart. Purchase of power tools and equipment as needed.	$24,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will meet the State's common core standards in literacy and math. Students will be assured early literacy and math skills and have access to a wide-range of standards-based subjects that promote physical, social-emotional, cognitive, and academic achievement throughout the TK- 8 experience.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As evidenced by the educational partners' surveys and student assessment data, this goal statement has been slightly revised for clarity that this goal focuses on students meeting state standards in ELA and math, while accessing standards-aligned curriculum across a wide-range of subjects. This goal also remains the same for all student subgroups: socio-economically disadvantaged, students with disabilities, Hispanic students and White students. Survey results indicate the staff and parents' desire to increase supports for students who are struggling academically, as well as data that shows some parents may not be aware of what supports exist for a student who is struggling. The iReady local benchmark student achievement results for 2022-2023 indicate a need to continue a strong focus on math and reading at early grade levels, as growth rates from Fall to Spring display low growth rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP State Testing Results in ELA and Math for students in 3rd-8th grades.	CAASPP 2022-2023 Results: ELA 48% proficient Math 44% proficient	CAASPP 2023-2024 Results: ELA 62% proficient Math 58% proficient		ELA 3-8 Average All = 53% ELA 3-8 Average SED = +5% from 22/23 Math 3-8 Average All = 50%	Currently Exceeding Baseline: ELA: 14% increase MATH: 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Math 3-8 Average SED = +5% from 22/23	
2.2	SED (socio-economically disadvantaged) students will meet the academic goals at the same rate as their Non-SED peers on the CAASPP.	2022-2023 CAASPP ELA 44% of SED students proficient compared to 53% Non - SED MATH 38% of SED students proficient compared to 49% Non-SED	2023-2024 CAASPP ELA 66% of SED students proficient compared to 56% Non -SED MATH 54% of SED students proficient compared to 62% Non-SED		There will be a variance of <5% between SED student scores and their non-SED peers on the CAASPP.	Current Difference from Baseline: ELA: The current 10% variance between SED and non-SED proficiency rates is a 1% increase from the baseline of 9% variance. Math: The current 8% variance between SED and non-SED proficiency rates is a 3% improvement from the baseline of 11% variance.
2.3	Students in Special Education Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the low need for	Percentage of our TK-8th students in special education 2022-2023: 17% Percent of students with disabilities proficient on 2023 CAASPP: ELA 44%, Math 61%	Percentage of our TK-8th students in special education 2023-2024: 15% Percent of students with disabilities proficient on 2024 CAASPP: ELA 50%, Math 78%		Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the	Currently Above Baseline: 2% reduction in number of students in special education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	special education services for its students.				low need for special education services for its students.	
2.4	iReady Diagnostic Data in Reading and Math for students in 1st-8th grades.	iReady 2023-2024 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 13% / 26% 2nd Grade: 8% / 39% 3rd Grade: 31% / 46% 4th Grade: 20% / 33% 5th Grade: 24% / 58% 6th Grade: 39% / 42% 7th Grade: 41% / 20% 8th Grade: 19% / 31% MATH: 1st Grade: 0% / 0% 2nd Grade: 8% / 8% 3rd Grade: 15% / 46% 4th Grade: 17% / 24% 5th Grade: 22% / 29% 6th Grade: 43% / 50% 7th Grade: 21% / 30% 8th Grade: 0% / 14%	iReady 2024-2025 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 0% ---> 50% 2nd Grade: 6% ---> 23% 3rd Grade: 28% ---> 57% 4th Grade: 20% ---> 47% 5th Grade: 15% ---> 53% 6th Grade: 39% ---> 53% 7th Grade: 25% ---> 50% 8th Grade: 23% ---> 26% Math: 1st Grade: 20% ---> 50% 2nd Grade: 0% ---> 6% 3rd Grade: 7% ---> 30%		Maintain or increase percentage by 5%	100% of classes showing growth from Fall to Spring assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th Grade: 27% ---> 30% 5th Grade: 35% ---> 38% 6th Grade: 34% ---> 53% 7th Grade: 34% ---> 50% 8th Grade: 13% ---> 20%			
2.5	Williams Quarterly Reports	100% of the students have access to the standards-based core curriculum.	100% of the students have access to the standards-based core curriculum.		100% of the students have access to the standards-based core curriculum.	No change from baseline, maintaining desired outcome.
2.6	Attendance Data	2022-2023 Daily Average Attendance: 92.6%	2023-2024 Daily Average Attendance: 94%		95% or higher	Daily Average Attendance showing 2% improvement from baseline.
2.7	Chronic Absenteeism	2022-2023 Chronic Absenteeism: 18%	2023-2024 Chronic Absenteeism: 24.3%		Chronic Absenteeism rate at 0%	Chronic Absenteeism showing 6% increase from baseline.
2.8	Suspension Rate	2022-2023 Suspension Rate: 2%	2023-2024 Suspension Rate: 1.2%		Suspension rate at 0%	Suspension showing 1% improvement from baseline.
2.9	Expulsion Rate	2022-2023 Expulsion Rate: 0%	2023-2024 Expulsion Rate: 1%		Expulsion rate at 0%	Expulsion rate at 1% increase from baseline.
2.10	Middle School Drop-Out rate	2022-2023 Drop-Out Rate: 0%	2023-2024 Drop-Out Rate: 0%		Middle School Drop-Out rate at 0%	No change, maintaining

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						baseline and desired outcome.
2.11	LCAP Survey Data: Increase % of parents who respond that their student is reading and doing math at or above grade level	2023-2024 LCAP Survey Data: 81% of parents agree for reading 85% of parents agree for math	2024-2025 LCAP Survey Data: 67% of parents agree for reading 78% of parents agree for math		Maintain or increase current satisfaction rating.	Current Difference from Baseline Parent Survey Rating: 14% decrease on Reading, 7% decrease on Math
2.12	LCAP Survey Data: Increase % of staff who respond that they are provided with regular opportunities to grow instructional or professional practices.	2023-2024 LCAP Survey Data: 76% of staff agree	2024-2025 LCAP Survey Data: 80% of staff agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline: Staff approval rating: 4% increase
2.13	LCAP Survey Data: Increase % of parents, students, and staff who respond that interventions and supports are offered to students who are struggling academically.	2023-2024 LCAP Survey Data: 74% of parents agree 92% of students agree 64% of staff agree	2024-2025 LCAP Survey Data: 70% of parents agree 90% of students agree 86% of staff agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline: Parent Approval Rating: 4% decrease Student Approval Rating: 2% decrease Staff Approval Rating: 22% increase
2.14	California Science Test (CAST)	2023 CA Science Test Results 5th Grade: 65% proficient 8th Grade: 42% proficient	2024 CA Science Test Results 5th Grade: 72% proficient 8th Grade: 27% proficient		CAST proficiency % maintained or increased 5%	Current Difference from Baseline: 5th Grade - 7% increase 8th Grade- 15% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	ELPAC Data	2023 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC (0% enrolled in 2023)	2024 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC fewer than 11 enrolled.		100% of English Learners will have made progress towards reclassification	No change from baseline.
2.16	Access to Standards–Aligned Instructional Materials	100% compliance from the LEA's Fall 2023 Williams' Textbook Sufficiency Report, which was required to be presented to the governing board within 8 weeks of the start of the 2023-24 school year.	100% compliance from the LEA's Fall 2024 Williams' Report of Sufficiency of Instructional Materials.		100% compliant with Williams Textbook Sufficiency Report.	No change from baseline, maintaining desired outcome.

Goal Analysis [2024-25]

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

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

The District made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.
Successful Implementation:
Action 2.1 - Standards-aligned and state adopted curriculum in all core subject areas was provided and maintained for all students in all grade levels. Along with district adopted curriculum, teachers piloted additional math and science programs from Pearson/Savvas enVision math and enVision Science, as well as K-5 Illustrative Math programs. iReady diagnostic assessment in reading math was maintained to track Reading and Math achievement and provide more detailed local benchmark and assessment data at four times during the year. Teachers studied data and received informative reports on student progress to inform instruction. Teachers in K-2 received additional digital licenses for iReady Daily Practice which provided targeted and tailored support for students in reading and math.
Action 2.2 - Additional computer licensing for supplemental reading and/or math programs was purchased including Redbird, Houghton-Mifflin, Accelerated Reading, ESGI, Scholastic News and Mystery Science, and students in Intervention groups received access to supplemental learning programs.

Action 2.3 - The District assign paraprofessionals to all classes in TK-4th grade, and employed a retired intervention teacher to assist in intervention support for small-group instruction. The district provide aide support for students with disabilities including one-on-one support and push-in classroom support in all grades TK-8th grade.
Action 2.4 - Provided professional development opportunities on-site and at TCSOS in both curricular and classroom management training. This included ELA and Math curriculuar training, Love and Logic social-emotional training, ProAct Training, CAASPP preparation training, computer science and coding education training, and special education/IEP training. Teacher collaboration time is provided once a week during early-release days with an emphasis placed on curricular discussions and assessment data.

Implementation Challenges:
Action 2.4 - Initial low participation from staff in professional development opportunities and difficulty in availability of teachers to attend all opportunities.

Modified Implementation:
Action 2.1 - Teachers advanced discussions towards upcoming math adoption in the following year after implementing the enVision math curriculum across TK-8 as a pilot program.

Non-Implemented Actions:
Action 2.4 - Unable to secure professional development opportunities for paraprofessionals within the planned timeline. Next steps include strategizing scheduled time for paraprofessionals and faculty to collaborate in professional learning opportunities that are centered on student achievement and curricular knowledge-building.

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.

Professional development was provided at no cost to the district by multiple agencies including the Tuolumne County Superintendent of schools for a total difference of $4,000 in actual estimated expenditures.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed good levels of effectiveness in achieving Goal 2, as demonstrated by both qualitative and quantitative data.

Action 2.1 - The implementation of standards-aligned curriculum across all grade levels to all students is showing to be effective as evidenced by the metrics for CAASPP Testing results, which indicated an increase in scores from 48% to 62% proficient in ELA, and 44% to 58% proficient in math from previous to current year. All classes also show growth from Fall to Spring assessments on the local academic assessment data in reading and math diagnostics. Though parent surveys show a decline from prior year in approval ratings for perceptions that their students are reading and doing math on grade level, the increase in state testing scores stands out as a strong metric to support the effectiveness of this goal.

Action 2.3 - The percentage of students in special education decreased by 2% and aides were provided with fidelity to meet the support needs of students. Additionally, the percentage of socio-economically disadvantaged students who scored "proficient" on the ELA CAASPP assessment surpassed the percentage of non socio-economically disadvantaged students who scored "proficient" this school year, at 66% to 56% respectively. The data also shows a closing gap on the Math CAASPP assessment for the same groups, with 8% variance betwen the groups, a 3% improvement from the prior year, reaching closer to the 5% variance for our desired outcome. Therefore with all this in mind, the actions remain effective to make progress towards the goals.

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.

While the data shows a good improvement, there has not been enough time invested to witness the gains from our investment over a sustained period of time. The recommendation is to continue with Goal #2, using the same metrics and actions. There will be a reduction in the amount of instructional aide time and the reduction of one certificated teacher at the 2nd Grade level due to declining enrollment. It will be important to see if we can maintain our improved achievement scores given the reduction in staffing.
Action 2.1 and 2.3 - Costs of curriculum and supplemental programs are planned to increase, including a planned adoption of math curriculum and ongoing increases in annual subscriptions for curriculum renewals.
Action 2.4 - Costs of professional development planned to support teachers and staff in training needs and release time on curriculum programs.

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	Curriculum	Provide curriculum aligned with the common core standards in ELA and Math. Provide aligned curriculum to all students.	$16,030.13	No
2.2	Supplemental Programs	Computer licensing for supplemental reading and/or math programs. (ie: Redbird, Accelerated Reading, ESGI, SeeSaw, Scholastic News, Mystery Science). Students in targeted groups will receive extra time on the supplemental learning programs.	$10,500.00	Yes
2.3	Personnel	Assign paraprofessionals, Title I teacher and/or retired intervention teacher to assist in classrooms. Provide aide support for students with disabilities	$20,243.61	No

Action #	Title	Description	Total Funds	Contributing
		1:1 as well as classroom support in grades TK-3rd (All salaries include benefits).		
2.4	Professional Development	Provide professional development at the local level during regularly scheduled staff meetings and at TCSOS. Emphasis placed on standards-aligned curriculum training and behavior management (Regular Salary Contract time). Teacher collaboration time to be provided at the district level and if available, at the County level.	$4,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equity is at Belleview's core with support for the whole child that includes a positive school environment and a learning climate that incorporates instructional practices that support the academic, social-emotional and physical needs of its students.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a result of the analysis of the educational partners' input surveys and California Healthy Kids survey data, this goal statement was maintained, and applies for all student subgroups: socio-economically disadvantaged, students with disabilities, Hispanic students and White students. Survey results indicate that staff and parents desire to increase the supports for students who are struggling in reading and/or math as well as provide them with social-emotional supports. The local student achievement data indicates a need to continue a strong focus on math and reading across all grade levels to increase growth percentages from beginning to end of the school year. Metrics used to measure the level of achievement of this goal will be comprised of the current year's CAASSP results, as well as the iReady local benchmark assessments and education partners' survey data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP State Testing Results in ELA and Math for students in 3rd-8th grades.	CAASPP 2022-2023 Results: ELA 48% proficient Math 44% proficient	CAASPP 2023-2024 Results: ELA 62% proficient Math 58% proficient		ELA 3-8 Average All = 53% ELA 3-8 Average SED = +5% from 22/23 Math 3-8 Average All = 50%	Currently Exceeding Baseline: ELA: 14% increase MATH: 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Math 3-8 Average SED = +5% from 22/23	
3.2	SED (socio-economically disadvantaged) students will meet the academic goals at the same rate as their Non-SED peers on the CAASPP.	2022-2023 CAASPP ELA 47% of SED students proficient compared to % Non - SED MATH 37% of SED students proficient compared to % Non-SED	2023-2024 CAASPP ELA 66% of SED students proficient compared to 56% Non -SED MATH 54% of SED students proficient compared to 62% Non-SED		There will be a variance of <5% between SED student scores and their non-SED peers on the CAASPP.	Current Difference from Baseline: ELA: The current 10% variance between SED and non-SED proficiency rates is a 1% increase from the baseline of 9% variance. Math: The current 8% variance between SED and non-SED proficiency rates is a 3% improvement from the baseline of 11% variance.
3.3	Students in Special Education Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the low need for	Percentage of our TK-8th students in special education 2022-2023: 17% Percent of students with disabilities proficient on 2023 CAASPP: ELA 44%, Math 61%	Percentage of our TK-8th students in special education 2023-2024: 15% Percent of students with disabilities proficient on 2024 CAASPP: ELA 50%, Math 78%		Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the	Currently Above Baseline: 2% reduction in number of students in special education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	special education services for its students.				low need for special education services for its students.	
3.4	iReady Diagnostic Data in Reading and Math for students in 1st-8th grades.	iReady 2023-2024 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 13% / 26% 2nd Grade: 8% / 39% 3rd Grade: 31% / 46% 4th Grade: 20% / 33% 5th Grade: 24% / 58% 6th Grade: 39% / 42% 7th Grade: 41% / 20% 8th Grade: 19% / 31% MATH: 1st Grade: 0% / 0% 2nd Grade: 8% / 8% 3rd Grade: 15% / 46% 4th Grade: 17% / 24% 5th Grade: 22% / 29% 6th Grade: 43% / 50% 7th Grade: 21% / 30% 8th Grade: 0% / 14%	iReady 2024-2025 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 0% ---> 50% 2nd Grade: 6% ---> 23% 3rd Grade: 28% ---> 57% 4th Grade: 20% ---> 47% 5th Grade: 15% ---> 53% 6th Grade: 39% ---> 53% 7th Grade: 25% ---> 50% 8th Grade: 23% ---> 26% Math: 1st Grade: 20% ---> 50% 2nd Grade: 0% ---> 6% 3rd Grade: 7% ---> 30%		Maintain or increase current growth rates for students.	100% of classes showing growth from Fall to Spring assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4th Grade: 27% ---> 30% 5th Grade: 35% ---> 38% 6th Grade: 34% ---> 53% 7th Grade: 34% ---> 50% 8th Grade: 13% ---> 20%			
3.5	Attendance Data	2022-2023 Daily Average Attendance: 92.6%	2023-2024 Daily Average Attendance: 94%		95% or higher	Daily Average Attendance showing 2% improvement from baseline.
3.6	Chronic Absenteeism	2022-2023 Chronic Absenteeism: 18%	2023-2024 Chronic Absenteeism: 24.3%		Chronic Absenteeism rate at 0%	Chronic Absenteeism showing 6% increase from baseline.
3.7	Suspension Rate	2022-2023 Suspension Rate: 2%	2023-2024 Suspension Rate: 1.2%		Suspension rate at 0%	Suspension showing 1% improvement from baseline.
3.8	Expulsion Rate	2022-2023 Expulsion Rate: 0%	2023-2024 Expulsion Rate: 1%		Expulsion rate at 0%	Expulsion rate at 1% increase from baseline.
3.9	Middle School Drop-Out rate	2022-2023 Drop-Out Rate: 0%	2023-2024 Drop-Out Rate: 0%		Middle School Drop-Out rate at 0%	No change, maintaining baseline and desired outcome.
3.10	LCAP Survey Data: Increase % of parents, staff, and students who respond that Belleview	2023-2024 LCAP Survey 93% of parents agree 81% of students agree	2024-2025 LCAP Survey 90% of parents agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	has a positive school culture.	100% of staff agree	90% of students agree 100% of staff agree			Parent Approval Rating: 3% decrease Student Approval Rating: 9% increase Staff Approval Rating: maintained, no change
3.11	LCAP Survey Data: Increase % of parents, students, and staff who respond that interventions and supports are offered to students who are struggling academically.	2023-2024 LCAP Survey Data: 74% of parents agree 92% of students agree 64% of staff agree	2024-2025 LCAP Survey Data: 70% of parents agree 90% of students agree 86% of staff agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline: Parent Approval Rating: 4% decrease Student Approval Rating: 2% decrease Staff Approval Rating: 22% increase
3.12	LCAP Survey Data: Increase % of parents, students who respond that supports are offered to students are struggling social-emotionally.	2023-2024 LCAP Survey Data: 75% of parents agree 77% of students agree 86% of staff agree	2024-2025 LCAP Survey Data: 83% of parents agree 85% of students agree 90% of staff agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline: Parent Approval Rating: 8% increase Student Approval Rating: 8% increase Staff Approval Rating: 4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	LCAP Survey Data: Increase % of parents, students who respond that they receive information/communication about how to support their student at home.	2023-2024 LCAP Survey Data: 76% of parents agree 87% of students agree	2023-2024 LCAP Survey Data: 61% of parents agree 90% of students agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline: Parent Approval Rating: 15% decrease Student Approval Rating: 3% increase
3.14	California Healthy Kids Survey items on school climate and social-emotional wellbeing.	California Healthy Kids Survey Data 2024 Elementary Responses (Grade 5): (100% response rate) School Connectedness = 62% Academic Motivation = 93% Caring Relationships = 68% High Expectations = 82% Perceived School Safety = 65% Secondary Responses (Grade 7): (100% response rate) School Connectedness = 49% Academic Motivation = 69% Caring Relationships = 58%	California Healthy Kids Survey Data 2025 Elementary Responses (Grade 5): (57% response rate) School Connectedness = 85% Academic Motivation = 96% Caring Relationships = 94% High Expectations = 97% Perceived School Safety = 92% Secondary Responses (Grade 7): 100% response rate)		75% or higher, or at least a 5% increase in each indicator.	Current Difference from Baseline for California Healthy Kids Survey Data Elementary Responses (Grade 5): School Connectedness = +23% Academic Motivation = +3% Caring Relationships = +26% High Expectations = +15% Perceived School Safety = +27% Secondary Responses (Grade 7): 100% response rate)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High Expectations = 83% Perceived School Safety = 38%	School Connectedness = 59% Academic Motivation = 95% Caring Relationships = 65% High Expectations = 69% Perceived School Safety = 69%			School Connectedness = +10% Academic Motivation = +26% Caring Relationships = +7% High Expectations = -14% Perceived School Safety = +31%
3.15	California Science Test (CAST)	2023 CA Science Test Results 5th Grade: 65% proficient 8th Grade: 42% proficient	2024 CA Science Test Results 5th Grade: 72% proficient 8th Grade: 27% proficient		CAST proficiency % maintained or increased 5%	Current Difference from Baseline: 5th Grade - 7% increase 8th Grade- 15% decrease
3.16	Access to Standards–Aligned Instructional Materials	100% compliance from the LEA's Fall 2023 Williams' Textbook Sufficiency Report, which was required to be presented to the governing board within 8 weeks of the start of the 2023-24 school year.	100% compliance from the LEA's Fall 2024 Williams' Report of Sufficiency of Instructional Materials.		100% compliant with Williams Textbook Sufficiency Report.	No change from baseline, maintaining desired outcome.

Goal Analysis [2024-25]

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

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

The District made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

Action 3.1 - An intervention/Title 1 teacher implemented supplemental reading programs (Redbird and Waterford) and strategies for writing intervention with small-groups on a daily basis and in collaboration with classroom teachers and the Special Education teacher. Efforts were focused towards ongoing needs and progress of low income, English learners, and students with disabilities.

Action 3.2 - Professional Development opportunities were provided throughout the year to all staff in the areas of social-emotional learning (Love and Logic Training), Effective IEP Implementation, Math curricular training (Building Thinking Classrooms), ELA Curriculum Training (TCSOS), ProAct Deescalation Training, TUPE Drug Awareness and Prevention Training, Suicide Prevention Training, and CAASPP Testing Preparation Training.

Action 3.3 - Parent Involvement: The District provided multiple opportunities for families to be involved with school life and culture: Back-to-School Night, Harvest Carnival, Thanksgiving Feast, Turkey Trot, Jog-a-thon, Kindness
Crunch Charity Drive, Bike Days, volunteering/chaperoning on field trips; opportunities to attend monthly Parents' Club meetings, Board meetings, and School Site Council meetings, parent-teacher conferences, and classroom volunteering opportunities in TK-5th grade. The District provided a "technology" stipend for the technology coordinator to help ensure the website and list of resources for families was up-to-date. Administration maintained a weekly phone messenger system to provide
families a weekly email update and phone messages to keep them up-to-date on school information, which included automatic translation features for
families of English Learners. Teachers utilized a class-to-home communication app (ParentSquare), as well as Aeries and Google Classroom to communicate with parents and keep them updated of student performance and classroom information. Teachers and staff implemented the "kindness" program to promote positive social interactions, as well as the Jump Rope Challenge to encourage physical health and wellness.

Action 3.4 - Mental Health Supports: The school psychologist provided Tier 2 intervention support for students without disabilities on a short-term basis through a referral process overseen by the teacher and administrator. This provided a much needed support for students beyond what the classroom teacher could provide at a Tier 1 support level. Tier 3 support was provided by a Mental Health clinician through the AWARE partnership with TCSOS, where students received weekly Tier 3 supports through a referral process.

Implementation Challenges:

Action 3.2 - Professional development work around response to intervention processes emerged as a topic during the school year, prompting teachers to begin discussions around evaluating and streamlining processes for referring students to intervention and resource. Lack of shared collaboration time presented a challenge to more fully examining this need.

Action 3.3 - Initial low participation from parents in volunteer opportunities during school wide events, low turn out at Parents' Club meeting, and initial low participation in Parent-Teacher conferences.

Action 3.4 - Mental Health and Counseling: The referral process for a student to receive a Tier 2 or Tier 3 support from the school psychologist or mental health clinician was largely unknown to our parent community. It was challenging to think of ways to communicate the available supports to families without over-advertising the already high-caseload of the specialists.

Modified Implementation:
Action 3.2 - Professional Development - The Reading Screening Tool emerged as a need for adoption mid-year, prompting teachers to use collaboration time to examine state-adopted tools and select one for site-adoption by end-of-year. TK-2nd grade teachers researched the four approved reading screening tools and selected one for implementation in the following year.
Action 3.4 - Mental Health and Counseling: Training was provided to the teachers about the Tier 1, 2, 3 levels of support, emphasizing the importance of teachers exhausting all efforts at Tier 1 before making a referral for Tier 2. This helped ensure we were not over-referring students to the school psychologist for counseling services before sufficient efforts were made between the teacher and student's family first. Additionally, mental health clinicians from the AWARE program provided whole-class presentations designed to reach large groups of students, and centered around generalized social-emotional topics including healthy relationships, coping with stress, and respectful conversations.

Non-Implemented Actions:
Action 3.2 - Professional Development: Unable to complete collaborative work on an established process for Response to Intervention within the planned timeline, as focus shifted to the need for teachers to select a Reading Screening Tool in compliance with legislative deadlines. Next steps include the continuation of discussions during teacher meeting time to explore our school's processes for referral to intervention for struggling students, as well as a study of new data that will result from the implementation of the Reading Screening Tool in TK-2nd grades.
Action 3.4 - Unable to develop a parent communication piece for services available in Tier 2, Tier 3 support, including counseling and mental health resources. Next steps include developing a flyer or website section dedicated to information to help communicate the school's available resources and referral process.

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.

Professional development was provided by multiple agencies at no cost, resulting in a difference in expenditures of $1,000.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed good levels of effectiveness in achieving Goal 3, as demonstrated by both qualitative and quantitative data.
The percentage of students in special education decreased by 2% and aides were provided with fidelity to meet the support needs of students. Additionally, the percentage of socio-economically disadvantaged students who scored "proficient" on the ELA CAASPP assessment surpassed the percentage of non socio-economically disadvantaged students who scored "proficient" this school year, at 66% to 56% respectively. The data also shows a closing gap on the Math CAASPP assessment for the same groups, with 8% variance between the groups, a 3% improvement from the prior year, reaching closer to the 5% variance for our desired outcome. Ratings from 5th grade students

on the California Healthy Kids Survey are increased across all areas, most notably with a 23% increase in school connectedness and 26% increase in caring relationships. 7th grade student survey responses showed a 26% increase in academic motivation and a 31% increase in perceived school safety. These are excellent indicators of effectiveness of the actions in this goal. Therefore with all this in mind, the actions remain effective to make progress towards the goals.

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.

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP cycle.
Goal Description: No changes to current goal focusing on academic and social-emotional supports.
Metrics Modification:
Add for 2025-2027: Reading Screening Tool to measure student achievement in TK-2 over the next two years of the cycle, and gather data for informing intervention supports for struggling students.
Expected Outcomes:
Added: Implementation goal for Reading Screening Tool to be administered to 100% of eligible students in TK-2nd grades.

The recommendation is to continue with Goal #3, with no further changes to the metrics and actions. Feedback from Site Council produced a suggestion to aim to implement additional Parent Nights throughout the school year with themed topics centered around academic and mental health supports for students. There will be a reduction in the amount of instructional aide time and the reduction of one certificated teacher at the 2nd Grade level due to declining enrollment. It will be important to see if we can maintain and/or reach our desired outcomes given the planned reductions in staffing.

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	Reading Program	An appropriate reading intervention program will be implemented. Low income and students with disabilities are targeted for assistance as needed.	$1,000.00	Yes
3.2	Professional Development	Professional development will be provided on curricular areas, as well as behavioral training and social-emotional learning to support effective implementation of the state standards.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Involvement	Family engagement strategies will be implemented to increase school-to-home parent communication, parent input in decision-making and programs, and participation in student learning and progress. Families of low income students, students with disabilities and foster youth will be targeted. A webmaster will be paid a stipend to keep the website and list of resources for families up-to-date. A phone messenger system will be utilized to provide families email and phone messages on a regular basis to keep them up-to-date on school information. Events will be planned (ie: Back-to-School Night, Parents' Club meetings, Family dinner nights, Jog-a-thon, Eagle Day, etc.) by parents to involve the entire school community. Teachers will utilize Parent Square, Aeries and Google Classroom to communicate with parents and keep them apprised of student performance and classroom information. Fundraising opportunities (ie: Harvest Festival, holiday drives) will be organized by parents to provide funds for field trips and assemblies.	$0.00	No
3.4	Mental Health and Counseling Services	Staff training and resources will be provided for Tier 2 and 3 interventions, utilizing the school psychologist and mental health clinicians partnered with the county office.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will have the opportunity to participate in enrichment activities including art, music, sports, drama, technology as well as programs for advanced learning in core-subject areas.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal statement was developed as a result of the analysis of the educational partners' surveys and student achievement data. Survey results indicated an overwhelming desire by the stakeholders to increase enrichment opportunities in music, art, drama, sports, and technology. We recognize that providing enrichment beyond the core-subject areas is pivotal to providing opportunities to support the whole child, and aligns strongly with our mission to provide meaningful experiences for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP State Testing Results in ELA and Math for students in 3rd-8th grades.	CAASPP 2022-2023 Results: ELA 48% proficient Math 44% proficient	CAASPP 2023-2024 Results: ELA 62% proficient Math 58% proficient		ELA 3-8 Average All = 53% ELA 3-8 Average SED = +5% from 22/23 Math 3-8 Average All = 50% Math 3-8 Average SED = +5% from 22/23	Currently Exceeding Baseline: ELA: 14% increase MATH: 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	SED (socio-economically disadvantaged) students will meet the academic goals at the same rate as their Non-SED peers on the CAASPP.	2022-2023 CAASPP ELA 47% of SED students proficient compared to % Non - SED MATH 37% of SED students proficient compared to % Non-SED	2023-2024 CAASPP ELA 66% of SED students proficient compared to 56% Non -SED MATH 54% of SED students proficient compared to 62% Non-SED		There will be a variance of <5% between SED student scores and their non-SED peers on the CAASPP.	Current Difference from Baseline: ELA: The current 10% variance between SED and non-SED proficiency rates is a 1% increase from the baseline of 9% variance. Math: The current 8% variance between SED and non-SED proficiency rates is a 3% improvement from the baseline of 11% variance.
4.3	Students in Special Education Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the low need for special education services for its students.	Percentage of our TK-8th students in special education 2022-2023: 17% Percent of students with disabilities proficient on 2023 CAASPP: ELA 44%, Math 61%	Percentage of our TK-8th students in special education 2023-2024: 15% Percent of students with disabilities proficient on 2024 CAASPP: ELA 50%, Math 78%		Our general education programs are well-differentiated, universally-designed, and adequately supported (with staff and/or supplemental programs), as evidenced by the low need for special education	Currently Above Baseline: 2% reduction in number of students in special education

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					services for its students.	
4.4	iReady Diagnostic Data in Reading and Math for students in 1st-8th grades.	iReady 2023-2024 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 13% / 26% 2nd Grade: 8% / 39% 3rd Grade: 31% / 46% 4th Grade: 20% / 33% 5th Grade: 24% / 58% 6th Grade: 39% / 42% 7th Grade: 41% / 20% 8th Grade: 19% / 31% MATH: 1st Grade: 0% / 0% 2nd Grade: 8% / 8% 3rd Grade: 15% / 46% 4th Grade: 17% / 24% 5th Grade: 22% / 29% 6th Grade: 43% / 50% 7th Grade: 21% / 30% 8th Grade: 0% / 14%	iReady 2024-2025 Percentage of student On-or-Above Grade Level at Fall / (vs.) Spring Reading: 1st Grade: 0% ---> 50% 2nd Grade: 6% ---> 23% 3rd Grade: 28% ---> 57% 4th Grade: 20% ---> 47% 5th Grade: 15% ---> 53% 6th Grade: 39% ---> 53% 7th Grade: 25% ---> 50% 8th Grade: 23% ---> 26% Math: 1st Grade: 20% ---> 50% 2nd Grade: 0% ---> 6% 3rd Grade: 7% ---> 30% 4th Grade: 27% ---> 30%		Maintain or increase current growth rates for students.	100% of classes showing growth from Fall to Spring assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th Grade: 35% ---> 38% 6th Grade: 34% ---> 53% 7th Grade: 34% ---> 50% 8th Grade: 13% ---> 20%			
4.5	Attendance Data	2022-2023 Daily Average Attendance: 92.6%	2023-2024 Daily Average Attendance: 94%		95% or higher	Daily Average Attendance showing 2% improvement from baseline.
4.6	Chronic Absenteeism	2022-2023 Chronic Absenteeism: 18%	2023-2024 Chronic Absenteeism: 24.3%		Chronic Absenteeism rate at 0%	Chronic Absenteeism showing 6% increase from baseline.
4.7	Suspension Rate	2022-2023 Suspension Rate: 2%	2023-2024 Suspension Rate: 1.2%		Suspension rate at 0%	Suspension showing 1% improvement from baseline.
4.8	Expulsion Rate	2022-2023 Expulsion Rate: 0%	2023-2024 Expulsion Rate: 1%		Expulsion rate at 0%	Expulsion rate at 1% increase from baseline.
4.9	Middle School Drop-Out rate	2022-2023 Drop-Out Rate: 0%	2023-2024 Drop-Out Rate: 0%		Middle School Drop-Out rate at 0%	No change, maintaining baseline and desired outcome.
4.10	After School Program (ASP) Enrollment Data	100% enrollment achieved for ASP (80 students)	100% enrollment achieved for ASP (80 students)		100% enrollment achieved for ASP (80 students)	ASP Enrollment remains at desired maximum level.
4.11	6-8 Grade Elective Enrollment	2023-2024 = 52/52 or 100%	2024-2025 = 49/49 or 100%		100% of 6-8 students enrolled	No Change from baseline,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Robotics, Journalism, Art, Spanish, Advanced PE, Chess, Spelling Bee	Robotics, Theater, Art, Intro to Spanish, Advanced PE, Spelling Bee, Student Council			maintaining desired outcome.
4.12	LCAP Survey Data: Increase % of parents who respond that their student has access to enrichment activities (art, music, sports, drama)	2023-2024 LCAP Survey Data: 76% of parents agree	2024-2025 LCAP Survey Data: 74% of parents agree		Maintain or increase current satisfaction rating.	Current Difference from Baseline Parent Approval Rating: 2% decrease
4.13	California Healthy Kids Survey items on school climate and social-emotional wellbeing.	California Healthy Kids Survey Data 2024 Elementary Responses (Grade 5): (60% response rate) School Connectedness = 62% Academic Motivation = 93% Caring Relationships = 68% High Expectations = 82% Perceived School Safety = 65% Secondary Responses (Grade 7): 100% response rate) School Connectedness = 49%	California Healthy Kids Survey Data 2025 Elementary Responses (Grade 5): (57% response rate) School Connectedness = 85% Academic Motivation = 96% Caring Relationships = 94% High Expectations = 97% Perceived School Safety = 92%		75% or higher, or at least a 5% increase in each indicator.	Current Difference from Baseline for California Healthy Kids Survey Data Elementary Responses (Grade 5): School Connectedness = +23% Academic Motivation = +3% Caring Relationships = +26% High Expectations = +15% Perceived School Safety = +27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Motivation = 69% Caring Relationships = 58% High Expectations = 83% Perceived School Safety = 38%	Secondary Responses (Grade 7): 100% response rate) School Connectedness = 59% Academic Motivation = 95% Caring Relationships = 65% High Expectations = 69% Perceived School Safety = 69%			Secondary Responses (Grade 7): 100% response rate) School Connectedness = +10% Academic Motivation = +26% Caring Relationships = +7% High Expectations = -14% Perceived School Safety = +31%
4.14	California Science Test (CAST)	2023 CA Science Test Results 5th Grade: 65% proficient 8th Grade: 42% proficient	2024 CA Science Test Results 5th Grade: 72% proficient 8th Grade: 27% proficient		CAST proficiency % maintained or increased 5%	Current Difference from Baseline: 5th Grade - 7% increase 8th Grade- 15% decrease
4.15	Access to Standards–Aligned Instructional Materials	100% compliance from the LEA's Fall 2023 Williams' Textbook Sufficiency Report, which was required to be presented to the governing board within 8 weeks of the start of the 2023-24 school year.	100% compliance from the LEA's Fall 2024 Williams' Report of Sufficiency of Instructional Materials.		100% compliant with Williams Textbook Sufficiency Report.	No change from baseline, maintaining desired outcome.

Goal Analysis [2024-25]

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

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

The District made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.
Successful Implementation:
Action 4.1 - Enrichment Programs: A variety of enrichment programs were provided in the After School Program to over 80 students in grades TK-8th grade, including stop motion animation, installation of a school garden with Master Gardners, music and drum circle classes, and the purchase of new art supplies. A school-wide musical theater production of Peter Pan Jr. was organized for students as an after-school enrichment opportunity, and had over 50 students across 1st-8th grades participating in the cast and crew. Additionally, a school choir was started as an after school activity, open to all students in K-8th grades.
Action 4.2 - Course Offerings: Electives were provided during the school day to students in grades 6-8 and included STEM, Robotics, Theater, Art, Advanced PE, Introduction to Spanish, and Student Council/Leadership. 100% of students participated in an elective enrichment course based on student choice and preference during each trimester.
Action 4.3 - Technology Integration: Effectively deployed 1:1 devices to all students in TK-8th grades, including teaching faculty, and learning platforms for curricular content with comprehensive staff training and technical support systems in place.
Action 4.4 - PE: An instructor was maintained for PE instruction, providing high quality enrichment to students physical education experience and supporting students in development towards athletics programs. The instructor also filled the role of Athletic Director and served in coaching roles for our middle school sports programs open to all students in 6-8th grades.

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 4.1, 4.2, 4.3 - Materials differences in enrichment programs, course offerings, and technology all due to expenditures being paid for from federal funds.
Action 4.4 - An increase of 3.125% in personnel expenditures to do a one-time salary increase

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

Based on our analysis of metrics and outcomes, the implementation of actions showed good levels of effectiveness in achieving Goal 3, as demonstrated by both qualitative and quantitative data.

The survey data indicates a slight decrease of two percentage points in satisfaction level that the school provides a wide variety of enrichment programs, though the percentage is not as high as would be hoped for. Though our daily average attendance rate has declined from the prior year by two percentage points, students commented on surveys that PE is one of their favorite times of the day. Ratings from 5th grade students on the California Healthy Kids Survey are increased across all areas, most notably with a 23% increase in school connectedness and 26% increase in caring relationships. 7th grade student survey responses showed a 26% increase in academic

motivation and a 31% increase in perceived school safety. These are excellent indicators of effectiveness of the actions in this goal. This year, student participation levels in middle school sports allowed our school to participate in all county sports events with appropriately-numbered teams. Additionally, with the increase of the reading and math scores, the metrics provide evidence that the specific actions have had a very positive impact on the school.

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.

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP cycle.
Goal Description: No changes to current goal focusing on enrichment opportunities for all students. The recommendation is to continue with Goal #4, with no further changes to the metrics and actions. There will be a reduction in the amount of instructional aide time and the reduction of one certificated teacher at the 2nd Grade level due to declining enrollment. It will be important to see if we can maintain and/or reach our desired outcomes given the planned reductions in staffing. The academic data is improving and the survey data from our education partners and other metrics were very positive. With the retainment of a PE instructor, a variety of elective course offerings, and after school activities, we will continue to pursue enrichment opportunities for all students.

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
4.1	Enrichment Programs	Enrichment programs will be provided during the after school program.	$4,500.00	No
4.2	Course Offerings	Electives will be provided during the school day to students in grades 6-8 and included STEM, Robotics, Drama, Art, Music, Journalism, Yearbook, Student Council	$10,000.00	Yes
4.3	Technology	Technology will be provided to students and teachers for teaching & learning (ie: chromebooks, Smart TVs, iPads, Macbooks, etc.)	$20,000.00	Yes
4.4	P.E./Sports Program	A PE Instructor provides PE classes to students in grades K-8	$53,645.82	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$155,169	$

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
8.039%	0.000%	$0.00	8.039%

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
1.3	**Action:** Itinerant Staff **Need:** We will provide an intervention teacher that will serve English Learners, Foster Youth, and Low Income students as evidenced by the need for improved test scores for socioeconomically disadvantaged students compared to their non-socioeconomically	These actions will create an opportunity to address learning needs of low-income students, foster youth and English Learners that need additional intervention support. However, these actions are being provided on an LEA-wide basis to maximize their impact in providing overall academic suport for all students.	1.1, 1.2, 1.3, 1.15, 1.16

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
	disadvantaged peers, 43% proficient compared to 53% respectively. **Scope:** LEA-wide		
2.2	**Action:** Supplemental Programs **Need:** Additional supplemental curriculum will be provided to all teachers to assist with intervention and enrichment support as evidenced by percentage of low income students proficiency rates on state test scores (43%) compared to their non-socioeconomically disadvantaged peers (53%) **Scope:** LEA-wide	These actions will create an opportunity to address learning needs of low-income students, foster youth and English Learners because teachers will have access to supplemental curriculum programs to provide intervention in language arts and math. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic performance for all students.	2.1-2.4, 2.13
2.4	**Action:** Professional Development **Need:** Provide opportunities for learners to access standards-aligned curriculum that increases their academic performance, as evidenced by percentage of low income students proficiency rates on state test scores (43%) compared to their non-socioeconomically disadvantaged peers (53%) **Scope:**	These actions will create an opportunity to address learning needs of low-income students, foster youth and English Learners because teachers will be trained in adopted curriculum and effective delivery of instruction. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic performance for all students.	2.1-2.4, 2.13

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		
3.2	**Action:** Professional Development **Need:** Provide opportunities for learners to have their needs met that address social-emotional areas as well as academic intervention needs, as evidenced by CHKS data indicating 62% school connectedness rating, and as evidenced by percentage of low income students proficiency rates on state test scores (43%) compared to their non-socioeconomically disadvantaged peers (53%). **Scope:** LEA-wide	These actions will create an opportunity to address learning needs of low-income students, foster youth and English Learners because teachers will be trained in trauma-informed practices as well as responsive classroom strategies that provide social-emotional support to help improve academic performance. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic performance for all students.	all metrics
3.4	**Action:** Mental Health and Counseling Services **Need:** We will provide additional counseling classes with a focus on low-income students, English learners, and foster youth, and implement social-emotional wellness programs that emphasizes the importance of mental health and wellbeing, as evidenced by CHKS data indicating low rates of school connectedness and caring relationships.	These actions will create an opportunity to address social-emotional learning needs of low-income students, foster youth and English Learners because teachers will have additional support services from mental health clinicians and school counselors. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall wellbeing for all students.	all metrics listed

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		
4.2	**Action:** Course Offerings **Need:** We will provide additional opportunities in elective course offerings that address enrichment in the arts, music, and sports, as evidenced by LCAP feedback surveys from students and parents. **Scope:** LEA-wide	These actions will create an opportunity for low-income students, foster youth and English Learners to access enrichment opportunities in the arts, music and sports. However, these actions are being provided on an LEA-wide basis to maximize their impact in enriching the overall academic experience for all students.	4.5, 4.10. 4.11, 4.12
4.3	**Action:** Technology **Need:** We will provide chromebooks for all students and ensure students can take them home to access assignments and enrichment activities between home and school, as evidenced by LCAP surveys indicating students continue to have the resources they need. **Scope:** LEA-wide	These actions will create an opportunity to significantly increase access to educational programs for low-income students, English learners, and foster youth. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	4.12, 4.16
4.4	**Action:** P.E./Sports Program **Need:**	These actions will create an opportunity to significantly increase physical education and participation in sports for low-income students, English learners, and foster youth. However, these actions are being provided on an LEA-wide	4.5, 4.10-4.12, 6.16

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
	We will provide high-quality PE with a focus on the needs of low income students, foster youth, and English Learners and ensuring they have access to sports teams, as evidenced by LCAP input surveys indicating need for enrichment opportunities. **Scope:** LEA-wide	basis to maximize their impact in increasing overall attendance rates for all students.	

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:** Reading Program **Need:** A supplemental reading program will be provided for intervention support, as evidenced by the percentage of students in special education and the percentage of low income students proficiency rates on state test scores (43%) compared to their non-socioeconomically disadvantaged peers (53%) **Scope:** Limited to Unduplicated Student Group(s)	These actions will create an opportunity to significantly increase reading rates for low-income students, English Learners, and foster students who access intervention time for reading support.	all metrics listed

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.

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,930,261	155,169	8.039%	0.000%	8.039%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$249,435.08	$11,530.13	$80,601.40	$70,954.47	$412,521.08	$343,990.95	$68,530.13

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	Credentialed Teachers	All	No			All Schools		$85,034.22	$0.00	$85,034.22				$85,034.22	
1	1.2	Special Ed/Title 1 Teacher	All	No			All Schools		$92,312.26	$0.00			$51,601.40	$40,710.86	$92,312.26	
1	1.3	Itinerant Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$68,255.04	$0.00	$68,255.04				$68,255.04	
1	1.4	Facility and Transportation	All	No					$24,500.00	$0.00			$24,500.00		$24,500.00	
2	2.1	Curriculum	All	No			All Schools		$0.00	$16,030.13	$4,500.00	$11,530.13			$16,030.13	
2	2.2	Supplemental Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,500.00	$10,500.00				$10,500.00	
2	2.3	Personnel	All	No					$20,243.61	$0.00				$20,243.61	$20,243.61	
2	2.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,500.00	$4,500.00				$4,500.00	
3	3.1	Reading Program	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

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
3	3.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	Parent Involvement	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.4	Mental Health and Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.1	Enrichment Programs	All	No			All Schools		$0.00	$4,500.00			$4,500.00		$4,500.00	
4	4.2	Course Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
4	4.3	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$10,000.00			$10,000.00	$20,000.00	
4	4.4	P.E./Sports Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$53,645.82	$0.00	$53,645.82				$53,645.82	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,930,261	155,169	8.039%	0.000%	8.039%	$159,900.86	0.000%	8.284 %	**Total:**	$159,900.86
								LEA-wide Total:	$158,900.86
								Limited Total:	$1,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Itinerant Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$68,255.04	
2	**2.2**	Supplemental Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	
2	**2.4**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	
3	**3.1**	Reading Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	**3.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	**3.3**	Parent Involvement				All Schools	$0.00	
3	**3.4**	Mental Health and Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

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 (%)
4	4.2	Course Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.3	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.4	P.E./Sports Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,645.82	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$407,132.83	$401,948.39

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**	Credentialed Teachers	No	$88,672.58	$91,554.38
1	**1.2**	Special Ed/Title 1 Teacher	No	$80,071.93	$82,674.27
1	**1.3**	Itinerant Staff	Yes	$85,903.20	$88,695.05
1	**1.4**	Facility and Transportation	No	$24,500.00	$27,688
2	**2.1**	Curriculum	No	$11,628.24	$10,479
2	**2.2**	Supplemental Programs	Yes	$7,500.00	$5,914
2	**2.3**	Personnel	No	$24,198.25	$24,984.69
2	**2.4**	Professional Development	Yes	$0.00	$500
3	**3.1**	Reading Program	Yes	$1,000.00	$1,000
3	**3.2**	Professional Development	Yes	$0.00	$0
3	**3.3**	Parent Involvement	No	$0.00	$0

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	3.4	Mental Health and Counseling Services	Yes	$1,000.00	$0
4	4.1	Enrichment Programs	No	$3,800.00	$850
4	4.2	Course Offerings	Yes	$10,000.00	$7,000
4	4.3	Technology	Yes	$15,000.00	$5,000
4	4.4	P.E./Sports Program	Yes	$53,858.63	$55,609

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
156,115	$163,526.63	$161,431.24	$2,095.39	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	1.3	Itinerant Staff	Yes	$83,300.08	$86,007.33		
2	2.2	Supplemental Programs	Yes	$7,500.00	$8,000		
2	2.4	Professional Development	Yes	$2,500.00	$500		
3	3.1	Reading Program	Yes	$1,000.00	$1,000		
3	3.2	Professional Development	Yes	$1,000.00	$0		
3	3.4	Mental Health and Counseling Services	Yes	$1,000.00	$0		
4	4.2	Course Offerings	Yes	$10,000.00	$7,000		
4	4.3	Technology	Yes	$5,000.00	$5,000		
4	4.4	P.E./Sports Program	Yes	$52,226.55	$53,923.91		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,961,646	156,115	0.00	7.958%	$161,431.24	0.000%	8.229%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Belleview Elementary School District
CDS Code:	55723060000000
LEA Contact Information:	Name: Carmel M. Portillo Position: Superintendent-Principal Email: cportillo@mybelleview.org Phone: 209.586.5510 x6323
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$2,169,515
LCFF Supplemental & Concentration Grants	$155,169
All Other State Funds	$209,751
All Local Funds	$222,381
All federal funds	$97,745
Total Projected Revenue	$2,699,392

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$2,686,325
Total Budgeted Expenditures in the LCAP	$404,521
Total Budgeted Expenditures for High Needs Students in the LCAP	$159,900
Expenditures not in the LCAP	$2,281,804

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$163,526
Actual Expenditures for High Needs Students in LCAP	$161,431

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$4,731
2024-25 Difference in Budgeted and Actual Expenditures	$2,095

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The general fund budget is used to facilitate all needs of the district including certificated, classified, and management salaries and benefits. Along with salaries, the general fund is used for expenses for home to school transportation, supplies, services, special education, and facility maintenance.

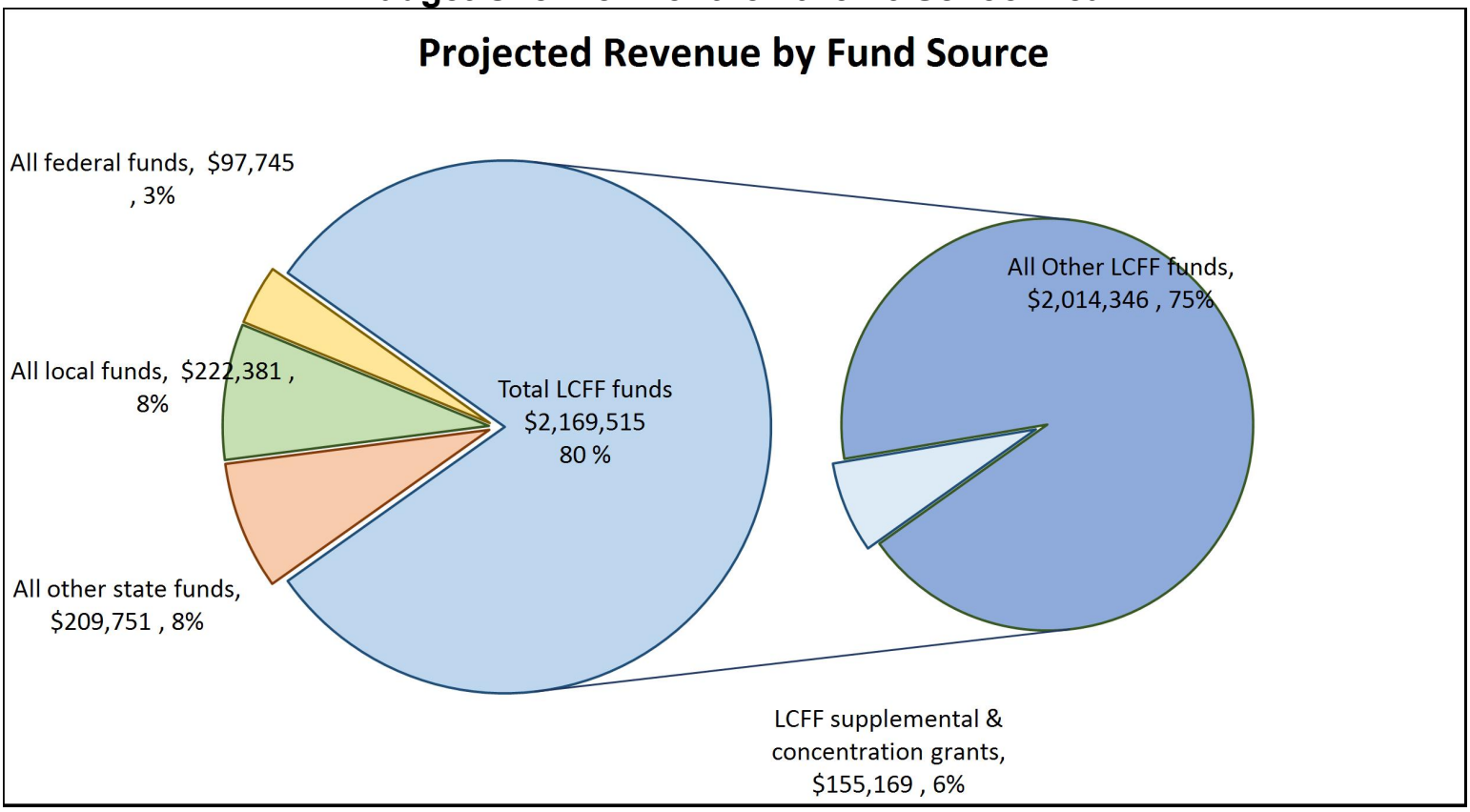
The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.	Textbooks, technology and curriculum were paid for out of federal funds and additional grants during the 24/25 school year. The services were still provided but through different funding sources outside of supplemental grant funds.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Belleview Elementary School District
CDS Code: 55723060000000
School Year: 2025-26
LEA contact information:
Carmel M. Portillo
Superintendent-Principal
cportillo@mybelleview.org
209.586.5510 x6323

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

Budget Overview for the 2025-26 School Year

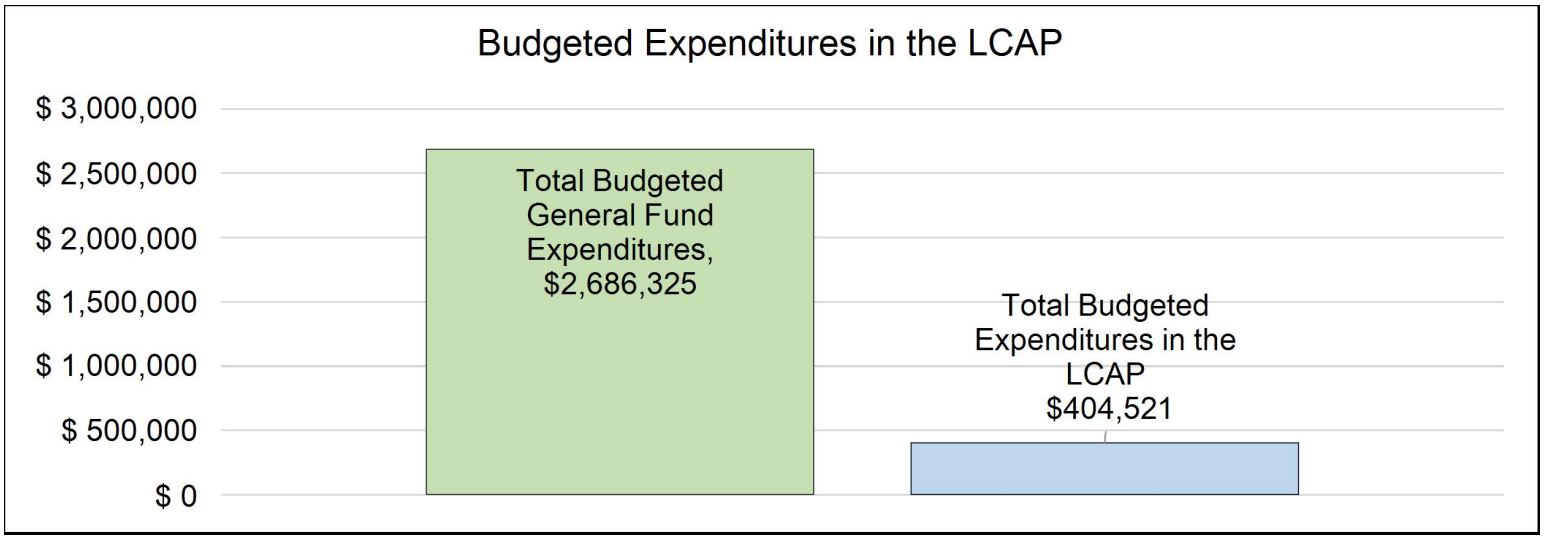


This chart shows the total general purpose revenue Belleview Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Belleview Elementary School District is $2,699,392, of which $2,169,515 is Local Control Funding Formula (LCFF), $209,751 is other state funds, $222,381 is local funds, and $97,745 is federal funds. Of the $2,169,515 in LCFF Funds, $155,169 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 Belleview Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Belleview Elementary School District plans to spend $2,686,325 for the 2025-26 school year. Of that amount, $404,521 is tied to actions/services in the LCAP and $2,281,804 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

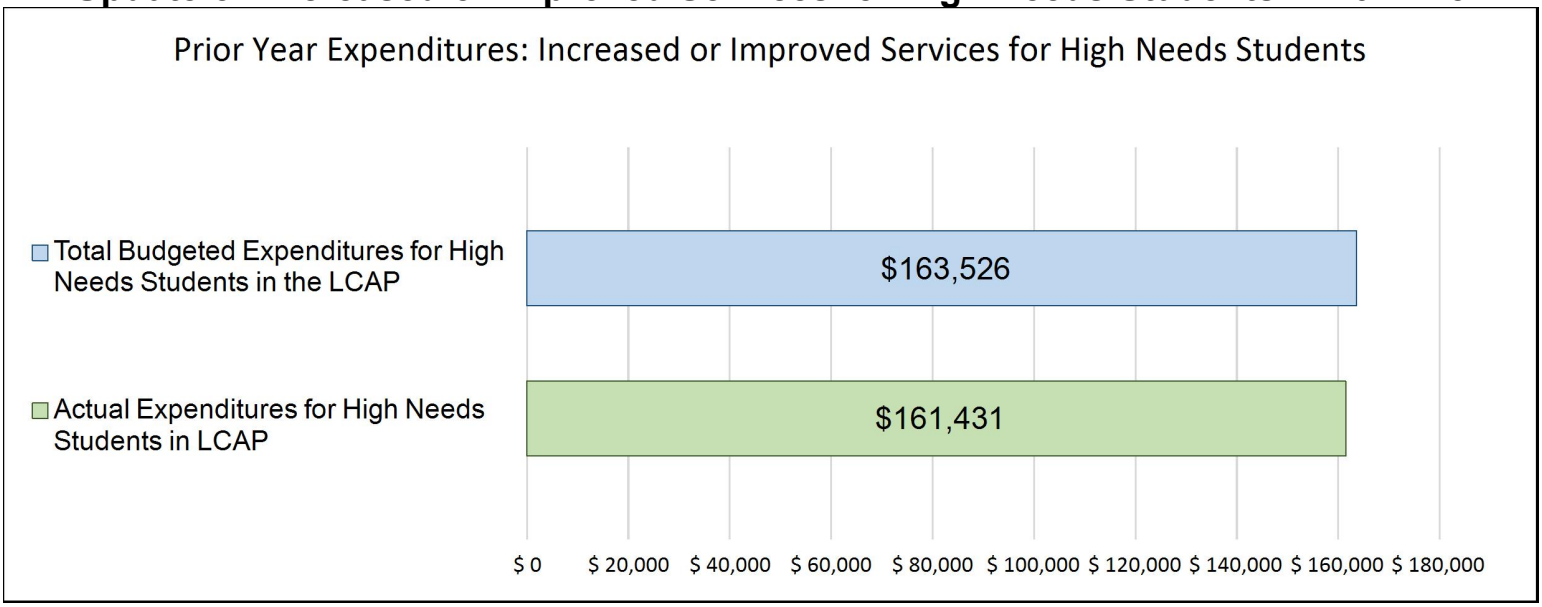
The general fund budget is used to facilitate all needs of the district including certificated, classified, and management salaries and benefits. Along with salaries, the general fund is used for expenses for home to school transportation, supplies, services, special education, and facility maintenance.

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

In 2025-26, Belleview Elementary School District is projecting it will receive $155,169 based on the enrollment of foster youth, English learner, and low-income students. Belleview Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Belleview Elementary School District plans to spend $159,900 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Belleview Elementary School District's LCAP budgeted $163,526 for planned actions to increase or improve services for high needs students. Belleview Elementary School District actually spent $161,431 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,095 had the following impact on Belleview Elementary School District's ability to increase or improve services for high needs students:

Textbooks, technology and curriculum were paid for out of federal funds and additional grants during the 24/25 school year. The services were still provided but through different funding sources outside of supplemental grant funds.