LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sulphur Springs Union School District

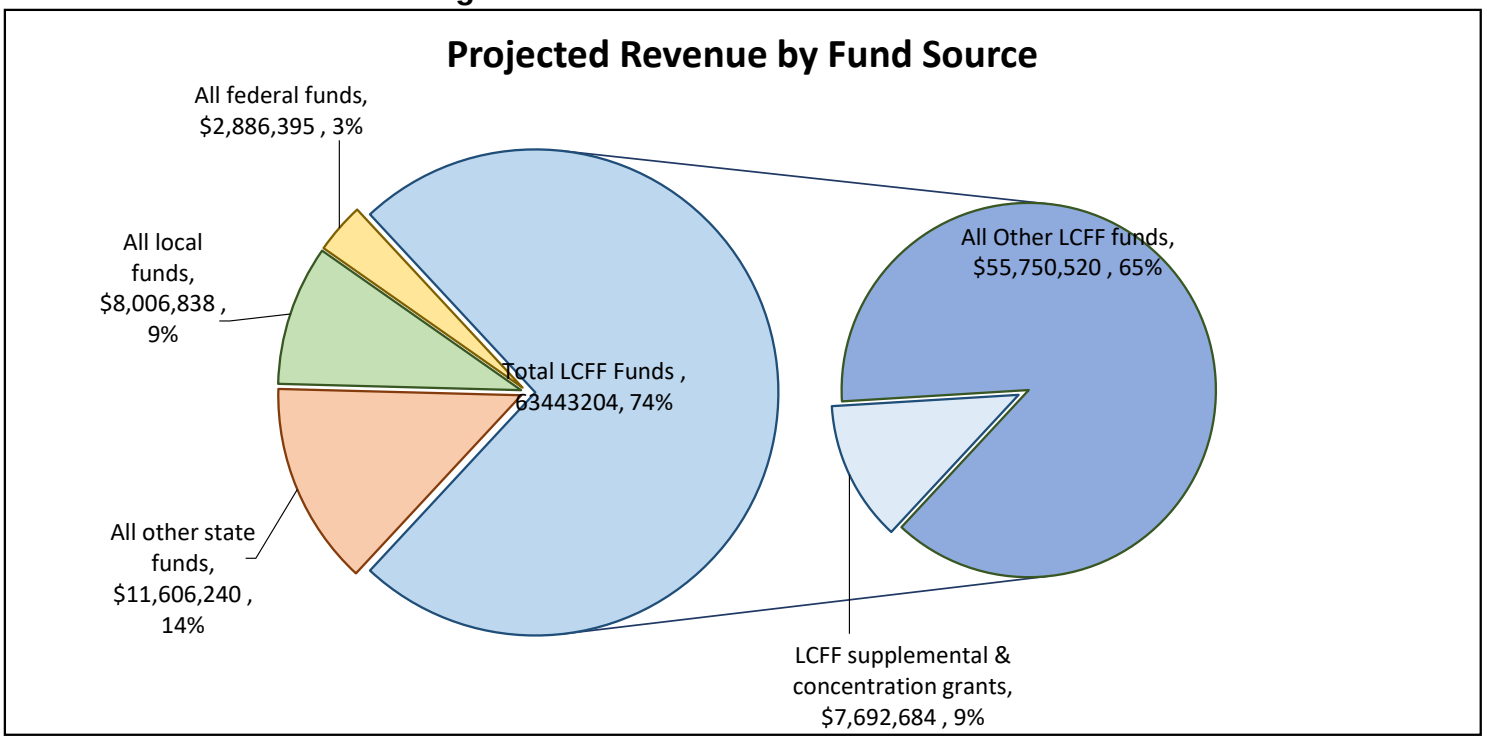
CDS Code: 19-65045

School Year: 2025-26

LEA contact information: Dr. Catherine Kawaguchi

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

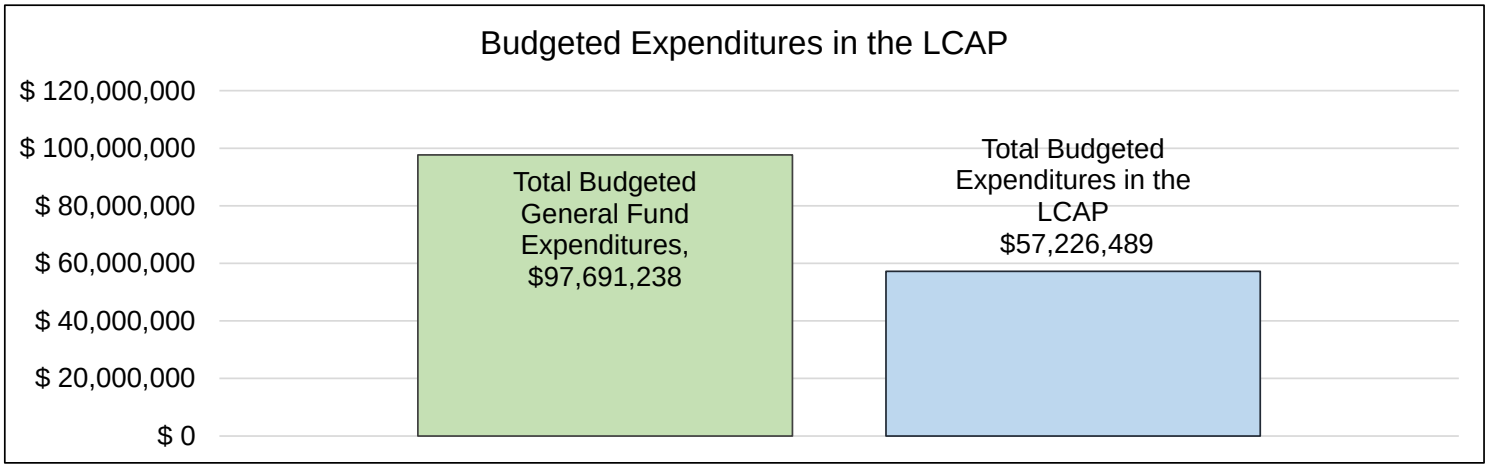


This chart shows the total general purpose revenue Sulphur Springs Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sulphur Springs Union School District is $85,942,677.00, of which $63,443,204.00 is Local Control Funding Formula (LCFF), $11,606,240.00 is other state funds, $8,006,838.00 is local funds, and $2,886,395.00 is federal funds. Of the $63,443,204.00 in LCFF Funds, $7,692,684.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Sulphur Springs Union 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: Sulphur Springs Union School District plans to spend $97,691,238.00 for the 2025-26 school year. Of that amount, $57,226,489.00 is tied to actions/services in the LCAP and $40,464,749.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

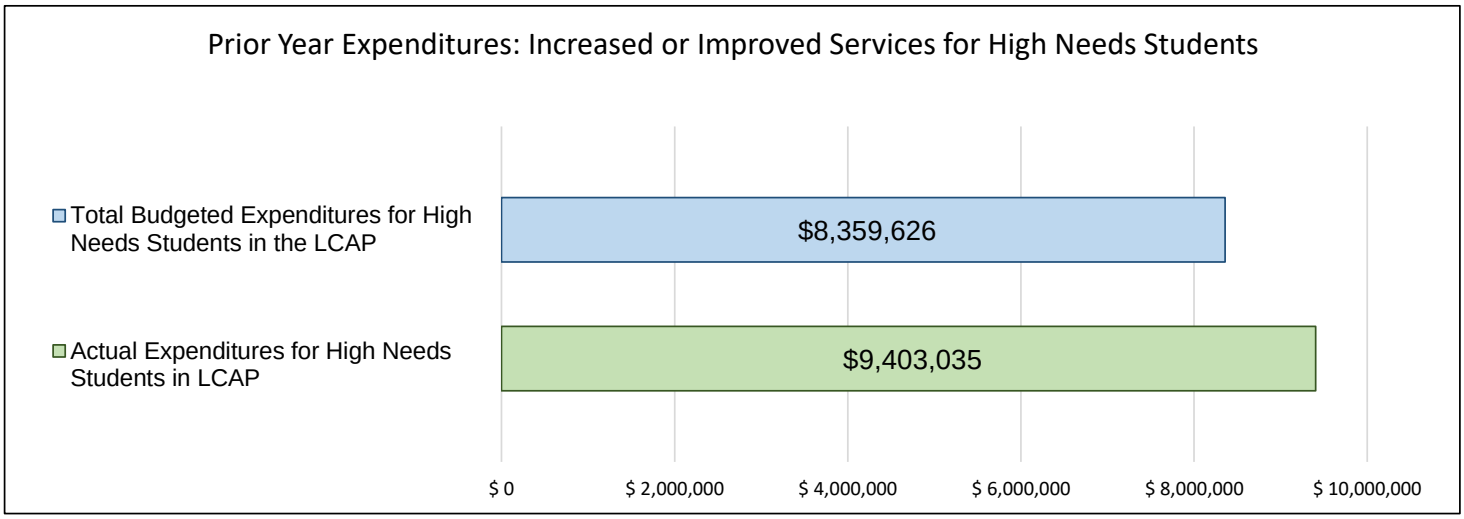
General Fund budget expenditures not described in the LCAP include those costs of operations and general business expenses of the District as well as certain specialized programs. These expenditures include utilities, insurance (liability, auto, workers comp), postage, fuel, and transportation, Special Education (such as teachers and aides), regional Special Education programs, after-school programs, long-term debt obligations, District Administration, copier rentals, custodial supplies, retirement benefits, District and school office support, supplies, equipment, and one time state grant funds.

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

In 2025-26, Sulphur Springs Union School District is projecting it will receive $7,692,684.00 based on the enrollment of foster youth, English learner, and low-income students. Sulphur Springs Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sulphur Springs Union School District plans to spend $9,749,577.00 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 Sulphur Springs Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sulphur Springs Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sulphur Springs Union School District's LCAP budgeted $8,359,626.00 for planned actions to increase or improve services for high needs students. Sulphur Springs Union School District actually spent $9,403,035.00 for actions to increase or improve services for high needs students in 2024-25.

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
Sulphur Springs Union	Catherine Kawaguchi Superintendent	ckawaguchi@sssd.k12.ca.us (661) 252-5131

Plan Summary 2025-2026

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.

The Sulphur Springs Union School District's (SSUSD) vision - "Empowering all students through a relevant and personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be innovative and to achieve at high levels" supports the District's Mission- "All Students Learning at High Levels!" The Board of Trustees and staff are committed to providing an excellent educational program that supports both academics, as well as, the social and emotional well-being of all students.

The District is proud to be comprised of approximately 5,300 students in grades preschool through grade 6. There are 31 different languages are spoken among the diverse student population (African American 5.7%, Asian 4.0%, Hispanic 58.1%, Native American 0.3%, Two or More 5.1%, White (not Hispanic) 19.3%, and Filipino 6.2%. The District has 3.2% Reclassified Fluent English Proficient (RFEP), 3.1% Initial Fluent English Proficient (IFEP), and 17.2% English Learners (ELs).

Students in preschool through 6th grade at all nine schools are welcomed by dedicated staff that are committed to supporting learning to ensure that ALL children have an equal opportunity to achieve excellence through high quality, standards-based instruction in a safe and secure, nurturing environment. In the SSUSD, learning is supported through appropriate allocation and monitoring of fiscal resources to prepare students to work and function in a diverse, technologically dynamic world. Personnel are committed to work collaboratively toward these goals through positive interaction and communication with students, parents, community members and staff, maintaining what has become our positive and unique "family feeling."

The District also takes pride with its partnerships throughout the Santa Clarita Valley. The Board of Trustees and Staff believe that it is important to collaborate with community partners to further enhance student learning throughout the District. A few of the community partners that have continued to assist the District's goals of increasing students' achievements are: The CLASS Education Foundation, Santa Clarita Education Foundation, Canyon Country Library, William S. Hart Union School District, College of the Canyons, Los Angeles County Arts Consortium, and approximately 90 community members that are part of the District's Student and Family Wellness Collaborative. The Collaborative is focused on making sure that the whole child and family are supported, and that they have opportunities provided to them to enhance their child's academic and social/emotional development.

The Sulphur Springs Union School District's Local Control and Accountability Plan (LCAP) captures the ideas and suggestions from several educational partners, such as parents, students, and staff to further enhance and strengthen the actions and services provided to our students. The goal of the LCAP is to provide all students, including English Learners (17.2%), socio-economically disadvantaged (51.4%), students with disabilities (16.0%), Foster Youth (0.5%), and Homeless (1.1%) students with opportunities to fully reach their potential and achieve academic excellence, (data from the California Dashboard, 2024).

Reflections: Annual Performance

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

Sulphur Springs Union School District staff are monitoring the overall progress that students are achieving regarding the local indicators for pupil achievement, school climate and pupil engagement. The District is utilizing CAASPP, i-Ready, ELPAC, curriculum based assessments, and Attention2 Attendance to monitor attendance at each school site.

SSUSD Areas of Success:
District Wide and all nine schools grew in overall student achievement, school climate, and student engagement, from the 2023 California Dashboard results to the 2024 California Dashboard results.

Current data has been provided from the 2024 California Dashboard. The following data is reflective of the successes observed on the 2024 Dashboard released in December of 2024.

*The following areas are strengths based on data received from the 2024 California Dashboard.
(Note: Distance from Standard: DFS / Students with Disabilities: SWD / Socioeconomically Disadvantaged: SED)

Pupil Achievement: English Language Arts

District Wide: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in English Language Arts:

Asian 35.9 DFS (2023) / 45.9 DFS (2024) – Blue, increased 10 DFS
Filipino 45 DFS (2023) / 43.7 DFS (2024) – Green, decreased 1.14 DFS
White 20.1 DFS (2023) / 23.0 DFS (2024)- Green, increased 3.0 DFS
Two or more races 43.8 DFS (2023) / 35.3 DFS (2024) – Green, decreased -8.4 DFS
(Note: Students groups that decreased will continued to be monitored.)

Schools: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in English Language Arts:

Leona Cox Community School:
All Students: 3.2 DFS (2023) / 15.3 DFS (2024) – Green, increased 12.0 DFS
English Learners: -8.0 DFS (2023) / 10.7 DFS (2024), Blue, increased 18.7 DFS
SED: -12.4 DFS (2023) / -0.9 DFS (2024), Green, increased 11.5 DFS
Hispanic: -18.9 DFS (2023) / -1.9 DFS (2024), Green, increased 17.0 DFS
White 32.5 DFS (2023) / 52.8 DFS (2024), Blue, increased 20.3 DFS

Fair Oaks Ranch Community School:
Asian 22.1 DFS (2023) / 44.3 DFS (2024) – Blue, increased 22.2 DFS
Filipino 38 DFS (2023) / 29.7 DFS (2024) – Green, decreased -8.2 DFS
White 23.7 DFS (2023) / 24.3 DFS (2024) – Green, increased 0.6 DFS
Two or More Races 48.8 DFS (2023) / 68.5 DFS (2024) – No Color due 28 students in student group, increased 19.7 DFS
(Note: Students groups that decreased will continued to be monitored.)

Golden Oak Community School:

All Students 24.9 DFS (2023) / 24.6 DFS (2024) – Green, decreased -0.3 DFS
Filipino 49.7 DFS (2023) / 44.1 DFS (2024) -Green, decreased -5.5 DFS
Hispanic 10.6 DFS (2023) / 17.8 DFS (2024) -Green, increased 7.2 DFS
White 28.7 DFS (2023) / 39.7 DFS (2024) – Green, increased 11.0 DFS
(Note: Students groups that decreased will continued to be monitored.)

Pinetree Community School:
All Students 12.5 DFS (2023) / 14.9 DFS (2024) – Green, increased 2.4 DFS
White 13.1 DFS (2023) / 23.7 DFS (2024) – Green, increased 10.7 DFS

Sulphur Springs Community School:
White 18.0 DFS (2023) / 16.1 DFS (2024) – Green, decreased -1.9 DFS
(Note: Students groups that decreased will continued to be monitored.)

Valley View Community School:
All Students 0.1 DFS (2023) / 9.9 DFS (2024) – Green, increased 10.0 DFS

Pupil Achievement: Mathematics

District Wide: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in mathematics:

All Students: -30.4 DFS (2023) / -23.5 DFS (2024) – Green, increased 6.9 DFS
Asian - 22 DFS (2023) / 30.8 DFS (2024) – Green, increased 8.8 DFS
Filipino - 23.9 DFS (2023) / 32.6 DFS (2024) – Green, increased 8.7 DFS
White - 1.2 DFS (2023) / 5.1 DFS (2024) – Green, increased 6.7 DFS
Two or more races - 1.2 DFS (2023) / 11.2 DFS (2024) – Green, increased 0.6 DFS

Schools: Student group(s) that met or exceeded the standard and achieved a Blue or Green performance level in mathematics:

Leona Cox Community School:
All Students: -28.6 DFS (2023) / -14.1 DFS (2024) – Green, increased 14.6 DFS
English Learners: -44.5 DFS (2023) / -15.1 DFS (2024) – Green, increased 29.4 DFS
White 12.6 DFS (2023) / 19.7 DFS (2024) – Green, increased 7.1 DFS

Fair Oaks Ranch Community School:
Asian 18.9 DFS (2023) / 26.8 DFS (2024) – Green, increased 7.9 DFS
Filipino 30.0 DFS (2023) / 29.7 DFS (2024) – Green, increased 1.8 DFS
White 11.1 DFS (2023) / 13.9 DFS (2024) – Green, increased 2.9 DFS
Two or More Races 29.8 DFS (2023) / 35.2 DFS (2024) – No Color due 28 students in student group, increased 5.4

Golden Oak Community School:
All Students -3.7 DFS (2023) / 4.6 DFS (2024) – Green, increased 8.3 DFS
Filipino 32.7 DFS (2023) / 33.0 DFS (2024) – Green, increased 0.3 DFS
Hispanic -26.1 DFS (2023) / -13.6 DFS (2024) – Green, increased 12.4 DFS
White 5.1 DFS (2023) / 23.9 DFS (2024) – Blue, increased 18.8 DFS

Sulphur Springs Community School:
White -21.5 DFS (2023) / -6.0 DFS (2024) – Green, increased 15.5 DFS

Valley View Community School:

All Students -23.6 DFS (2023) / -14.2 DFS (2024) – Green, increased 9.3 DFS

Pupil Achievement: English Learner Performance Indicator

District Wide: English Learner Performance Indicator
Did not score in the Blue or Green performance levels for 2024.

Schools: English Learner Performance Indicator

Canyon Springs Community School:
All Students 42.3 DFS (2023) / 52.1 DFS (2024) – Green, increased 9.8 DFS
English Learner 42.3 DFS (2023) / 52.1 DFS (2024) – Green, increased 9.8 DFS

Mitchell Community School:
All Students 35.8 DFS (2023) / 63.6 DFS (2024) – Blue, increased 25.2 DFS
English Learner 35.8 DFS (2023) / 63.6 DFS (2024) – Blue, increased 25.2 DFS

Valley View Community School:
All Students 43.8 DFS (2023) / 54.6 DFS (2024) – Green, increased 10.9 DFS
English Learner 43.8 DFS (2023) / 54.6 DFS (2024) – Green, increased 10.9 DFS

School Climate: Suspension Rate

District Wide: Suspension Rate: The following student groups achieved a Blue or Green performance level for suspension rates:

All Students 1.9% (2023) / 1.4% (2024) - Green, decreased -0.5%
English Learner 3.5% (2023) / 0.7% (2024) - Blue, decreased -2.7%
Long Term English Learner 3.4% (2023) / 3.0% (2024) - Green, decreased -16.4%
Homeless 1.9% (2023) / 0.8% (2024) - Green, decreased -1.0%
SED 2.4% (2023) / 1.5% (2024) - Green, decreased -0.9%
SWD 2.3% (2023) / 1.6% (2024) - Green, decreased -0.7%
African American 3.2% (2023) / 2.5% (2024) - Green, decreased -0.7%
Asian 0.9% (2023) / 0.5% (2024) - Blue, decreased -0.5%
Filipino 0.9% (2023) / 0.9% (2024) - Green, 0% change
Hispanic 2.3% (2023) / 1.3% (2024) - Green, decreased -0.9%
White 1.2% (2023) / 1.2% (2024), - Green, 0% change

Schools: Suspension Rate
The following student groups achieved Blue or Green performance levels for suspension rates:

Canyon Springs Community School:
All Students 3.1% (2023) / 0.0% (2024) - Blue, decreased -3.1%
English Learner 2.3% (2023) / 0.0% (2024) - Blue, decreased -2.3%
SED 3.6% (2023) / 0.0% (2024) - Blue, decreased -3.6%
SWD 1.7% (2023) / 0.0% (2024) - Blue, decreased -1.7%
Hispanic 2.7% (2023) / 0.0% (2024) - Blue, decreased -2.7%

Fair Oaks Ranch Community School:
English Learner 2.0% (2023) / 0.9% (2024) - Green, decreased -1.1%
SED 1.0% (2023) / 1.0% (2024) - Green, 0.0%

Asian 1.4% (2023) / 0.0% (2024) - Blue, decreased -1.4%
White 0.5% (2023) / 0.0% (2024) - Blue, decreased -0.5%

Golden Oak Community School:
All Students 1.1% (2023) / 0.7% (2024) - Green, decreased -0.4%
English Learner 0.0% (2023) / 0.0% (2024) - Blue, 0.0%
SED 1.1% (2023) / 0.6% (2024) - Green, decreased -0.5%
SWD 2.7% (2023) / 0.0% (2024) - Blue, decreased -2.7%
Asian 2.9% (2023) / 0.0% (2024) - Blue, decreased -2.9%
Filipino 3.3% (2023) / 0.0% (2024) - Blue, decreased -3.3%
Hispanic 0.4% (2023) / 0.5% (2024) - Blue, increased 0.1%
White 0.7% (2023) / 0.8% (2024), - Green, increased 0.1%

Leona Cox Community School:
All Students 6.0% (2023) / 2.9% (2024) – Green, decreased -3.1%
English Learner 11.4% (2023) / 1.3% (2024) – Green, decreased -10.2%
SED 6.9% (2023) / 3.0% (2024) – Green, decreased -3.9%
Hispanic 7.0% (2023) / 1.9% (2024) – Green, decreased -5.1%

Mint Canyon Community School:
All Students 1.4% (2023) / 0.9% (2024) – Green, decreased -0.5%
English Learner 4.0% (2023) / 0.5% (2024) – Blue, decreased -3.4%
SED 1.7% (2023) / 1.1% (2024) – Green, decreased -0.6%
SWD 4.2% (2023) / 1.6% (2024) – Green, decreased -2.6%
Hispanic 1.7% (2023) / 1.0% (2024) – Green, decreased -0.7%
White 1.5% (2023) / 0.0% (2024)- Blue, decreased -1.5%

Pinetree Community School:
All Students 1.9% (2023) / 1.0% (2024) – Green, decreased -0.9%
English Learner 6.5% (2023) / 1.8% (2024) – Green, decreased -4.7%
SED 2.3% (2023) / 1.5% (2024) – Green, decreased -0.8%
SWD 3.8% (2023) / 0.0% (2024) – Blue, decreased -3.8%
Hispanic 2.3% (2023) / 0.9% (2024) – Blue, decreased -1.4%
White 2.0% (2023) / 1.4% (2024) – Green, decreased -0.6%
Two or More Races 1.6% (2023) / 0.0% (2024)- Blue, decreased -1.6%

Sulphur Springs Community School:
English Learner 4.7% (2023) / 1.5% (2024) – Green, decreased -3.1%
Filipino 0.0% (2023) / 0.0% (2024) – Blue, 0.0%
Two or More Races 4.3% (2023) / 0.0% (2024) – Blue, decreased -4.3%

Valley View Community School:
All Students 1.8% (2023) / 1.0% (2024) – Green, decreased -0.8%
English Learner 3.0% (2023) / 0.0% (2024) – Blue, decreased -3.0%
SED 2.5% (2023) / 0.9% (2024) – Blue, decreased -1.6%
SWD 1.2% (2023) / 1.0% (2024) – Green, decreased -0.1%
African American 0.0% (2023) / 0.0% (2024) – Blue, 0.0%
Asian 0.0% (2023) / 0.0% (2024) – Blue, 0.0%
Filipino 0.0% (2023) / 0.0% (2024) – Blue, 0.0%
Hispanic 2.8% (2023) / 1.3% (2024) – Green, decreased -1.5%

Pupil Engagement: Chronic Absenteeism

District Wide: Chronic Absenteeism

The following student groups achieved a Blue or Green performance level for chronic absenteeism:
Asian 8.7% (2023) / 8.1% (2024) – Green, decreased -0.6%
Filipino 8.9% (2023) / 6.7% (2024) – Green, decreased -2.2%
White 20.3% (2023) / 9.6% (2024) – Green, decreased -4.6%

Schools: Chronic Absenteeism
The following student groups achieved a Blue or Green performance level for chronic absenteeism:

Fair Oaks Ranch Community School:
Asian 9.1% (2023) / 6.6% (2024) – Green, decreased -2.5%
Filipino 7.4% (2023) / 6.7% (2024) – Green, decreased -0.7%
White 13.4% (2023) / 8.2% (2024) – Green, decreased -5.2%

Golden Oak Community School:
All Students 14.3% (2023) / 9.1% (2024) – Green, decreased -5.1%
SWD 16.4% (2023) / 7.1% (2024) – Green, decreased -9.3%
Asian 2.9% (2023) / 0.0% (2024) – Blue, decreased -2.9%
Filipino 9.8% (2023) / 6.6% (2024) – Green, decreased -3.3%
White 10.2% (2023) / 7.2% (2024) – Green, decreased -3.0%

Pinetree Community School:
White 13.2% (2023) / 7.1% (2024) – Green, decreased -6.1%
Two or More Races 11.5% (2023) / 8.5% (2024) – Green, decreased -3.0%

Valley View Community School
Filipino 14.0% (2023) / 4.9% (2024) – Green, decreased -9.1%

The following are areas of need based on the data received from the 2024 California Dashboard. Staff will continue to review data, provide intervention support as needed, and partner with families to support students meeting grade level standards.

Pupil Achievement: English Language Arts

District Wide: Student group(s) that scored in the red performance level in English Language Arts:
Homeless -63.8 DFS (2023) / -77.8 DFS (2024) – Red, increased -14.0 DFS
Students with Disabilities -80.4 DFS (2023) / -78.1 DFS (2024) – Red, decreased 2.3 DFS

Schools: Student group(s) that scored in the red performance level in English Language Arts:

Canyon Springs Community School:
SWD -107.1 DFS (2023) / -105.8 DFS (2024) - Red, decreased 1.3 DFS

Mint Canyon Community School:
SWD -91.9 DFS (2023) / -93.7 DFS (2024) – Red, increased -1.8 DFS

Mitchell Community School:

SWD -121.8 DFS (2023) / -105.7 DFS (2024) – Red, decreased -16.2 DFS
Sulphur Springs Community School:
SWD -67.3 DFS (2023) / -77.1 DFS (2024) – Red, increased -9.8 DFS

Pupil Achievement: Mathematics:

District Wide: Student group(s) that scored in the red performance level in mathematics:
For 2024, there were no student groups District wide that scored in the red performance level for mathematics.

Schools: Student group(s) that scored in the red performance level in mathematics:

Mint Canyon Community School:
SWD -110.3 DFS (2023) / -103.8 DFS (2024) – Red, decreased -4.2 DFS

Pupil Achievement: English Learner Performance Indicator:

District Wide: Student group(s) that scored in the red performance level for English Learner Performance Indicator:
For 2024, there were no student groups District wide that scored in the red performance level for English Learner Performance Indicator.

Schools: Student group(s) that scored in the red performance level for English Learner Performance Indicator:

Leona Cox Community School:
ELPI All Students 70.7% DFS (2023) / 43.8% DFS (2024) – Red, decreased -27.0 DFS
ELPI English Learner 70.7% DFS (2023) / 43.8% DFS (2024) – Red, decreased -27.0 DFS

Mint Canyon Community School:
ELPI All Students 59.2% DFS (2023) / 43.0% DFS (2024) – Red, decreased -16.2 DFS
ELPI English Learner 59.2% DFS (2023) / 43.0% DFS (2024) – Red, decreased -16.2 DFS

Sulphur Springs Community School:
ELPI All Students 41.0% DFS (2023) / 29.5% DFS (2024) – Red, decreased -11.5 DFS
ELPI English Learner 41.0% DFS (2023) / 29.5% DFS (2024) – Red, decreased -11.5 DFS

Pupil Achievement. The red indicator for English Language Arts, mathematics, and English Learner Performance Indicator will be addressed by the following LCAP Actions: 1.8, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.11, 2.16.

School Climate: Suspension Rate:

District Wide: Suspension:
For 2024, there were no student groups District wide that scored in the red performance level for Suspension Rate.

Schools: Suspension:
The following student groups scored in the red performance level for suspension rates:

Sulphur Springs Community School:
SWD 0.6% (2023) / 3.1% (2024) – Red, increased 2.5%

School Climate: Suspension: The red indicator for suspension will be addressed in the following LCAP Actions: 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8.

Pupil Engagement: Chronic Absenteeism

District Wide: Chronic Absenteeism
The following student groups scored in the red performance level for chronic absenteeism:

Homeless Youth 30.8% (2023) / 33.9% (2024) – Red, increased 3.1%

Schools: Chronic Absenteeism:
The following student groups scored in the red performance level for chronic absenteeism:

Leona Cox Community School:
SWD: 20.3% (2023) / 20.8% (2024) – Red, increased 0.5%

Mitchell Community School:
SWD: 20.0% (2023) / 23.9% (2024) – Red, increased 3.9%

Sulphur Springs Community School:
SED: 28.9% (2023) / 30.3% (2024) – Red, increased 1.3%

Pupil Engagement for Chronic Absenteeism. The red indicators will be addressed in the following LCAP Actions: 1.6, 1.7, 1.8.

Based on the 2023 CA Dashboard, specific actions were developed in the 2024-2025 LCAP that will continue to be implemented over the 3 year cycle of the 2024-2027 LCAP.

*SSUSD Areas of Need
-The following are areas of need based on the data received from the 2023 California Dashboard.
Pupil Achievement: English Language Arts and mathematics
District Wide: Student group(s) that scored in the red performance level for English Language Arts:
Students with Disabilities -80.4 DFS

-Schools (based on 2023 CA Dashboard): Student group(s) that scored in the red performance level for English Language Arts:
Canyon Springs Community School: English Learners -76.5 DFS / SWD -107.1 DFS
Fair Oaks Ranch Community School: SWD -110.4 DFS
Mitchell Community School: SWD -105.7 DFS
Pinetree Community School: SWD -74 DFS
District Wide: Student group(s) that scored in the red performance level for mathematics: Students with Disabilities -104.6 DFS

-Schools (based on 2023 CA Dashboard): Student group(s) that scored in the red performance level for mathematics:
Canyon Springs Community School: SWD -144.6 DFS
Fair Oaks Ranch Community School: SWD -106.4 DFS
Mitchell Community School: SWD -134.9 DFS
Sulphur Springs Community School: SWD -110.3 DFS

-Pupil Achievement (based on 2023 CA Dashboard). The red indicator for English Language Arts, mathematics, and English Learner Performance Indicator will be addressed by the following LCAP Actions: 1.6, 1.7, 1.8.
District Wide: School Climate: Suspension

-The following student groups scored in the red performance level for suspension rates (based on 2023 CA Dashboard): English Learners 3.4%, increased 2.2

-Schools (based on 2023 CA Dashboard): School Climate: Suspension
The following student groups scored in the red performance level for suspension rates:
Leona Cox Community School: English Learners 11.4%, increased 6.2 / SED 6.9%, increased 2.9 / SWD 7.7% increased 1.6 / Hispanic 7.0%, increased 1.1

Canyon Springs Community School: All students 3.1%, increased 2.4 / SED 3.6%, increased 3.1
Mint Canyon Community School: English Learner 4.0%, increased 3.5
Pinetree Community School: English Learner 6.5%, increased 6.5
Sulphur Springs Community School: SED 3.3%, increased 2.6

-School Climate: Suspension (based on 2023 CA Dashboard): The red indicator for suspension will be addressed in the following LCAP Actions: 4.1, 4.2, 4.4, 4.5, 4.8.
District Wide: Pupil Engagement: Chronic Absenteeism

-The following student groups scored in the red performance level for chronic absenteeism (based on 2023 CA Dashboard): No student groups scored in the red District Wide.

-Schools (based on 2023 CA Dashboard): Pupil Engagement: Chronic Absenteeism
The following student groups scored in the red performance level for chronic absenteeism:
Leona Cox Community School: All 23.4%, increased 4.5 / SED 26.8%, increased 5.1 / SWD 20.3%, increased 3.4 / Hispanic 24.4%, increased 2.7 / White 26.5%, increased 14.3
Canyon Springs Community School: All Students 22.1%, increased 1.3 / SED 22.8%, increased 0.8 / SWD 32.5%, increased 5.7 / Hispanic 20.6%, increased 1.1
Fair Oaks Ranch Community School: English Learner 26.0%, increased 3.1
Golden Oak Community School: SED 26%, increased 2.1 / African American 25.0%, increased 7.5
Sulphur Springs Community School: English Learners 28.1%, increased 2.8

Pupil Engagement for Chronic Absenteeism (based on 2023 CA Dashboard). The red indicators will be addressed in the following LCAP Actions: 1.6, 1.7, 1.8.

Schools (based on 2023 CA Dashboard): ELPI
The following student groups scored in the red performance level for English Language Performance Indicator: Canyon Springs: English Learners: 42.3%
Mitchell Community School: English Learners 38.5%
Valley View Community School: English Learners 43.8%
Sulphur Springs Community School: English Learners 41.0%

The 2024 CA Dashboard showed that there was an increase in academic achievement in English Language Arts and mathematics District Wide and at several schools. In addition, Canyon Springs Community School, that was identified as a Comprehensive Support and Improvement School (CSI), exited CSI in 2024. Further, Pinetree Community School was identified for Additional Targeted Support and Improvement (ATSI) in2023 and exited ATSI in 2024. Multiple schools scored in the Blue and/or Green performance Indicators for Pupil Achievement which was an increase from 2023.

Staff are continuing to monitor the overall progress that students are making toward grade level standards as evidenced by utilizing i-Ready, and curriculum-based assessments as local assessments to monitor student progress.

All nine schools continue to have two Learning Support Teachers (LSTs) to provide additional Tiers II and III intervention supports to identified students to increase student achievement. The Learning Support Teachers have continued to implement Orton-Gillingham, which is designed to support struggling readers. The Learning Support Teachers focus on using Orton-Gillingham to teach students how to read and develop reading comprehension skills. The Learning Recovery Emergency Block Grant (LREBG) funds are used to fund the Learning Support Teachers at all nine schools (2.16). Learning Support Teachers are being funded using the Learning Recovery Emergency Block Grant, as they play a critical role in addressing learning loss and supporting student recovery. These educators provide targeted intervention support, effectively expanding learning time and helping students regain academic ground. Their work directly aligns with the grant's purpose to mitigate the long-term impact of interrupted instruction. During the 2024-2025 school year, a needs assessment was conducted and shared with educational partners to receive input and feedback. Local assessments, such as i-Ready and Orton Gillingham assessments, were used to determine the effectiveness of the LSTs. With the support of LSTs at all nine schools, students increased in English Language Arts as reflected on the 2024 California Dashboard. In addition, the only red indicator for the nine schools in English Language Arts on the 2024 California Dashboard was students with disabilities. The needs assessment validated the effectiveness of Learning Support Teachers (LSTs). The results clearly indicated that LSTs are playing a crucial role in helping students master grade-level standards. By providing additional instructional time and targeted support, LSTs are effectively addressing gaps in foundational skills that are essential for students to meet academic expectations. This focused intervention ensures that students receive the support necessary to succeed in the core curriculum. Due to this area of need, the District is looking at hiring a Teacher on special assignment for the 2025-2026 school year to support special education teachers in the areas of English Language Arts and targeted intervention support. The District will have unexpended LREBG funds for the 2025-2026 school year.

Educators continue to review the i-Ready and Orton Gillingham assessments for English Language Arts and mathematics in grades kindergarten through 6th, as well as, the Smarter Balanced Interim Assessment Blocks for grades 3rd through 6th. Students in grades Transitional Kindergarten and first grade are administered the ESGI assessments for English Language Arts and mathematics, as well as, the screening tools from Orton-Gillingham for English Language Arts for students in all grade levels to ensure reading foundational skills are mastered.

Tier 1 instruction continues to be a priority, and teachers are provided professional development to further develop their understanding of Tier 1 instruction. The Educational Services Department has strengthened teachers knowledge on Tier 1 by providing professional development opportunities throughout the school year.

The District continues to work on Tier I instructional strategies in mathematics for all students. Teachers are implementing the Standards for the Mathematical Practices and the implementation of grade level standards. In addition, intervention support provided by teachers implementing supplemental instructional materials afford students the opportunity to practice and reinforce needed skills. Teachers have continued to implement Math Genius Squad, which is a supplemental program that provides support to teachers with training videos to teach concepts, quick practices, and routines. Several school sites and District Wide saw an increase in academic achievement in mathematics, as based on the 2024 California Dashboard.

During the 2024-2025 school year, principals, teachers, and social workers have strategically focused on working with families as partners to support students who have chronic absenteeism. The Director of Personnel / Pupil Services has continued to monitor attendance District Wide, and meets with the principals and social workers to discuss effective strategies that can be used to increase positive attendance. Together, staff and families are partnering to work on removing barriers that may be getting in the way of students attending school daily and on time.

Tier I strategies have continued to be used to keep students engaged and wanting to come to school each day through spirit assemblies, school and grade level targets, and informational meetings. Tier II strategies are used to re-engage families with the school by parent meetings, SART contracts, and DART meetings. Tier III strategies are used for families are showing limited to no improvement using Tier I and II strategies. This can include but not limited to home visits, frequent check-ins, a review of the SART contract and finally a SARB meetings. With this work, the District continues to show a declining trend, month-to-month, in the chronic absenteeism rate. This decline was reflected on the 2024 California Dashboard as well as on the P1 and P2 District reports for ADA.

Parent engagement continues to be successful with an increase in parent involvement in meetings through Zoom and in-person. A highlight in this area is site level meetings have seen an increase in educational partner participation to support the implementation of the LCAP as well as site level school plans. When reviewing the metrics for 2024, there was an increase in the number of volunteers at schools and the 3rd year metric was met in year 2.

To further support and increase parent engagement, the District held its annual Many Families One Community Family Resource Fair on Saturday, March 15, 2025. Families that attended the Fair attended workshops and visited resource booths that focused on academic and social/emotional supports for families. The District has a continued goal of supporting the whole child by providing resources to strengthen the family network. There will be a continued focus on supporting family engagement by offering opportunities for families to be on school campuses and take part of their child's educational program.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Parents	-Parents were provided a LCAP Survey to complete from March 10, 2025 to March 28, 2025. -2 Parent Representatives from each school attend the monthly Parent Advisory Committee meetings with the Superintendent. -6 Parent Representatives attend the LCAP Advisory Committee meetings. -Parents were encouraged to attend LCAP Mid-Year update and feedback Meetings: February 27 and March 4, 2025. -Parents were encouraged to attend the proposed 25/26 LCAP feedback and input meetings: May 1 and May 6, 2025.
Students	-Student were provided the LCAP survey during the following dates to take with the assistance of their classroom teacher: March 10, 2025 to March 28, 2025. -Students were provided a survey of the California Healthy Kids Survey where they were asked to provide feedback on their sense of safety and belonging at their school within the District, March 21, 2025 to April 4, 2025.
Teachers	-Teachers were provided the LCAP survey during the following dates: March 10, 2025 to March 28, 2025. -Teachers were encouraged to attend LCAP Mid-Year update and feedback Meetings: February 18 and 20, 2025. -Teachers were encouraged to attend the proposed 25/26 LCAP feedback and input meetings: May 1, May 6, 2025. -There are 2 teachers that sit on the LCAP Advisory Council Meetings to support with input and feedback.
Bargaining Units: Sulphur Springs District Teachers Association (SSDTA) California School Employees Association (CSEA)	-SSDTA (2 members) and CSEA (2 members) are members of the LCAP Advisory Committee meeting. Members discussed and provided input on the Mid-Year LCAP and the proposed 2025-2026 LCAP on the following dates: December 17, 2024 January 23, 2025 February 27, 2025 April 25, 2025 May 1, 2025 -Members also were invited to all LCAP Staff input and feedback meetings: February 18, 2025 February 20, 2025 May 1, 2025 May 6, 2025 -The SSDTA and CSEA Union Presidents are also members of the LCAP Advisory Committee and provided feedback and input on the Annual / Mid-Year Update for the 2024-2025 LCAP and the Proposed 2025-2026 LCAP at all LCAP Advisory Committee meetings.
Principals	-Principals were provided the opportunity for feedback and input by taking the LCAP survey during March 10-March 28, 2025. -One Principal representative attends the LCAP Advisory Council Meetings. -Principals provided input and feedback on the Mid-Year LCAP on January 22, 2025. -Principals provided input and feedback on the proposed 2025-2026 LCAP on April 30, 2025.
Management	-All management were invited to attend the Mid-Year LCAP input and feedback meetings on: February 18 and 20, 2025. -All management were provided the LCAP survey March 10, 2025 to March 28, 2025. -All management were invited to attend the proposed 2025-2026 LCAP input and feedback meetings on: May 1, 2025 and May 6, 2025.
All certificated and classified staff	-All certificated and classified staff were invited to attend the Mid-Year LCAP input and feedback meetings on: February 18 and 20, 2025. -All certificated and classified staff were provided the LCAP survey March 10 to March 28, 2025. -All certificated and classified staff were invited to attend the proposed 2025-2026 LCAP input and feedback meetings on: May 1, 2025 and May 6, 2025.
Board of Trustees	-The Board of Trustees was provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 12, 2025 Board meeting. -The Board of Trustees reviewed the LCAP survey results that were administered to all students, staff, and families at the April 16, 2025

	Board meeting. -The Board of Trustees was provided the opportunity to review and provide input and feedback on the proposed 2025-2026 LCAP at the June 11, 2025 Board meeting.
District English Language Advisory Committee (DELAC)	-DELAC members were provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 11, 2025 and March 4, 2025 meetings. -DELAC members were provided the opportunity to review the LCAP survey results that were administered to all students, staff, and families from March 10, 2025 to March 28, 2025 at the May 1, 2025 DELAC meeting. -DELAC members were provided the opportunity to review and provide input and feedback on the proposed 2025-2026 LCAP at the May 13, 2025 and May 20, 2025 meetings.
Special Education Local Plan Area (SELPA)	The SELPA Executive Director was provided the opportunity to review the Mid-Year LCAP and provide input and feedback at the February 18, 2025 meeting. -The SELPA Executive Director was provided the opportunity to review and provide input and feedback on the proposed 2025-2026 LCAP at the May 21, 2025 meeting.
LCAP Advisory Committee Members	The LCAP Advisory Committee members were provided the opportunity to provide input, feedback and review the Mid-Year LCAP and District's data on the following dates: December 17, 2024 January 23, 2025 February 27, 2025 -The LCAP Advisory Council Committee members were provided the opportunity to review and provide input and feedback on the proposed 2025-2026 LCAP at the following meetings: April 25, 2025 May 1, 2025

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

Sulphur Springs Union School District (SSUSD) has elicited educational partners' feedback through surveys and online meetings with parents, students, teachers, support staff, union representatives, principals, and administrators, including the Parent Advisory Committee, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), SELPA, and LCAP Advisory Committee. Translation services were provided for all parent meetings. The SSUSD solicited recommendations and comments from all educational partners regarding the specific actions and expenditures proposed to be included in the Local Control and Accountability Plan.

District Administration as well as Principals shared data, results of surveys, and proposed actions and services for the 2025-2026 LCAP during educational partner meetings, District wide and at school sites, for review and comment. Educational partner feedback was reviewed by administration and considered before finalizing the plan.

The LCAP Advisory Committee consists of two Title I parents, one foster parent, one special education parent, one DELAC parent, one parent, union representation for both teachers and classified staff, one teacher and one classified member, three administrators, the Superintendent, and two District translators to support with translation needs for parents on the LCAP Advisory Committee.

The LCAP Advisory Committee met on December 17, 2024 to review District wide data and the 2024 California Dashboard results, January 23, 2025 to review 2024 CAASPP data and Mid-Year Update on the 2024-2025 LCAP, February 27, 2025 to continue the discussion and receive input on the Mid-Year LCAP Update for 2024-2025, April 25, 2025 and May 1, 2025 to provide input and feedback on the development of the proposed 2025-2026 LCAP. LCAP Advisory Committee members were able to ask questions, get clarification and provide input. Data was shared to support goals and actions within the LCAP, as well as, metrics, benchmarks, and progress were shared.
The Superintendent ensured that all parent meetings were conducted in English and Spanish, and opportunities to provide input was solicited. Dates and times for the Informational Input meetings regarding the LCAP Mid-Year Update 2024-2025 and the proposed 2025-2026 LCAP were posted on the District website and communicated to families via ParentSquare, District's communication system. There were meetings held for educational partners to provide input for both Plans, Mid-Year LCAP 2024-2025 and the proposed LCAP 2025-2026.

The following Educational Partner meetings with parents and staff were held to discuss and receive input and feedback on the Mid-Year LCAP 2024-2025 and the proposed

2025-2026 LCAP:
Educational Partner Meeting Dates: Mid-Year LCAP 2024-2025 Input, Feedback:
-December 11, 2024: Administrators' Meeting
-January 22, 2025: Administrators' Meeting
-February 5, 2025: Parent Advisory Committee Meeting
-February 11, 2025: Classified Advisory Committee Meeting
-February 11, 2025: DELAC
-February 12, 2025: Board of Trustees, Board Meeting
-February 18, 2025: SELPA Meeting
-February 18, 2025: All Staff Meeting
-February 20, 2025: All Staff Meeting
-February 27, 2025: All Parents
-March 4, 2025: All Parents
-March 4, 2025: DELAC
-March 4, 2025: District Office Staff
-February 4, 2025: through March, 2025: Principals shared Presentation with ELACs, PTAs, SSCs

Educational Partner Meeting Dates: Proposed LCAP 2025-2026 Input, Feedback, and 2024-2025 LCAP Survey Results:
-April 16, 2025: Parent Advisory Committee Meeting
-April 22, 2025: Classified Advisory Committee Meeting
-April 30, 2025: Administrators' Meeting
-April 17, 2025 to May 30, 2025: Principals shared presentation with ELACs, PTAs, and SSCs
-May 1, 2025: DELAC
-May 1, 2025: Parent Meeting
-May 1, 2025: All Staff Meeting (Certificated and Classified)
-May 6, 2025: Parent Meeting
-May 6, 2025: All Staff Meeting (Certificated and Classified)
-May 13, 2025: District Office Meeting
-May 13, 2025: DELAC
-May 14, 2025: Parent Advisory Committee Meeting
-May 20, 2025: Classified Advisory Committee Meeting
-May 20, 2025: DELAC
-May 21, 2025: SELPA
-June 11, 2025: Board of Trustees Meeting
-June 25, 2025: Board of Trustees Meeting

Student, parents, and staff input was solicited through LCAP surveys which was administered the week of March 10, 2025 to March 28, 2025. During the Parent Advisory Committee meetings and parent Zoom meetings regarding the Mid-Year 2024-2025 LCAP and proposed 2025-2026 LCAP, parents shared that they were pleased to see the decrease in chronic absenteeism rates District Wide and at most school sites. In addition, a parent expressed appreciation for the work that the social workers are doing to support students who need additional assistance with getting to school daily and on time. In addition, parents asked several questions about the i-Ready English Language Arts and mathematics data. Parents asked if intervention was being provided for those students not meeting grade level standards. The Assistant Superintendent of Educational Services shared the work that the Learning Support Teachers are providing for students who need extra support in learning foundational reading skills. She also shared with the parents that almost all of the teachers in the District have been trained in Orton Gillingham (OG), and that the District now has an OG certified trainer that will focus on providing professional development to the teachers that need the training.

During the DELAC meetings, parents expressed appreciation for reviewing the LCAP survey results. They asked about schedules that were in place to monitor the restrooms since students had expressed a concern about the cleanliness in the upper grades. The Superintendent stated that staff will continue to monitor the restrooms during recess and in between recesses as well, since the restrooms are used throughout the school year. Parents also asked questions about ways to further support Newcomers. The Director of Curriculum and Instruction shared information about the curriculum that is used with Newcomers, and how the Learning Support Teachers are also providing additional support and intervention to the students. DELAC parents asked about the Learning Support Teachers (LSTs) and how schools can be provided more LSTs since they

are very effective in assisting students. The Superintendent shared with the six concentration schools will be receiving an additional LST for the 2025-2026 school year to support students in mastering grade level standards.

DELAC parents also shared their concern about students in mathematics. They saw that the District increased in mathematics, but want to see additional support. The Assistant Superintendent of Educational Services shared how i-Ready is being used to monitor mathematics. In addition, she shared how teachers are continuing to use Math Genius Squad to assist with the instructional program.

During the LCAP Advisory Committee Meeting, the teachers on the Committee shared how they appreciate the professional development that is being offered this year to teachers from the Educational Services Department. One teacher shared that the training has really helped so many teachers. Staff will continue to implement and strengthen the professional development opportunities for staff (Goal 2, Action 1 and 4).

One parent representing English Learners appreciated how the ELPAC scores have improved, and that more children are being reclassified. The Director of Curriculum and Instruction shared how she is working with teachers to meet with students who are English Learners and discuss their goals to be reclassified. She shared that many 5th and 6th grade students have enjoyed being part of this process.

Students shared positive input about being able to be supported by the Learning Support Teachers. Students in both primary and upper grade shared that they do receive a good education at their school, and that they are provided the materials that they need. Many students shared that they appreciated the music program, and liked learning a new musical instrument. Students expressed that they do feel that they can go to a teacher for support. Some students shared that they do receive counseling support, and that they like to talk to their counselor.
Both primary and upper grade students stated concern about the cleanliness in the restrooms. Some students shared that during recesses, students will go in the restroom and mess around. During the Parent Advisory Committee meetings, the Superintendent shared that there will be an increase on monitoring the restrooms during the recess times and throughout the school day. Under the LCAP Goal 1, Action 3, the implementation of the District Maintenance Plan will continue to be monitored throughout the 2025-2026 school year.

Superintendent responses to comments and questions regarding the LCAP from Educational Partner meetings are available in writing including comments from DELAC and Parent Advisory Committee meetings in English and Spanish and posted on the District website: www.sssd.k12.ca.us.

A notice of the Public Hearing for the proposed LCAP was posted in the local newspaper, The Signal. The newspaper posting stated that the public had the opportunity to comment on the proposed Actions and Expenditures in the 2025-2026 LCAP in writing and can submit their comments to the District office. The public could also attend the June 11, 2025 Board meeting and provide oral comments if desired. The Public Hearing for the proposed 2025-2026 LCAP and Budget was held on June 11, 2025, and Board approval of 2025-2026 LCAP and Budget was held on June 25, 2025.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	In order to continue to strengthen student engagement and involvement for all students, including Low Income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District is committed to providing an exemplary education to all students in safe school facilities. The District's educational program promotes high expectations for all students, with a focus on English Learners, Foster Youth, and Low Income, by highly qualified teachers and administrators. With the implementation of standards-based curriculum, the educational program in the District aligns student learning to standards, which also helps ensure that a higher level of learning is attained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	100% of teachers and administrators are appropriately assigned.	100% 23-24 CTC.CA.GOV	100% 24-25 CTC.CA.GOV		100% 26-27 CTC.CA.GOV	0%
2	100% of school facilities are in good repair to support student learning.	100% 23-24 Facilities Inspection Tool	100% 24-25 Facilities Inspection Tool		100% 26-27 Facilities Inspection Tool	0%
3	100% of students are provided and educated with standards aligned materials.	100% 23-24 Williams Inspection Report	100% 24-25 Williams Inspection Report		100% 26-27 Williams Inspection Report	0%

4	Increase student attendance rate to further promote student engagement in school.	95% 2024 P2 Report	95.35% 2025 P2 Report		98% 2027 P2 Report	Increase 0.35%
5	Decrease chronic absenteeism rates to support academic success and social/emotional wellness for students.	19.6%, District wide 23-24 CA School Dashboard Base Line for Canyon Springs Community School All Students: 22.1% -Base Line for English Learners: 17.1% -Base Line for Low Income: 22.8% -Base Line for SWD: 32.5% -Base Line for Hispanic: 20.6% Base Line for Fair Oaks Ranch Community School: -Base Line for English Learners: 26% Base Line for Golden Oak Community School: -Base Line for Low Income: 26% -Baes Line for African American: 25% Base Line for Leona Cox Community School: 23.4% -Base Line for English Learners: 18.6% -Base Line for Low	15.2%, District wide 2024-2025 CA School Dashboard, 2024 24-25 Canyon Springs Community School All Students: 16.4% English Learners: 15.0% Low Income: 17.8% SWD: 26.5% -Hispanic: 16.2% CA Dashboard 2024 Fair Oaks Ranch Community School: -English Learners: 20.6% CA Dashboard 2024 Leona Cox Community School: School Wide15.4% English Learners: 15.4% Low Income: 19.3% SWD: 20.8% Hispanic: 15.2% White: 14.1% CA Dashboard 2024 Golden Oak Community School: Low Income: 17.4% African American: 16.4% CA Dashboard 2024		8% District wide 26-27 CA School Dashboard *Target for Year3 for Canyon Springs Community School: 8% All Students / EL 5% / Low Income 8% / 15% SWD/ 10% Hispanic *Target for Year3 for Fair Oaks Ranch Community School: 16% EL *Target for Year3 for Golden Oak Community School: 15% Low Income / 15% African American *Target for Year3 for Leona Cox Community School: 8% All Students / EL 5% / Low Income 8% / 10% SWD / 14% Hispanic / 10% White *Target for Year3 for Sulphur Springs Community School: 18% EL	Decline of 4.4%, District wide Canyon Springs CommunitySchool -All Students: Decline, 5.7% English Learners: Decline, 2.1% Low Income: Decline, 5.0% SWD: Decline, 6.0% Hispanic: Decline, 4.4% Fair Oaks Ranch Community School: -English Learners: Decline, 5.4% Leona Cox Community School:Decline, 8.0% English Learners: Decline, 3.2% Low Income: Decline, 7.5% SWD: Increase 0.5% Hispanic: Decline 9.2% White: Decline 12.4% Golden Oak Community School: Low Income: Decline 8.6% African American: Decline, 8.6% SulphurSprings Community School: English Learners: Decline 3.5%

		Income: 26.8% -Base Line for SWD: 20.3% -Base Line for Hispanic: 24.4% -Base Line for White: 26.5% Base Line for Sulphur Springs Community School: -Base Line for English Learners: 28.1%	SulphurSprings CommunitySchool: English Learners: 24.6% CA Dashboard 2024			
6	100% of students have access to a broad course of study.	100% of students have access to a broad course of study. 23-24 Daily Schedules	100% of students have access to a broad course of study 24-25 Daily Schedules		100% of students have access to a broad course of study. 26-27 Daily Schedules	0%

Goal Analysis for 2024-2025

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.

There were several actions with increased improvement from the 2023-2024 baseline to year one, 2024-2025 school year. The District saw an increase in the student attendance rate from the baseline year to year one of 0.32% (1.6). In addition, there was a decrease in chronic absenteeism rates, District Wide, from baseline to year one of 4.4% (1.7). The schools that received a red performance score on the 2023 CA Dashboard for chronic absenteeism showed growth by decreasing their chronic absenteeism, as reflected on the 2024 CA Dashboard (1.7). All schools moved out of the red performance levels for chronic absenteeism for student group, All Students, by decreasing their chronic absenteeism rates (1.7). Actions that supported increasing attendance rates and decreasing chronic absenteeism rates were fully implemented with the support of the Director of Personnel/Pupil Services, Principals, social workers, and teachers.

Unfortunately, the District saw a slight decrease in enrollment for the 2024-2025 school year. The incoming transitional kindergarten and kindergarten classes were smaller than the outgoing 6th graders at the end of the 2023-2024 school year. The District has increased its communication regarding enrollment by placing banners at school sites and placing signs on maintenance and operations vehicles to let families know that the District is currently accepting enrollments for the current year and 2025-2026 school year.

Hiring classified staff continues to be an area of growth for the District, particularly positions that support students with special needs (1.1). The Superintendent, as well as, Principals have sent out information to District families about open positions in the District. In addition, the Personnel Department has held several job fairs, on-site and off-site, that have provided additional staffing to support District needs. The District was able to continue to hire experienced teachers for the 2024-2025 school year since it offered unlimited years of service upon hiring. The hiring of more experienced teachers increased expenditures than was budgeted. The District understands the importance of having highly qualified teachers, and knows that teachers that come with experience will have a direct positive impact on student achievement. This action was fully implemented since the District retained and hired qualified staff for all nine school sites.

There was an increase in expenditures for additional materials to support and increase learning for students (1.2). The additional educational materials have continued to enhance the educational program for students. This action was fully implemented and supported increased academic achievement on the 2024 California Dashboard. District wide, students increased in English Language Arts 2.1 DFS and in mathematics increased 6.9 DFS.

The District has a targeted focus on making sure that all school sites are safe and in good repair (1.3). There were unexpected expenditures this past year for a few school sites. The additional expenditures have supported ensuring that schools are in good repair, and this action was fully implemented to support the safety of students and staff.

There was an increase in costs to support Transportation for unduplicated, especially homeless, Foster Youth, and English Language Learner students in the District (1.8). The District experienced more families of unduplicated students, including homeless and Foster Youth, requesting transportation for the 2024-2025 school year. Additional routes were added to support the need for the 2024-2025 school year. Even though this action was fully implemented, it was challenging at the beginning of the year since the District was down two bus drivers. Toward spring time, the District was able to hire two additional bus drivers that greatly supported students having to spend less time on the bus to and from school, since additional bus routes were created to support student needs.

Safety continues to be a top priority for the District. All school sites maintained their noon supervisors (1.4) and conducted monthly safety drills (1.5). Administration monitors the ratio of students per noon supervisors to support safety and monitor staffing needs. The Deputy Superintendent of Business Services and the Executive Director of Fiscal met with site principals to ensure that their staffing needs were being met. In addition, the Director of Personnel/Pupil Services ensured that all school sites implemented their monthly safety drills and completed their schools' safety plans as required by Education Code. Both actions 1.4 and 1.5 were fully implemented to support the safety of students and staff.

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.

1.1 - The District was able to hire experienced teachers and staff.
1.2 - Additional educational materials were purchased to address the academic needs of all students.
1.3 - The District has a strong focus on keeping facilities in good repair to ensure that students are learning in safe and secure facilities. A few unexpected repairs were needed to assure safe and secure facilities.
1.7 - The District has successfully reduced chronic absenteeism rates at Leona Cox and Canyon Springs without additional support.
1.8 - The District provided increased transportation services to unduplicated students to ensure that they are coming to school every day and on time.

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

The actions under Goal 1 were effective and continued to support students in achieving academic success during the 2024-2025 school year. The focus on proactively engaging families as partners in supporting positive attendance (1.6) and reducing chronic absenteeism by increasing student engagement (1.7), showed great growth District wide . On the California Dashboard:
-Chronic Absenteeism 20.4%, EL, (2023) / 17.5% (2024)
-Chronic Absenteeism 14.3% FY, (2023) / 11.4% (2024)
-Chronic Absenteeism 24.4% (2023) / 20.0% (2024)

Schools that scored in the red performance level on the 2023 CA Dashboard for chronic absenteeism, moved out of the red performance level on the 2024 CA Dashboard. Principals, Social Workers, staff and families partnered together to support positive attendance at all nine schools. The District effectively decreased chronic absenteeism on the 2024 CA Dashboard to 15.2% as compared to 19.6% on the 2023 CA Dashboard.

The District continues to provide CA state approved textbooks and instructional materials to support students with mastering grade level standards (1.2). District wide, students increased in mastering grade level standards in English Language Arts, increase 2.1 DFS, and mathematics, increased 6.9 DFS, as reflected on the 2024 CA Dashboard.

The District continues to have a focus on hiring and retaining highly qualified staff to support all students (1.1). This action has supported increased achievement for students since all positions were filled with a credentialed teacher. In addition, the District continues to offer unlimited years of service to newly hired teachers, and this has assisted with the District being able to offer positions to educators with more experience and knowledge. Research supports that experienced teachers often demonstrate greater effectiveness in raising student achievement and can reduce absences, encourage reading, mentor new teachers, and foster a strong school community. Students increased in English Language Arts on the 2024 CA Dashboard (-3.3 distance from standard) as compared to the 2023 CA Dashboard (-5.3 distance from standard).

Continuing to maintain noon supervisors at all nine schools (1.4) and conduct annual safety drills at all nine schools and District Office continues to support student and staff safety (1.5). The Business Office monitors safety ratios between students and noon supervisors to support safety of students. All principals continue to conduct monthly safety drills which greatly supports students in knowing what to do in the event of an emergency. CrisisGo is the system that is used District wide to support all students and staff. On the LCAP student survey, 86% of students reports that they felt safe while at school for the 2024-2025 school year. This was a 0% change from the 2023-2024 LCAP student survey. In addition, parents shared that 91.4% felt that their child was safe while at school on the 2024-2025 LCAP Parent Survey as compared to the 2023-2024 LCAP Parent Survey of 85%. This is an increase of 6.4%.

The District's Maintenance Plan continues to be a priority (1.3). The District experienced more facilities projects that needed to be attended to than expected during the 2024-2025 school year, therefore resulting in increase expenditures. All Principals continue to conduct safety walks and turn in work orders for any items that need to be addressed. The Maintenance and Operations Department also supported by ensuring that all playgrounds are on a regular inspection cycle to support student safety. Action 1.3 was effective as reported on the District's FIT report- all schools scored: Good.

The need to continue to provide transportation for unduplicated students increased during the 2024-2025 school year (1.8). The District saw the need to continue to provide increased transportation services for unduplicated students to ensure that they would have access to school. In addition, this action was effective as reflected by the decrease in chronic absenteeism District wide, 15.2%, 2024 CA Dashboard, as compared to the 2023 CA Dashboard of 19.6%.

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.

There were no changes made to the planned goal, metrics, target outcomes or actions for the coming year as a result from reflections on the prior year practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit and retain highly qualified staff.	The District will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	$37,146,184.00	No
2	CA State approved textbooks and materials.	The District will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	$414,953.00	No
3	Implementation of District maintenance plan.	The District will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	$4,320,372.00	No
4	Maintain noon supervisors at all sites.	The District will maintain noon supervisors at all sites to support all students' safety and supervision.	$772,303.00	No
5	Conduct annual safety drills	The District will conduct annual safety drills at all school sites and District Office to support safety for all students and staff.	$0.00	No
6	Proactively engage families and regularly monitor attendance. (LEA)	The District will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	$32,400.00	Yes
7	Reducing chronic absenteeism by increasing student engagement.	The 2023 CA Dashboard reflects a red indicator in chronic absenteeism at the following elementary schools: Canyon Springs Community School and Leona Cox Community School. This action is supporting the schools and student groups: low income, students with disabilities, Hispanic for Canyon Springs and low income, students with disabilities, Hispanic and White for Leona Cox, that received the lowest performance level for the red performance indicator on the CA Dashboard. Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time.	$12,436.00	Yes
8	Provide transportation to and from school for unduplicated student population.	The District will provide transportation to and from school for unduplicated student, English Learners, low income, and/or Foster Youth, populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	$1,004,453.00	Yes

Goal

Goal #	Description	Type of Goal
2	Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.	Broad Goal

State priorities addressed by this goal.

4, 2, 7, 8

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District prides itself in providing learning opportunities for students that may need additional academic support and enrichment. In support of this goal, the District is committed to providing professional development for teachers in areas of identified need, as evidenced by State and Local assessments, to increase learning opportunities through supplemental instruction to ensure students meet grade level standards. In addition, the District provides support personnel to ensure that a continued cycle of improvement is implemented for teachers and administrators to meet the ongoing academic and social emotional needs of students.

Measuring and Reporting Results

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

1	Increase of students meeting grade level standards on state and/or local assessments in English Language Arts	CA Dashboard: English Language Arts 2023 Overall - 49% 3rd Grade - 47.12% 4th Grade- 50.16% 5th Grade - 52.31% 6th Grade - 46.77% District Wide: All Students: 5.3 points below standard English Learners: 42.2 points below standard Foster Youth: 81.7 points below standard Low Income: 26.2 points below standard SWD: 80.4 points below standard	English Language Arts: CA Dashboard: 2024 Overall - 50% 3rd Grade - 44% 4th Grade- 47% 5th Grade - 55% 6th Grade - 54% District Wide: All Students: 3.3 points below standard English Learners: 40.8 points below standard Foster Youth: 132.5 points below standard Low Income: 24.4 points below standard SWD: 78.1 points below standard		English Language Arts: CA Dashboard: 2027 Overall - 65% 3rd Grade - 62% 4th Grade- 65% 5th Grade - 67% 6th Grade - 63% District Wide: English Learners: 22.0 points below standard Foster Youth: 61.0 points below standard Low Income: 16.0 points below standard	English Language Arts: CA Dashboard: 2024 Overall - increased 1% 3rd Grade: decreased 3.12% 4th Grade- decreased 3.16% 5th Grade - increased 2.69% 6th Grade - increased 7.23% District Wide: All Students: increased 2.0 points English Learners: increased 1.4 points Foster Youth: decreased 50.8 points Low Income: increased 1.8 points SWD: increased 2.3 points
2	Increase the number of student reaching On, Mid, or Above grade level mastery on iReady Reading third Diagnostic.	2023-2024 Third Reading Diagnostic (On, Mid, or Above Grade Level) K: 73% 1: 52% 2: 55%	2024-2025 Third Reading Diagnostic: (On, Mid, or Above Grade Level) K: 82% 1: 63% 2: 60%		2027 Third Reading Diagnostic (On, Mid, or Above Grade Level) K: 85% 1: 65% 2: 70%	2024 Third Reading Diagnostic: (On, Mid, or Above Grade Level) K: Increased 9.0% 1st : Increased 11% 2nd: Increased 5%

3	Increase of students meeting grade level standards on state and/or local assessments in mathematics.	CA Dashboard- Mathematics 2023 Overall - 38.91% 3rd Grade - 49.87% 4th Grade - 44.32% 5th Grade - 30.17% 6th Grade - 31.93% District Wide: All Students: 30.4 points below standard English Learners: 64.7 points below standard Foster Youth: 78 points below standard Low Income: 53 points below standard SWD: 104.6 points below standard	CA Dashboard- Mathematics 2024 Overall - 42% 3rd Grade - 47% 4th Grade - 45% 5th Grade - 36% 6th Grade - 38% District Wide: All Students: 23.5 points below standard English Learners: 56.2 points below standard Foster Youth: 121.3 points below standard Low Income: 43.9 points below standard SWD: 94.3 points below standard		CA Dashboard: Mathematics 2027 Overall - 54% 3rd Grade - 65% 4th Grade - 59% 5th Grade - 45% 6th Grade - 46% District Wide: English Learners: 44 points below standard Foster Youth: 58 points below standard Low Income: 23 points below standard	CA Dashboard- Mathematics 2024 Overall - increased 3.09% 3rd Grade: decreased 2.87% 4th Grade- increased 0.68% 5th Grade - increased 5.83% 6th Grade - increased 6.07% District Wide: All Students: increased 6.9 points English Learners: increased 8.5 points Foster Youth: decreased 43.3 points Low Income: increased 9.1 points SWD: increased 10.3 points
4	Increase the number of student reaching On, Mid, or Above grade level mastery on iReady math third Diagnostic.	2023 Third iReady Math Diagnostic: (On, Mid, or Above Grade Level) K: 60% 1: 36% 2: 40%	2024 Third iReady Math Diagnostic: (On, Mid, or Above Grade Level) K: 72% 1: 52% 2: 48%		2027 Third iReady Math Diagnostic (On, Mid, or Above Grade Level) K: 75% 1: 45% 2: 55%	2024 Third iReady Math Diagnostic: (On, Mid, or Above Grade Level) K: Increased 12% 1st: Increased 16% 2nd: Increased 8%
5	Increase the percentage of Reclassified Fluent English Proficient (RFEP) Students.	2023-2024 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card Data RFEP- 85, (13.0%) of students were reclassified.	2024-2025 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card Data RFEP- 113, (18.0%) of students were reclassified as of December 2024.		2026-2027 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card Data RFEP- 100 (16.7%) Students reclassified.	2024-2025 District Reclassification Data: ELPAC, CAASPP, Local Assessments, Report Card Data RFEP- Increased 28 (5.0%) students were reclassified as of May 2025.

6	Reduce the number of Long Term English Learners (LTELs). Students who are at risk of becoming LTELs - those in 6th grade that have been in the ELD programs 7 years.	2023 - 2024 Reclassification Requirements DataQuest LTELs - 44 (6.9%) of students are Long Term English Learners	2024 Reclassification Requirements: DataQuest LTELs - 29 (4.9%) of students are Long Term English Learners		2026-2027 Reclassification Requirements: DataQuest LTELs - 15 (2.5%) students are Long Term English Learners	2024 Reclassification Requirements: DataQuest LTELs - Decrease of 15 (2.0%) Long Term English Learners
7	Increase the number of students scoring well developed (4) English Language Proficiency Assessment for California (ELPAC)	2023 ELPAC Data: ELPAC Score Reports 142 (16.78%) students scored well developed (4) on the ELPAC, District Wide	2024 ELPAC Data: ELPAC Score Reports 152 (17.87%) students scored well developed (4) on the ELPAC, District Wide		2026-2027 ELPAC Data: ELPAC Score Reports 160 (19%) students scored well developed (4) on the ELPAC, District Wide	2024 ELPAC Data: ELPAC Score Reports Increase of 10 students (1.09%) scored well developed (4) on the ELPAC, District Wide
8	Increase the number of EL students making progress toward English Language proficiency	49.7% of EL Students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2022-2023.	48.7% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI)		85% of EL students made progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI), 2026-2027.	Decrease of 1% of EL students making progress toward English Language Proficiency, CA Dashboard English Language Proficiency Indicator (ELPI)

9	Increase the number of students who have letter, sound, and number recognition at the end of the academic year.	2024 Foundational Skill Assessment - Spring Uppercase Letter Recognition: TK: 69% K: 88% Lowercase Letter Recognition: TK: 64% K: 86% Sound Recognition TK: 42% K: 77% Number Recognition TK: 86% K: 85%	2025 Foundational Skill Spring Assessment Uppercase Letter Recognition TK: 84% K: 93% Lowercase Letter Recognition: TK: 81% K: 92% Sound Recognition TK: 72% K: 83% Number Recognition TK: 90% K: 94%		Foundational Skill Assessment- Spring Uppercase Letter Recognition TK: 75% K: 92% Lowercase Letter Recognition TK:80% K:91% Sound Recognition: TK:52% K:88% Number Recognition TK:96% K:95%	2024 Foundational Skill Assessment- Spring Uppercase Letter Recognition TK: increase 15% K: increase 5.0% Lowercase Letter Recognition: TK: increase 17% K: increase 6.0% Sound Recognition TK: increase 30% K: increase 6.0% Number Recognition TK: increase 4.0% K: increase 9.0%

10	Increase the number of 5th grade students performing at or above grade level on the California Science Test.	CAASPP scores on the California Science Test for 2023 indicated a decrease in the number of students who scored at or above proficiency (SBAC Reports). The scores are as follows: CAASPP scores were released the summer of 2023. Overall - 32% (2024) District Wide: All Students: 9.8 points below standard English Learners: 18.8 points below standard Low Income: 15.4 points below standard	CAASPP scores on the California Science Test for 2024 indicate the number of students who scored at or above proficiency (SBAC Reports). The scores are as follows: CAASPP scores were released the summer of 2024. Overall - 36% (2024) District Wide: All Students: 9.8 points below standard English Learners: 18.8 points below standard Low Income: 15.4 points below standard		CAASPP scores, 2027 Overall - 50% District Wide: All Students: 2 points above standard English Learners: 5 points below standard Low Income: 5 points below standard	CAASPP scores on the California Science Test for 2024 indicate the number of students who scored at or above proficiency (SBAC Reports)2023-2024 CAASPP California Science Test CAASP Scores 2024 increased 4% District Wide: All Students: NA English Learners: NA Low Income: NA
11	Fully implement the California State Standards in core subject areas.	For 2023-2024 school year, rate of level 5 indicating full implementation on the local indicators for the California Dashboard: English Language Arts 5, mathematics 5, science 5, social studies 5.	For the 2024-2025 school year, rate of level 5 indicating full implementation on the local indicators for the California Dashboard, 2024 English Language Arts 5 Mathematics 5 Science 5 Social Studies 5		Rate of level 5 indicating full implementation on the local indicators for the California Dashboard.	Rate of level 5 indicating full implementation on the local indicators for the California Dashboard. 0%

12	Access to a broad course of study.	For 2023-2024 school year, 100% of teachers have provided daily schedules which indicate access to a broad course of study.	For the 2024-2025 school year, 100% of teachers have provided daily schedules which indicate access to a broad course of study		100% of teachers have provided daily schedules which indicate access to a broad course of study.	100% of teachers have provided daily schedules which indicate access to a broad course of study. 0%
13	Second iReady Diagnostic: Data that supports the work of Learning Support Teachers (LST) who provide interventions for students and coaching for teachers.	2023-2024 Second iReady Diagnostic District Wide (On, Mid, or Above Grade Level) Phonological Awareness K: 66% 1st: 41% 2nd: 82% Phonics: K: 58% 1st: 40% 2nd: 44% High Frequency Words K: 45% 1st: 51% 2nd: 71% Reading Comprehension overall K-6th - 43%	2024-2025 Second iReady Diagnostic District Wide (On, Mid, or Above Grade Level) Phonological Awareness K: 70% 1st: 49% 2nd: 84% Phonics: K: 63% 1st: 46% 2nd: 48% High Frequency Words K: 51% 1st: 57% 2nd: 72% Reading Comprehension overall K-6th - 49%		2026-2027 Second iReady Diagnostic District Wide (On, Mid, or Above Grade Level) Phonological Awareness K: 80% 1st: 59% 2nd: 94% Phonics: K: 73% 1st: 56% 2nd: 58% High Frequency Words K: 61% 1st: 67% 2nd: 82% Reading Comprehension overall K-6th - 59%	Second iReady Diagnostic District Wide (On, Mid, or Above Grade Level) Phonological Awareness K: Increased 4% 1st: Increased 8% 2nd: Increased 2% Phonics: K: Increased 5% 1st: Increased 6% 2nd: Increased 4% High Frequency Words K: Increased 6% 1st: Increased 6% 2nd: Increased 1% Reading Comprehension overall K-6th - Increased 6%

Goal Analysis for 2024-2025

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.

During the 2024-2025 school, there was an increase in providing professional development and collaboration time to assist teachers with instructional practices and support English Learners, low income and Foster Youth students with mastering grade level English Language Arts standards, (CA Dashboard:English Learners increased 1.4 DFS, 2023 to 2024 / low income increased 2.2 DFS, 2023 to 2024 / Foster Youth decreased 50.8 DFS, 2023 to 2024, Action 2.1, 2.3, Action 2.4, fully implemented). Further, the District saw

increase in mathematics as reflected on the CA Dashboard from 2023 to 2024, (English Learners: 8.4 DFS / low income 9.1 DFS / Foster Youth, decrease 43.3 DFS students, Action 2.1, Action 2.3, Action 2.4, fully implemented). There will be a continued focus on monitoring Foster Youth students in mastering grade level standards in both English Language Arts and mathematics.

During the April 25, 2025 LCAP Advisory meeting, teachers shared with parents that they have appreciated the amount of professional development that has been provided by the Educational Services Department to support their needs. Due to an increase in the availability of substitutes, we were able to provide Orton Gillingham refresher courses for teachers during the school day. In addition, the district provided English Language Development Training to all teachers in August to support teachers implementing Designated ELD in the classroom. In addition, many of our teachers have received training in Guided Language Acquisition Design (GLAD), an evidence-based instructional model that integrates content and language development.

There was an increase in expenditures for additional California supplementary standards-based materials as well as textbooks to support and increase learning for students (Action 2.1 and Action 2.2). The additional educational materials have continued to enhance the educational program for students. This action was fully implemented and supported increased academic achievement on the 2024 California Dashboard: District wide, students increased in English Language Arts 2.1 DFS and in mathematics increased 6.9 DFS, English Learners students increased in English Language Arts 1.4 DFS and in mathematics increased 8.4 DFS, low income students increased in English Language Arts 2.2 DFS and in mathematics increased 9.1 DFS, and Foster Youth students unfortunately decreased in English Language Arts 50.8 DFS and in mathematics increased 43.3 DFS. There will be a continued focus on monitoring Foster Youth students in mastering grade level standards in both English Language Arts and mathematics, (Action 2.1 and Action 2.2).

The increased need to provide collaboration time to teachers (Action 2.3) was fully implemented to support students' academic achievement. A key success was the implementation of Professional Learning Communities at each school site to enhance the collective efficacy of teaching teams . A team of teachers and administrators from each school site have participated in focused professional development with the California Principals Support Network. The teams attending this professional development have supported their sites with teacher collaboration focused on analyzing data, assessing learning outcomes and evaluating instructional approaches to directly impact student achievement.

The District continues to offer additional instructional minutes to deliver intensive support for English Learners, Long-Term English Learners, Foster Youth and low income students to support mastery of grade level standards (Action 2.5, fully implemented). District wide, English Learners increased in English Language Arts 1.4 DFS (2024 CA Dashboard) as compared to a decrease of 8.7 DFS (2023 CA Dashboard) / low income increased in English Language Arts 2.4 DFS (2024 CA Dashboard) as compared to a decrease of 1.9 DFS (2023 CA Dashboard) / Long Term English Learners increased in English Language Arts 29.9 DFS (2024 CA Dashboard)- there was no score for 2023 since 2024 was the first year LTELS were reported on the Dashboard. Several schools saw an increase in student achievement in English language Arts due to the additional time that students are provided instructional minutes. Canyon Springs Community School, which has the highest number of English Learners in the District, scored in the red performance level on the 2023 California Dashboard for English Learners and increased achievement on the 2024 California Dashboard by 3.1 DFS, moving to the orange performance level. Leona Cox Community school in 2023 went from a yellow performance level in English Language Arts for English Learners to a blue performance level on the 2024 California Dashboard, an increase of 18.7 DFS. In 2023 Leona Cox scored in the orange performance level for SED, and then moved to green in 2024, an increase of 11.5 DFS.

To support English Learners and meet assessment requirements, the District trained staff to administer the ELPAC (English Language Proficiency Assessments for California) and utilized existing personnel to conduct the assessments (Action 2.6 and Action 2.7) These actions were fully implemented. By equipping more staff with the necessary skills, the District ensured more efficient and accurate assessment practices. Additionally, the strategic use of existing personnel to administer the ELPAC helped maintain consistency in testing and minimized disruptions to instructional time. Existing staff often know the students personally, which can help create a more comfortable testing environment, especially important for English learners. In addition, to support English Learners (ELs) and Long-Term English Learners (LTELs), the District increased its focus on English Language Development (ELD) through targeted professional development and structured instructional practices (Action 2.17 - fully implemented), which led to increased English Learner students mastering grade level standards as reflected on the 2024 CA Dashboard: increased 1.4 DFS as compared to the 2023 CA Dashboard English Language Arts decrease 8.7 DFS. In addition, Long-Term English Learners increased in English Language Arts, 29.9 DFS, on the 2024 CA Dashboard as compared to the 2023 CA Dashboard.

Teachers participated in Designated ELD training in August to strengthen their ability to deliver effective language instruction. This action supported increased student achievement for our English Learners on the English Language Progress Indicator. Canyon Springs increased 9.8% moving from a red performance level to a green performance level. Valley View increased 10.9% moving from a red performance level to a green performance level, and Mitchell Community School increased 25.7% moving from a red performance level to a blue performance level. We will continue to identify the best ways to support Sulphur Springs, with only 29.5% of their English Learners making progress, and a decline of 11.5%, they continue to be in the red performance level.

The District is providing outside of the school year intervention and enrichment opportunities to help English Learners, Foster Youth and low income students meet their grade level standards (Action 2.8, fully implemented).The District will offer summer intervention programs at two Concentration schools: Canyon Springs and Leona Cox. These programs are designed to help students meet grade-level standards by providing targeted instruction in foundational reading and math skills. Teachers will also implement GLAD (Guided Language Acquisition Design) strategies to support language development and academic content mastery, particularly for English learners. By focusing resources at these high-need sites, the District aims to close learning gaps and promote equitable academic achievement during extended learning opportunities.

The District continued its collaboration with the William S. Hart Union High School District to support a smooth transition for students entering junior high (Action 2.9 fully implemented) This included vertical articulation meetings between 6th grade teachers and 7th and 8th grade teachers to align academic expectations and instructional practices. In addition, 6th grade students participated in visits to the junior high campuses and engaged in orientation activities designed to ease the transition to 7th grade.

English Learners, Foster Youth, and low income students were provided access to a device to assist with their learning, either an iPad and/or a chromebook, (2.13, fully implemented). In addition, 98.6% of students stated that they have a device to support their learning in the classroom, as reflected on the 2024-25 LCAP student survey. Also, all nine school sites have a computer lab assistant to support English Learners, Foster Youth, and low income students with technology needs to assist them with accessing the core instructional program. The Director of Curriculum and Instruction attends the computer lab assistant monthly meetings to ensure that they have the proper resources and training to assist students. (2.14, fully implemented).

All nine schools have a Library Resource Technician that assists teachers with providing access to a wide variety of literary resources for low income, English Learners and Foster Youth, (2.10, fully implemented). In addition, the Assistant Superintendent of Educational Services meets with the Library Resource Technicians to ensure that they have the resources to further support and increase literacy for low income, English Learners and Foster Youth students.

The District ensured socio-economically disadvantaged students had access to high-quality visual and performing arts (VAPA) instruction (Action 2.12, fully implemented). This included opportunities for students to learn how to play a musical instrument, create visual art, and participate in performances. All materials, including instruments, were supplied at no cost to families. Music classes were offered during the school day, taught by a credentialed teacher.

The District staff has continued to provide professional development to special education preschool and general education preschool teachers to assist with the integration of preschool students with special needs in the general education classroom (Action 2.15, fully implemented). Several of the preschool students with special needs have already met their IEP goals, and will be placed in the general education classrooms for transitional kindergarten and/or kindergarten for the 2025-2026 school year. This has been a very successful integration model, and will continue to be used as the District increases its inclusive practices from preschool to 6th grade for students with special needs.

To increase student achievement, the District provided targeted intervention and instructional support for teachers, with a focus on English Learners, Foster Youth and low income students. Teachers on Special Assignment (TOSAs) have played a vital role in building teacher capacity and promoting equitable instruction for English Learners, Foster Youth, and low-income students. (Action 2.11, fully implemented) Their individualized coaching, targeted professional development, and instructional support have contributed to positive instructional shifts and improved academic outcomes. In addition, Learning Support Teachers (LSTs) delivered Tier 2 and Tier 3 interventions to address academic gaps and support student progress in foundational literacy skills.(Action 2.16, fully implemented) In addition to working directly with students, LSTs coached and collaborated with

classroom teachers, assisting with the implementation of instructional programs and intervention strategies. This dual approach—providing direct services to students and building teacher capacity—strengthened Tiered support systems and contributed to more effective, differentiated instruction. These actions are helping to close achievement gaps and ensure all students receive the support they need to succeed academically. This action supported increased academic achievement on the 2024 California Dashboard. District wide, students increased in English Language Arts 2.1 DFS and in mathematics increased 6.9 DFS. In English Language Arts, English Learners increased 1.4 DFS, Foster Youth decreased 50.8 DFS. , and Low Income students increased 2.2 DFS. In Mathematics, English Learners increased 8.4 DFS, Foster Youth decreased 43.3 DFS. , and Low Income student increased 9.1 DFS

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.

2.2 - The District saw a need to provide professional development to teachers to support unduplicated students and shifted funds to be able to provide this.
2.3 – There was an increased need to provide collaboration time to teachers to better support the unduplicated students' academic achievement.
2.4 - The District has a strong focus on providing all its students with very highly qualified teachers with a specific emphasis on helping unduplicated students reach their academic potential. Many of our teachers were trained through GLAD (Guided Language Acquisition Design).
2.5 - The District saw a need to increase its intensive instructional program to target unduplicated students who were not meeting their academic goals.
2.6 - The District was able to provide additional training to staff to administer the summative English Language Proficiency assessments.
2.7 - The District was able to use current staff to administer the initial English Language Proficiency Assessment.
2.8- Summer programs were provided to two concentration schools, Canyon Springs and Leona Cox, to help unduplicated students meet their grade-level standards.
2.11- Additional TOSAs were used to provide academic intervention to unduplicated students.
2.12- The District saw a need to increase the VAPA program to ensure student engagement in the schools.
2.14 - The District is projecting a higher than anticipated need in classified support to help unduplicated students with STEAM programs.
2.15 - The District was able to integrate a significantly higher number of Special Education students this year into the early childhood educational program using State Preschool Funds.
2.17 - There was a higher than expected need to provide teachers with training to increase English Language Development for English Learners.

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

The actions under Goal 2 focuses on increasing student achievement by providing high quality instruction and curriculum with academic interventions and enrichments in place to foster student success. The District implemented targeted strategies aligned with Goal 2, which were highly effective in improving student outcomes. In the area of English Language Arts, the District moved from orange to yellow on the 2024 CA Dashboard, with an increase of 2.1 points. In addition, the District saw an increase in student performance in the area of Mathematics. The District moved from orange to green on the 2024 CA Dashboard, with an increase of 6.9 points. All student groups moved out of the red performance level in the area of math on the 2024 CA Dashboard.

During the 2024-2025 school, there was an increase in providing professional development to assist teachers with instructional practices and support students with mastering grade level standards (Action 2.1 and Action 2.4) which proved highly effective to support teachers. Educational Services provided training in reading foundational literacy, differentiation, Universal Design for Learning, and professional development on English Language Development (ELD) to support teachers in meeting the needs of English Learners, (Action 2.17). The additional California supplementary standards-based material educational materials, including Orton Gillingham materials, have continued to enhance the educational program for students, (Action 2.2).

A key success was the implementation of Professional Learning Communities at each school site to enhance the collective efficacy of teaching teams (Action 2.3). The teams attending this professional development have supported their sites with teacher collaboration focused on analyzing data, assessing learning outcomes and evaluating instructional approaches to directly impact student achievement. The teacher collaboration has proven highly effective in enhancing teacher efficacy.

In addition, Actions 2.1, 2.2, 2.3, and 2.4 demonstrated as being effective based on increased academic achievement on the 2024 CAASPP results for English Learners (increase 1.4 ELA / increase 8.4 math) and low income (increase 2.2 ELA / increase 9.1 math). Further, 2.17 was effective based on an increase in the reclassification of English Learners. There were 113 (18.0%) English Learners reclassified in 2025 as compared to 85 (13.0%) in 2024. This was an increase of 28 (5.0%) English Learner students being reclassified.

To increase student achievement, the District provided targeted intervention and instructional support for teachers, with a focus on English Learners, Foster Youth and low income students (Action 2.11) In addition, Learning Support Teachers (LSTs) delivered Tier 2 and Tier 3 interventions to address academic gaps and support student progress in foundational literacy skills.(Action 2.16) These actions are proving to be highly effective in helping to close achievement gaps and ensure all students receive the support they need to succeed academically. In English Language Arts, English Learners increased 1.4 points, remaining at the orange performance level, Foster Youth decreased 50.8 points. , and Low Income students increased 2.2 points, remaining at the orange performance level. In Mathematics, English Learners increased 8.4 points moving to the yellow performance level, Foster Youth decreased 43.3 points , and Low Income students increased 9.1 points moving to the yellow performance level.

The District continues to offer additional instructional minutes to deliver intensive support for English Learners, Long-Term English Learners, Foster Youth and low income students to support mastery of grade level standards (Action 2.5). This action has proven highly effective as many schools saw an increase in student achievement in English language Arts due to the additional time that students are provided instructional minutes. Canyon Springs Community School, which has the highest number of English Learners in the District, scored in the red performance level on the 2023 California Dashboard for English Learners and increased achievement on the 2024 California Dashboard by 3.1 DFS, moving to the orange performance level. Leona Cox Community school in 2023 went from a yellow performance level in English Language Arts for English Learners to a blue performance level on the 2024 California Dashboard, an increase of 18.7 DFS. In 2023 Leona Cox scored in the orange performance level for SED, and then moved to green in 2024, an increase of 11.5 DFS.

To support English Learners and meet assessment requirements, the District trained staff to administer the ELPAC (English Language Proficiency Assessments for California) and utilized existing personnel to conduct the assessments (Action 2.6 and Action 2.7) This action was highly effective with many schools showing an increased student achievement for our English Learners on the English Language Progress Indicator. The District remained in the yellow performance level with 48.7% English Learners making progress on the ELPAC, with a decrease of 0.9%. Canyon Springs increased 9.8% moving from a red performance level to a green performance level. Valley View increased 10.9% moving from a red performance level to a green performance level, and Mitchell Community School increased 25.7% moving from a red performance level to a blue performance level. We will continue to identify the best ways to support Sulphur Springs, with only 29.5% of their English Learners making progress, and a decline of 11.5%, they continue to be in the red performance level.

The District will offer summer intervention programs at two Concentration schools: Canyon Springs and Leona Cox (Action 2.8) These programs are designed to help students meet grade-level standards by providing targeted instruction in foundational reading and math skills.

The District continued its collaboration with the William S. Hart Union High School District to support a smooth transition for students entering junior high (Action 2.9) including vertical articulation meetings between 6th grade teachers and 7th and 8th grade teachers to align academic expectations and instructional practices. The District 6th grade teachers met with the 7th and 8th grade teachers one time during the 2024-2025 school year to discuss mathematics and science. This was an increase from the 2023-2024 school year since there were zero articulation meetings.

All nine schools have a Library Resource Technician that assists teachers with providing access to a wide variety of literary resources for low income, English Learners and Foster Youth, (Action 2.10). The District ensured socio-economically disadvantaged students had access to high-quality visual and performing arts (VAPA) instruction (Action 2.12) including opportunities for students to learn how to play a musical instrument, create visual art, and participate in performances. The low income and English Learners increased in English Language Arts as reflected on the 2024 CA Dashboard: LI 2.2 DFS, EL 1.4 DFS. Foster Youth decreased in English Language Arts 50.8 DFS. The low income and English Learners increased in mathematics as reflected on the 2024 CA Dashboard: LI 9.1 DFS, EL 8.4 DFS. Foster Youth decreased in mathematics 43.3 DFS. Again, there will be a continued focus on supporting students that are Foster Youth in both English Language Arts and mathematics.

English Learners, Foster Youth, and low income students were provided access to a device to assist with their learning, either an iPad and/or a chromebook, (Action 2.13). In addition, 98.6% of students stated that they have a device to support their learning in the classroom, as reflected on the 2024-25 LCAP student survey. Also, all nine school sites have a computer lab assistant to support English Learners, Foster Youth, and low income students with technology needs to assist them with accessing the core instructional program (Action 2.14) These actions have been highly effective, ensuring students have access to devices to support their learning in the classroom and mastering grade level standards in both English Language Arts and mathematics. Low income and English Learner students increased in English Language Arts as reflected on the 2024 CA Dashboard: LI 2.2 DFS, EL 1.4 DFS. Foster Youth decreased in English Language Arts 50.8 DFS. The low income and English Learners increased in mathematics as reflected on the 2024 CA Dashboard: LI 9.1 DFS, EL 8.4 DFS. Foster Youth decreased in mathematics 43.3 DFS. Again, there will be a targeted focus on supporting students that are Foster Youth in both English Language Arts and mathematics.

District staff have continued to provide professional development to special education preschool and general education preschool teachers to assist with the integration of preschool students with special needs in the general education classroom (Action 2.15). Action 2.15 was effective since 24 preschool students with special needs (total population of preschool students with special needs: 140) were fully integrated into the general education classroom. This has been a very successful integration model, and will continue to be used as the District increases its inclusive practices from preschool to 6th grade for students with special needs.

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.

There was one change to the metrics. The metric, Learning Support Teachers, was added since these teachers are being funded out of the Learning Recovery Emergency Block Grant. In addition, Action 18 under Goal 2 was added, provide and train science lab assistants to support student learning, due to an increase in need for supporting English Learners, low income, and Foster Youth students in science at the six concentration schools, (the unduplicated student population (English Learners, low income, Foster Youth) at the six schools exceed 55% of the total student enrollment): Canyon Springs, Valley View, Leona Cox, Mitchell, Mint Canyon, and Fair Oaks Ranch Community Schools.

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	Professional development for staff to address student learning needs.	For English Learners, long-term English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and Mathematics and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	$931,163.00	Yes
2	Providing California State supplementary standards-based materials.	To mitigate learning loss, as evidenced by state and local assessments, the District will provide California State supplementary standards-based materials for English Learners, long-term English Learners, Foster Youth and Low Income students.	$704,359.00	Yes
3	Provide collaboration time	To address the learning needs of English Learners, long-term English Learners, Foster Youth and	$247,446.00	Yes

	for teachers to support student learning.	Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.		
4	Provide staff professional development, conferences, and workshops to support the educational program.	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Foster Youth, and Low Income students.	$1,313,294.00	Yes
5	Provide additional instructional minutes to deliver an intensive instructional program.	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners, long-term English Learners, and Low Income students.	$1,574,206.00	Yes
6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	$15,965.00	No
7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	$3,252.00	No
8	Provide outside of the school year intervention and enrichment opportunities for students.	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	$0.00	No
9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	The District will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	$0.00	No
10	Library Resource Technicians support student learning.	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners, long-term English Learners, and Foster Youth students who may have limited access to literacy materials at home.	$308,379.00	Yes
11	Teachers will provide coaching and intervention support for teachers.	To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	$327,934.00	Yes
12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	$104,720.00	Yes
13	Provide devices to enhance student learning.	The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, long-term English Learners, Foster Youth and Low Income students.	$546,725.00	Yes
14	Provide and train Computer	To support equitable access to differentiated instruction and access to online curricular programs,	$152,860.00	Yes

	Lab Assistants at all sites to support student learning.	the District will provide and train Computer Lab Assistants at all sites to support low income, English Learners, and Foster Youth students in the use of technology to meet grade level standards.		
15	Provide opportunities for integration for students with special needs.	Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.	$147,200.00	No
16	Increase student achievement by providing intervention support and coaching to teachers.	Learning Support Teachers will provide additional Tiers 2 and 3 intervention supports to English Learners, low income and Foster Youth to support academic achievement. In addition, Learning Support Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement. Research consistently supports the use of funds to implement high-dosage, targeted small group instruction, and offer intensive early reading interventions to address foundational skill gaps, and help students meet academic expectations. This action is funded using the Learning Recovery Emergency Block Grant (LREBG). Metrics 1, 2, 3, and 4 will be used to monitor the impact of the action. The amount of LREBG funds being used to support the action is $1,405,666.	$3,502,946.00	Yes
17	Increase English Language Development for English Learners and long-term English Learners.	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at 4 elementary schools: Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist English Learner students with phonological awareness and learning of the English Language rules.	$5,000.00	Yes
18	Provide Science Lab Assistants to support student learning.	To support student learning and assist with preparing experiments, demonstrating procedures, and guiding students through the learning process at schools that receive concentration funding.	$97,896.00	Yes

Goal

Goal #	Description	Type of Goal
3	All families and the broader community are welcomed and are partners in supporting the whole child.	Broad Goal

State priorities addressed by this goal.

5, 3

An explanation of why the LEA has developed this goal.

The Sulphur Springs Union School District has always promoted family partnership and engagement since staff are committed to strengthening students' academic and social/emotional wellness. By continuing to promote family engagement, it supports student learning in school, which further assists with successfully transitioning them to middle and high school. Staff are committed to connecting families to schools, including students of low-income, Foster Youth, and homeless families since it creates consistency between the home and school environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Increase percent of families who expressed satisfaction with their opportunities to be engaged and connected with the school community.	96% 23-24 LCAP Parent Survey	98.4% 24-25 LCAP Parent Survey		98% 26-27 LCAP Parent Survey	Increase 2.4%

2	Increase percent of families who expressed satisfaction with their opportunities to participate in school events as per LCAP survey.	94% 23-24 LCAP Parent Survey	98% 24-25 LCAP Parent Survey		98% 26-27 LCAP Parent Survey	Increase 4%
3	Increase percent of families who was provided the opportunity to meet with their child's teacher regarding their needs as per LCAP survey.	98% 23-24 LCAP Parent Survey	99.1% 24-25 LCAP Parent Survey		99% 26-27 LCAP Parent Survey	Increase 1.1%
4	Increase the number of school volunteers at each school as per LCAP survey and individual school data.	The highest number of volunteers at one site for the 23-24 school year was 210. The average number of volunteers across all nine schools is 90. 2023-2024 Volunteer Sign-in Sheets, 2023-2024 LCAP Survey	Highest Number for One site: 481 Average number of volunteers across all 9 sites:174 24-25 volunteer sign-in sheets		The highest number of volunteers at one site for the 26-27 school year was 250. The average number of volunteers across all nine schools is 100.	Highest Number for One site: increase of 271 Average number of volunteers across all 9 sites: Increase 84

5	Increase parent participation in school and District advisory groups, such as PACs, SSCs, ELACs, and DELACs.	For 2023-2024 School Year PAC, between 9 and 15 participants on average at each meeting SSC, 10-13 members per school site ELAC, average 4-20 participants per site at each meeting DELAC, between 20-30 participants Sign-in Sheets, Zoom meetings, In-Person meetings	24-25 PAC, between 10 and 15 participants at each meeting. SSC, between 10 and 14 members per school site ELAC, average 5 and 15 participants at meetings DELAC, between 15-25 participants Sign-in Sheets, Zoom meetings, In-Person meetings		For 2026-2027 School Year PAC, between 9 and 15 participants on average at each meeting SSC, 10-15 members per school site ELAC, average 10-30 participants per site at each meeting DELAC, between 30-40 participants Sign-in Sheets, Zoom meetings, In-Person meetings	Difference between Baseline and Mid-Year SSC: increase of 1 ELAC: increase of 5 DELAC: decrease of 5
6	Increase percent of families who expressed satisfaction with their child feeling safe and secure while attending school.	95% 23-24 LCAP Parent Survey	96% 24-25 LCAP Parent Survey		98% 26-27 LCAP Parent Survey	Increase 1%
7	Increase the percent of families that feel well-informed about their child's social emotional growth.	69% 23-24 LCAP Parent Survey	85% 24-25 LCAP Parent Survey		90% 26-27 LCAP Parent Survey	Increase 16%

Goal Analysis for 2024-2025

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.

There were several areas of improvement from the 2023-2024 to the 2024-2025 school year as reflected under Goal 3. From the 2025 LCAP Parent Survey, it showed an increase of families expressing satisfaction with their opportunities to be engaged and connected with the school community, from 96% as a baseline (2023-2024) to 98.4%, (2024-2025) (3.1). District staff know that when a strong connection between families and the school community exists in a school district, it will greatly support student success and fosters a more positive and supporting learning environment for students. This action was fully implemented.

In addition, there was an increase of parents expressing satisfaction with their opportunities to participate in school events, 94% (2023-2024) to 98% (2024-2025) (3.1 and 3.3). Further, the District met the 3rd year target outcome for increasing the number of parents volunteering in schools, with the highest number being 481 for one school and an average across all nine schools being 174 (2024-2025) as compared to highest number was 210 and average was 90 during the 2023-2024 school year. The 3rd year target was to have the highest number of volunteers be 250 and average of volunteers across all schools be 100. There is a strong focus in welcoming families in our schools since staff know that this can support academic achievement, enhance social and emotional development, increase confidence as well as increase attendance for students.

All of the advisory groups in the District continue to welcome families to participate and partner with the District to support their child's educational program. There has been a slight increase in participation at all nine schools' SSC meetings (increase of 1) and ELAC meetings (increase of 5) from the 2023-2024 school year to the 2024-2025 school year (3.3). This is an area where staff will continue to promote increased engagement in all advisory groups since it is important that families are part of the decision making that takes place at all nine schools to support students' academic and social/emotional programs.

All school sites and District Administration fully implemented action 3.3 to ensure that families had the opportunities to be involved and part of advisory groups. An area that continues to be challenge is increasing parents to participate in the DELAC meetings (3.3). The target for year 3 is to have between 30-40 parents participating in the meetings, and during year 2 (2024-2025) there were an average of 15-25 parents participating. The Assistant Superintendent of Educational Services and the Superintendent continue to let the parents know in advance of when the meetings will be held. In addition, communication is sent through ParentSquare on a regular basis. Parents that have attended DELAC still request that the meetings be held on Zoom and not in person. The District has continued to support this request.

The District held its 9th Annual Many Families One Community Family Resource Fair with the support of the Student and Family Wellness Collaborative (3.5, fully implemented). Again, this was a huge success, and it was the best attended event so far. Due to many more families attending, there was an increase in expenditures to support families to participate in the event (3.5). Many families shared how appreciative they were for the free resources that were provided to support and strengthen the entire family. The continued partnership with William S. Hart Union High School District continues to strengthen since both districts know the importance of the family network, and both districts support student success, preschool through 12th grade.

Staff know the importance of having District translators to support families in removing language barriers (3.2, fully implemented). District Translators play a crucial role in creating an equitable and more inclusive educational environment for all students and their families, and they support with bridging the language gap that may exist between home and school. There was an increase in expenditures for translation services during the 2024-2025 school year as compared to the 2023-2024 school year.

The Director of Curriculum and Instruction and the Educational Program Coordinator continued to focus on supporting families of English Learners (3.4, fully implemented). DELAC members shared that they have appreciated the targeted focus on reclassifying students before they leave the District and go to the high school district. District administrators have shared how they are supporting students who are English Learners to set goals to achieve reclassification. The LCAP Parent survey showed that 90% of families that have an English Learner student expressed satisfaction that their child was receiving the supports to meet grade level standards and be reclassified.

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.

3.2- There was an increased need this year to provide translation services to families to remove the language barriers that may be impeding families from being involved in their child's education program.
3.5 The District provided additional support to engage parents in the Many Families One Community Event hosted in partnership with the William S. Hart District.

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

The highly effective actions under Goal 3 continue to support families and the broader community in welcoming them to our District to support and partner with staff to ensure that all students are receiving an exemplary education. The partnerships that are created and fostered greatly benefit students, families, community, and District staff since these partnerships support improved academic outcomes and enhanced social-emotional well-being for all students, including English Learners, foster youth, and low-income.

During the 2024-2025 school year, several families from all schools and the community at large within the Santa Clarita Valley joined together to support with providing resources for families in need. The District's Family Resource Center was able to host three holiday drives this past year (one more than in the 2023-2024 school year), and provided families with food and clothing. Further, additional resources were provided to families in need by members of the Student and Family Wellness Collaborative hosting booths at the Many Families One Community Family Resource Fair on March 15, 2025. There were over 62 booths at the event (7 more than in the 2023-2024 school year) and resources were provided to families to support social/emotional wellness, as well as, academics (3.5). Action 3.5 was highly effective since there was a decrease in chronic absenteeism rates for low income (-4.4, 2024 CA Dashboard), English Learners (-3.0, 2024 CA Dashboard), and Foster Youth (-2.9, 2024 CA Dashboard) students. School staff and District social workers are intentionally focused on ensuring that the social and emotional well-being of students is nurtured to support English Learners, low income and Foster Youth students coming to school daily and on time.

Effective communication continues to be a high priority for families in the District. Families continue to express their appreciation for staff in making sure that communication to families is a high priority (2025 LCAP Parent Survey, 95%, 3.1). In addition, families expressed satisfaction on feeling engaged and included in the school community as reflected on the 2025 LCAP Parent Survey (98.5%, 3.1). Staff focus on breaking down barriers that may be in the way of parents and families to be part of the school community and continue to foster genuine partnerships that support and enhance the educational program for all students, including English Learners, foster youth, and low-income. In addition, action 3.1 was effective since families receive great communication from their child's school, which directly supports increased academic achievement for English Learners (increase 1.4, ELA 2024 CA Dashboard / increase 8.4 mathematics, 2024 CA Dashboard) and low income (increase 2.2, ELA 2024 CA Dashboard / increase 9.1 mathematics, 2024 CA Dashboard).

The Director of Curriculum and Instruction, as well as, the Educational Program Services Coordinators continue to reach out to English Learner families to ensure that they had access to all materials, and were able to ask questions and get support when needed to support their child (3.4). The Director of Curriculum and Instruction as well as the 9 Principals made sure that parents of English Learners had access to attend the ELAC and DELAC meetings. The majority of the meetings were held through Zoom, since several families have continued to ask for this support. The Educational Services Department continue to ensure that families knew that they could join DELAC and welcomed families to participate at all meetings. A success this past year is the Director of Curriculum and Instruction has partnered with teachers to create individual student goals with students who are English Learners to support and increase students being reclassified. Students were given information to show where they needed to improve, and intervention and supports were provided to students to increase academic performance, as well as support social-emotional well-being and increased motivation. The Director of Curriculum and Instruction as well as the Educational Program Services Coordinator received positive input from DELAC members that they saw an increase in their child's motivation to be reclassified due to the one-on-one meetings with students to set goals for reclassification (3.4).

All school sites and the Superintendent continue to hold Advisory Groups to support families in providing input and feedback on the implementation of their child's educational programs (3.3). The Advisory Groups have been highly effective since they have provided input through the LCAP surveys and at meetings about the effectiveness of several academic and social/emotional initiatives that have been provided at the schools. In addition, the District translators have attended the Advisory meetings to support with translation needs so that language barriers are removed to further enhance parents' understanding of what is being shared at meetings to support their child (3.2). Further, Action 3.2 has been effective by ensuring that families are receiving information about their child's educational program and academic achievement, (English Learners: increase 1.4, ELA

2024 CA Dashboard / increase 8.4 mathematics, 2024 CA Dashboard and low income: increase 2.2, ELA 2024 CA Dashboard / increase 9.1 mathematics, 2024 CA Dashboard). In addition, at a DELAC meeting, parents of English Learner students expressed their great appreciation for the District translators. They shared that they are not only providing translation support, they are also very trusted and parents feel that they have a connection with them to support their child's needs. The Advisory Groups have greatly supported families in having an increased understanding of the educational process, has increased stronger relationships with the educational partners at the school sites, and has given families a voice in school decisions that affect their child, fostering a sense of ownership and investment in their child's success at school. As reflected on the 2025 LCAP Parent Survey, 97% of families expressed that teachers shared student expectations with them and 96% felt that they were informed of their child's academic progress, as well as, their child's social-emotional growth.

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.

The goal and actions under goal 3 are highly effective to continue for the 2025-2026 school year. Staff continue to focus on partnering with all families, and ensuring that families and educational partners know the great work that is taking place in all of its nine schools. The partnerships that are created know that education is a shared responsibility that extend beyond the classroom walls, and involve the collaborative efforts of families, educators, and the broader community. Thus, there were no changes made to the planned goal, metrics, target outcomes, or actions for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase home/school communication and engagement for families.	The District will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	$119,351.00	Yes
2	Provide translation services to families of English Learners.	The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	$230,733.00	Yes
3	Advisory groups will provide input to Administration in the schools' and District's plans.	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	$0.00	No
4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	To support parents of English Learners and long-term English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in goal 2 action 4.	$0.00	Yes

5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	$23,160.00	Yes

Goal

Goal #	Description	Type of Goal
4	All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.	Broad Goal

State priorities addressed by this goal.

6, 5, 8

An explanation of why the LEA has developed this goal.

Sulphur Springs Union School District staff know the importance of creating a school climate where all students, including English Learners, Foster Youth, and Low Income, feel connected and safe, while receiving an outstanding educational program. Staff focus on maintaining high standards for students while also fostering positive relationships between staff and students, which further assists students achieving social, emotional, and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Decrease student suspension rate.	2023 CA Dashboard District wide 1.9% English Learners 3.4% Socioeconomically Disadvantaged 2.4% Hispanic 2.3% Students with Disabilities 2.3%	2024 CA Dashboard District Wide 0.5% English Learners 2.7% Socioeconomically Disadvantaged 0.9% Hispanic 0.9% Students with Disabilities 0.7%		2027 CA Dashboard District wide 0.5% English Learners 0.4% Socioeconomically Disadvantaged 0.4% Hispanic 0.3% Students with Disabilities 0.3%	District Wide Decrease, 1.4% English Learners Decrease, 0.7% Socioeconomically Disadvantaged Decrease, 1.5% Hispanic Decrease, 1.4% Students with Disabilities Decrease, 1.6%
2	Maintain expulsion rate.	0% 23-24 CALPADS	0% 24-25 CALPADS		0% 26-27 CALPADS	0%

3	Increase the number of students feeling safe while attending school.	86% 23-24 LCAP Student Survey	86% 24-25 LCAP Student Survey		95% 26-27 LCAP Student Survey	0%
4	Increase the number of students that look forward to coming to school each day.	78% 23-24 LCAP Student Survey	79.5% 24-25 LCAP Student Survey		90% 26-27 LCAP Student Survey	Increase 1.5%
5	Increase the number of staff feeling safe at school.	71% 23-24 LCAP Survey	88% 24-25 LCAP Survey		90% 26-27 LCAP Survey	Increase 17%
6	Increase percent of teachers who expressed satisfaction with their opportunities to be engaged and connected with the school community.	80% 23-24 LCAP Staff Survey	97.1% 24-25 LCAP Staff Survey		90% 26-27 LCAP Staff Survey	Increase 17.1%

Goal Analysis for 2024-2025

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.

District staff continue to focus on providing all students, including low income, English Learners, and Foster Youth, a safe and healthy learning environment to achieve social, emotional, and academic success. A targeted focus on students feeling safe while attending school was met as reflected on the 2025 student LCAP survey results. Grades TK through 6th grade students stated that 86% of them felt safe while attending school (4.1, fully implemented). In addition, all students had access to a positive behavior program at all nine school sites that supports students looking forward to coming to school daily and reporting positive relationships (4.1, 4.7, fully implemented).

To further assist with students reporting positive relationships and feeling connected to school, all school sites continued to offer counseling services for students in need (4.2, 4.3, 4.4, fully implemented). All nine school sites have a social worker on campus that supports students in need. In addition, the concentration schools received additional social worker time to assist English Learners, low income, and Foster Youth students as needed, (4.6, fully implemented). The social workers provided comprehensive services to students to address barriers that limit low income, Foster Youth, and homeless students from accessing the core educational program.

All nine schools had a continued focus on supporting students with student connectedness and building positive relationships (4.5, 4.7, 4.8, 4.9, fully implemented). With the support of teachers, administrators, and behavior intervention supervisors and intervention assistants, the District saw a decrease in suspension rates from 1.9%, orange performance level (2023 California Dashboard) to 0.5%, green performance level (2024 California Dashboard). In addition, District Wide, SED went from 2.4 %, orange performance level (2023 California Dashboard) to 0.9%, green performance level (2024 California Dashboard). Further, English learners went from 3.4%, red performance level (2023 California Dashboard) to 2.7%, blue performance level (2024 California Dashboard). The District also continued to maintain its 0% expulsion rate from the 2023 California Dashboard to the 2024 California Dashboard.

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.

4.4 - Additional counseling services were provided to unduplicated students to support them with their social/emotional wellness.
4.5 -The District completed a needs assessment and found that additional behavior intervention support was needed at the concentration schools to support unduplicated students.
4.6 - The District increased the social-emotional support for unduplicated students by adding more Social Workers. The additional Social Workers were used to address the barriers that are preventing students from receiving the full benefits from their educational experience.
4.7 - There was an increase in spending on Positive Behavioral Programs to increase unduplicated students' engagement in school.
4.9 The District experienced a higher than anticipated need to provide additional positive behavior programs to its Special Education student population.

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

The actions under Goal 4 were highly effective and continue to support students by providing them a safe and healthy learning environment to achieve social, emotional, and academic success. All staff have an intentional focus on supporting the whole child, academics, as well as, social and emotional wellness. Students reporting positive relationships and safety while attending school was reflected on the 2025 LCAP student surveys. There was a 1.5% increase in the number of students looking forward to coming to school each day as reflected on the 2024 student LCAP survey to the 2025 student LCAP survey (4.1). In addition, the students continue to report that they feel safe while attending school as reflected on the 2025 student LCAP survey (4.1). This action will continue to remain a focus since it is important that students and staff feel safe while being at school to support their learning.

Providing counseling services for identified students in need (4.2, 4.3) remains a top priority and has remained highly effective. Teachers, administrators, and social workers continue to partner together to assist students with social and emotional wellness, and work to ensure that students have access to their educational program (4.6). Additionally, our low income students decreased in chronic absenteeism rate by 4.4% as shown on the 2024 California Dashboard.

The District saw a decrease in suspension rates from 1.9%, orange performance level (2023 California Dashboard) to 0.5%, green performance level (2024 California Dashboard). In addition, District Wide, SED went from 2.4 %, orange performance level (2023 California Dashboard) to 0.9%, green performance level (2024 California Dashboard). Further, English learners went from 3.4%, red performance level (2023 California Dashboard) to 2.7%, blue performance level (2024 California Dashboard). Also, Hispanic students went from 2.3%, orange performance level (2023 California Dashboard) to 0.9%, green performance level (2024 California Dashboard) and finally, students with disabilities went from 2.3%, yellow performance level (2023 California Dashboard) to 0.7%, green performance level (2024 California Dashboard). The District also continued to maintain its 0% expulsion rate from the 2023 California Dashboard to the 2024 California Dashboard.

Students continue to feel connected and have access to the core program (4.4, 4.5, 4.7, 4.8, 4.9). This has shown to be highly effective and has been reflected in the student achievement data, as well as, the suspension data on the 2024 California Dashboard. The District saw a decrease in suspension rates from 1.9%, orange performance level (2023 California Dashboard) to 0.5%, green performance level (2024 California Dashboard). When students are in school, learning is taking place. District Wide, all students increased in English Language Arts by 2.1 DFS on the 2024 California Dashboard as compared to the 2023 California Dashboard. In addition, all students increased on the 2024 California Dashboard by 6.9 DFS as compared to the 2023 California Dashboard. District wide, English Learner students increased by 1.4 DFS for English Language Arts on the 2024 California Dashboard as compared to the 2023. Further, English Learners increased in mathematics by 8.4 DFS on the 2024 California Dashboard as compared to the 2023. District wide, SED increased by 2.2 DFS for English Language Arts on the 2024 California Dashboard as compared to the 2023. Further, SED increased in mathematics by 9.1 DFS on the 2024 California Dashboard as compared to the 2023.

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.

There is a change to the actions under Goal 4. Action 2, provide additional counseling services for identified students, will be combined with Action 3, counseling services for students in need. Action 2 will be removed. The funding for Action 2 and 3 are from the same source for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Students reporting positive relationships and safety.	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys. Teachers will promote social and emotional learning into their curriculum to help students develop self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.	$0.00	No
2	Counseling Services for Students in need.	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	$72,000.00	No
3	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	The 2023 CA Dashboard shows a red performance level in school climate, suspension rate, for Canyon Springs Community School. The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School. To further support with removing barriers for unduplicated students from accessing their academic program, the District will provide additional counseling services to support social/emotional wellness and academic success in school.	$12,436.00	Yes
4	Strengthen student connectedness and access to the core program.	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students, English Learners, low income, and Foster Youth, in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	$318,684.00	Yes
5	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	$1,095,463.00	Yes
6	Positive Behavior Programs that promote student engagement.	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students: English Learners, low income, and Foster Youth.	$22,250.00	Yes
7	Promote school climate to enhance student connectedness and increase academic success.	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	$0.00	No
8	Strengthen student connectedness and access to the core program for students.	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who require behavioral intervention per their IEP.	$1,645,966.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,692,684.00	$312,509.00

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
14.03%	0.00%	$0.00	14.03%

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 #(s)	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
Goal 1 Action 6	After reviewing the 2023 California Dashboard for chronic absenteeism, the following student groups scored in the orange performance indicators: English Learners, Homeless, and socioeconomically disadvantaged These student groups are not engaged based on the 2023 CA Dashboard and the data from Attention2Attendance (A2A) monitoring system. The chronic absenteeism rate for all students is 19.6%. The chronic absenteeism rate for: - English Learners is 20.4%, 0.8% higher than all students. -Homeless is 30.8%, 11.2% higher than all students. -Socioeconomically Disadvantaged is 24.4%, 4.8% higher than all students. Educational Partners shared the need to continue to provide social workers at school sites to focus on supporting students who are not attending school daily and on time.	The data under chronic absenteeism demonstrated the need for additional supports in schools to address this area. The need for additional social workers to support with removing barriers that may be interfering with students accessing their academic program is still needed to reduce the chronic absenteeism rate. Further, it was found that for the English Learner students, some of their families were unable to communicate with the school teachers and personnel due to language barriers and were not being familiar with the school system and how to access resources. The current communication tool that is in place, ParentSquare, greatly supported the District's work with communicating to families to support the re-engagement of low income, foster youth, and English Learner students to further support their attendance and learning. The action is being provided on an LEA-wide basis since all students can benefit from the social emotional support that is provided by social workers to address mental health services and supports to remove barriers that may be interfering with students attending school daily and on time.	Goal 1: Metric 5
Goal 1 Action 7	The 2023 CA Dashboard reflected a red indicator in chronic absenteeism at the following elementary schools: Canyon Springs Community School and Leona Cox Community School. Both schools show students that are socioeconomically disadvantaged are in the red performance levels. Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time.	Additional Social Worker time will be placed at both of the school sites to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time. This action is being implemented on an LEA wide basis to support all students since social workers support students who are struggling with getting to school daily on time by partnering with families to discuss what barriers may be impeding the child from getting to school. Together, the parent and the social worker can create a plan to support the child to attend school on a regular basis to further increase engagement, student connectedness, and increase student performance.	Goal 1, Metric 5

Goal 2 Action 1	Local data indicate that unduplicated students, English Learners, long-term English Learners, Foster Youth, Homeless, and low income are in need of additional academic supports from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum.	An increased focus on aligned assessments to monitor progress will be implemented with researched-based professional development for all teachers focused on meeting the needs of unduplicated students, English Learners, long-term English Learners, Foster Youth, and homeless students. In addition, teachers will attend professional development trainings to learn how to analyze data to target students that need intervention support and differentiated instruction. Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for students through Orton-Gillingham. For English Learners, long-term English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will continue to provide professional development to address academic and social/emotional needs. The actions are provided on an LEA wide basis so that all students are provided instruction from teachers that have been trained on how to address learning needs of students in English Language arts and mathematics. Professional development for teachers plays a vital role in their development and effectiveness of meeting students' needs. Professional development helps teachers develop the knowledge, skills, and strategies needed to enhance student learning outcomes and academic success.	Goal 2, Metrics 1 and 3

Goal 2, Action 2	Unduplicated students are in need of additional strategies to access curriculum and increase achievement. Data from state, local and curriculum based assessments show that this student group is performing at lower levels than grade level peers.	Providing research-based supplementary materials to unduplicated students will support an increase in student achievement and provide students who are performing below grade level learning and enrichment opportunities as evidenced by local and state assessments. To mitigate learning loss and increase the number of unduplicated students mastering grade level standards, the District will provide California State supplementary standards-based materials for English Learners, long-term English Learners, Foster Youth and low income students. This will support an increase in student achievement and provide at-risk students learning and enrichment opportunities as evidenced by local and annual state assessments. The actions are provided on an LEA wide basis since all students will benefit from being provided supplementary standards-based materials to mitigate any learning gaps and assist students with achieving grade level mastery in English Language arts and mathematics. Further, supplementary materials enriches the learning experience for all students and supports differentiation and personalized learning, enhances engagement and motivation, and prepares students for success.	Goal 2, Metrics 1 and 3
Goal 2 Action 3	The District's state and local data indicates that unduplicated students, including long-term English Learners, are achieving at lower levels than their grade level peers and may have difficulty accessing the curriculum.	Teachers will engage in ongoing collaboration to monitor progress of unduplicated students, including long-term English Learners, through data analysis, plan instruction, and provide intervention during collaboration. Implementation of this strategy will enable teachers to plan specific lessons to meet the individual needs of students which will increase achievement as evidenced by local, state and curriculum based assessments. To monitor this, research shows that collaboration amongst teachers improves student achievement. This action is being implemented on an LEA wide basis to assist all students since teacher collaboration promotes professional growth, improves teaching practices, supports student achievement, fosters a positive school culture, and enhances the overall effectiveness of education. By having teachers work together to analyze student data, assess learning outcomes, and evaluate instructional approaches, they can identify areas for improvement and implement evidence-based strategies to enhance student learning that will have a direct impact on students achieving grade level mastery.	Goal 2, Metrics 1 and 3

Goal 2, Action 4	Local data indicates that unduplicated students that are not meeting grade level expectations are in need of additional academic support from highly qualified staff members. Moreover, local data indicates that unduplicated students are in need of additional strategies and supports to assist them in accessing the curriculum.	Teachers are engaged in professional development that supports early learning, intervention, and language acquisition for unduplicated students through Orton-Gillingham. For English Learners, low income and Foster Youth students who have not demonstrated proficiency and/or are in need of further connection and engagement, the District will continue to provide professional development to address academic and social/emotional needs. An increased focus on aligned assessments to monitor progress will be implemented with researched-based professional development for all teachers focused on meeting the needs of English Learners, Foster Youth, and homeless students. With this implementation, unduplicated students will learn from highly qualified and prepared teachers to increase student engagement and achievement as evidenced by local and state assessments. This action is being provided on an LEA wide basis since all students should have access to teachers that are provided high quality professional development to support their educational needs both academically and socially. Professional development will also be tailored to meet the diverse needs of all learners which will further support student achievement.	Goal 2, Metrics 1 and 3
Goal 2 Action 5	The following students, English Learners, long-term English Learners, Foster Youth, and low income, have shown a need to have additional instructional minutes provided to further support their mastery of the English language and achievement toward grade level standards.	Teachers will provide additional minutes of instruction to support the unduplicated student groups, including long-term English Learners. Students will be provided additional intervention support as well as a focus on strengthening their phonological awareness and learning of the English language rules to support English proficiency. This action will be provided on an LEA wide basis since all students greatly benefit academically as well as socially from additional instructional minutes. Additional instructional time with teachers benefits students by increasing learning opportunities and improving academic achievement. Teachers are able to provide targeted support and intervention, and offer enrichment and extension opportunities, as well as, personalize learning experiences for students. By investing in additional instructional time, teachers can enhance student learning outcomes and promote success for all students.	Goal 2, Metrics 1 and 3

Goal 2, Action 10	During educational partner meetings, it was shared that parents of unduplicated students, including long-term English Learners, have difficulty accessing community resources. Unduplicated students and long-term English Learners may not be able to access community supports such as public libraries due to transportation and child care concerns. There is a need for English Learners, long-term English Learners, Foster Youth, and low income students to have access to library resources.	The District will continue to provide unduplicated students and long-term English Learners access to libraries to continue to foster critical thinking, and provide unduplicated students access to high quality literacy resources that enhance student learning. The District's school Library Resource Technicians assist unduplicated students, including long-term English Learners, with access to not only literature, they also support low income, Foster Youth, English Learners, and long-term English Learners access to technological resources, assisting them to find additional resources to assist their learning. For unduplicated students, it is essential that the students have access to school libraries to further assist the classroom teacher with supporting students to think critically, provide students resources that the unduplicated student may not have access to in the home, and further enhance student creativity. In addition, the school Library Resource Technicians partner with the computer lab assistants by working to close the digital divide, and provide support with the use of technology in accessing additional educational resources to accelerate student learning. In addition, the school Library Resource Technicians continue to greatly support English Learner students by providing a diversity of literature to assist with English Language acquisition, cultivating an interest in reading and creativity. The District expects students to show an increase in achievement in English Language Arts and language acquisition as evidenced by state and local assessments. The action is provided on an LEA wide basis since all students benefit greatly from having access to libraries and the support of the library resource technician. Libraries are critical in promoting literacy, supporting academic success, encouraging lifelong learning among students, developing critical thinking skills, stimulating creativity and imagination, supporting technology skills, facilitating social interaction, and promoting inclusion and equity for all students.	Goal 2, Metrics 1 and 3

Goal 2, Action 11	Due to low achievement levels in English Language Arts (EL -42.2 DFS, FY -81.7 DFS, Low Income -26.2 DFS) and mathematics (EL -64.7 DFS, FY -78 DFS, Low Income -53 DFS) for unduplicated students, there is a need to provide coaching and support to teachers when instructing students of low income, Foster Youth, and English Learners. These student groups have a greater risk of school failure due to several factors. Feedback from Educational partners have shared that some unduplicated students may not have access to additional support with their education, have parents that need to work multiple jobs and/or have difficulty with acquiring the English Language.	In order to continue to target academic achievement of English Learners, Foster Youth, and low income students, Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who received coaching support have developed and refine skills to address unduplicated students. Further, instructional coaching may support equitable treatment of students in the educational setting. Teachers on Special Assignment (TOSAs) will continue to be provided to coach teachers in support of instruction and intervention with unduplicated students. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. This action is being provided on an LEA wide basis since all students benefit significantly if the classroom teachers have access to Teachers on Special Assignment (TOSAs). TOSAs are important because they provide individualized support, professional development, mentorship, and instructional improvement that greatly leads to improving student outcomes. TOSAs is essential in promoting continuous improvement and excellence in teaching and learning that further supports students educational programs.	Goal 2, Metrics 1 and 3
Goal 2 Action 12	Students who are socio-economically disadvantaged in the District continue perform below grade level in English Language Arts and mathematics. There is a need to provide enrichment activities to further support student engagement in the instructional program.	To ensure socio-economically disadvantaged students receive opportunities to develop creativity and innovative practices to further support their academic achievement, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration. Research has shown that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. Learning a musical instrument also improves how the brain understands human language, which can help students accelerate learning. This action will be implemented on an LEA wide basis for all students since VAPA promotes creative expression, cognitive development, emotional intelligence, cultural awareness, communication skills, teamwork, confidence, and self-esteem which leads to increased student performance. By integrating visual and performing arts into the curriculum, students will be provided a well-rounded education that nurtures their artistic talents, fosters their creativity, and enriches their lives to further develop the whole child.	Goal 2, Metrics 1 and 3

Goal 2, Action 13	Following a review of District data, it showed a need that English Learners, long-term English Learners, Foster Youth, and low income students have disproportionately less access to technology when compared to their grade level peers and therefore have a need for access to technology resources to support their educational program. Students who are continuing to participate in online independent study are also in need of electronic devices and wifi. In addition, additional devices were provided to students who need additional practice with online instructional programs and were provided devices to take home. Further, English Learners who were new to the county were also provided devices to take home to support their learning of the English language and increase access to their online intervention programs.	Considering the need to ensure that unduplicated students, including long-term English Learners, receive instruction that includes 21st century skills and practices, additional devices are provided to support English Learners, long-term English Learners, Foster Youth, and low income students to eliminate that digital divide. Furthermore, assisting students in the use of technology is critical in preparing them for college and career development. To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, long-term English Learner, Foster Youth, and low income student. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. By providing this action on an LEA wide basis promotes student engagement and motivation for all students, and supports differentiated instruction. Further, all students will have access to information and resources, and technology facilitates collaboration and communication which promotes critical thinking and problem-solving skills as well. All students having access to technology prepares them for the digital age, fosters creativity and innovation, ensures accessible learning, and connects classroom learning to real-world relevance.	Goal 2, Metrics 1 and 3
Goal 2, Action 14	District data shows that English Learners, Foster Youth, and low income students have disproportionately less access to technology when compared to their grade level peers. Students who are continuing to participate in online independent study are in need of electronic devices and wifi. There is a need for Computer Lab Assistants to support unduplicated students with the use of devices to access their educational program both in school and in the home.	Assisting students in the use of technology is critical in preparing them for college and career development. To assure knowledge of technology use is not a barrier to success, Computer Lab Assistants at each school site support students and families with technology use to assure ongoing access, and the ability to leverage technology for the benefit of each English Learner, Foster Youth, and low income student. This access will provide students with equitable opportunities to access curriculum and achieve at higher levels as evidenced by state and local assessments. This action is being provided LEA wide for all students since computer lab assistants play an essential role in supporting students by providing technical support, instructional assistance, and individualized guidance. Computer Lab Assistants help create a positive and inclusive learning environment where students can develop essential technology skills that further supports learning and mastery of grade level standards.	Goal 2, Metrics 1 and 3

Goal 2 Action 16	Teachers need coaching and support when instructing students of low income, Foster Youth, and English Learners. These student groups have a greater risk of school failure due to several factors such as not having access to additional support with their education, parents working multiple jobs and difficulty with acquiring the English Language. All students in grades 3-6 on the 2023 state test for English Language Arts scored 5.3 points below standard. The following students groups scored well below 5.3 points: -English Learners 42.2 points below standard for ELA. -Low Income 26.6 points below standard for ELA. -Foster Youth 81.7% points below standard for ELA. Educational Partner feedback from staff and parents stated that the need for Learning Support Teachers to support students that are not mastering grade level standards is greatly needed for English Learners, Foster Youth, and low income students.	Learning Support Teachers will continue to coach teachers in support of instruction and intervention with unduplicated students. This strategy will enable teachers to receive support regarding classroom instruction to aid in meeting the needs of students as evidenced by state and local assessments. In addition, Learning Support Teachers will provide additional Tier II and Tier III intervention supports to unduplicated students to support academic achievement. In order to continue to target academic achievement of English Learners, Foster Youth, and low income students, Learning Support Teachers will provide coaching and intervention support for teachers. Research shows that by providing coaching to teachers in the classroom, improves their capacity to reflect and apply their learning to their work with students. In addition, teachers who received coaching support have developed and refine skills to address unduplicated students. Further, instructional coaching may support equitable treatment of students in the educational setting. The action is being provided on an LEA-wide basis since all students will greatly benefit from teachers that are targeting phonological awareness and mastery of foundational literacy skills necessary to achieve grade level achievement in English Language Arts.	Goal 2, Metrics 1, 3, and 13

Goal 2 Action 18	The 2024 California Dashboard reflected a need in students meeting grade-level standards on the Science assessment. The California Science Test indicated low performance at Canyon Springs Community School, Leona Cox Community School, Valley View Community School, Mitchell Community School, Mint Canyon Community School, and Fair Oaks Ranch Community School. The 2024 California Science Test indicated lower achievement rate for English learners and low income students as compared to all students. English learners were 18.8 points below standard and low-income students were 15.4 points below standards compared to all students who were 9.8 points below standard. Due to this disparity there is an identified need to support English learners, foster youth, and low-income students with mastering grade level science standards.	To support English learners, foster youth, and low-income students with accessing the science curriculum, the district will provide a science lab technician at Canyon Springs Community School, Leona Cox Community School, Valley View Community School, Mitchell Community School, Mint Canyon Community School and Fair Oaks Ranch Community School. The science lab technicians will provide a role in supporting smaller group instruction, reinforcing science concepts, providing a safe space for students to ask questions which allows students to build confidence, making science more accessible and building both competence and confidence in students. This action is being implemented schoolwide, ensuring that all students benefit from enhanced science instruction designed to support their success in meeting grade-level standards on the science assessment.	Goal 2, Metric 10
Goal 3, Action 1	A review of the 2023-2024 LCAP surveys indicated that there is a continued need for families to have access to resources, such as access to school social workers, engagement for families to be connected to schools, and access to educational resources for families to support their child's learning. Survey data indicated that families need increased information on how to access support for unduplicated students, and to access resources, such as basic needs, clothing, food, as well as, providing assistance to parents. This will increase families' access to additional academic support for students provided at each of the schools in the District. In addition, unduplicated students need ongoing support for academics and social emotional well-being to address limited access to curriculum and supports due to limited parental and community based supports.	The schools with higher populations of unduplicated students have additional staff to support families with unduplicated students' family engagement, such as providing parent training classes to support their child, family math nights, and family literacy nights. Data from the use of ParentSquare and other communication tools have proven to be very useful for English Learner, low income and Foster Youth families. This increase in communication and engagement will support student outcomes, both academically and socially/emotionally. Research shows that families who are feeling more supported and connected to the District will have a direct impact on student engagement and learning. The action is being provided on an LEA wide basis since all students greatly benefit from their families having access to resources that the schools can provide to further strengthen home school connection. Further, all students benefit by the District promoting parental involvement since this directly leads to student success. It is essential that schools build trust with families and create partnerships that enhance family-school relationships. By fostering open, respectful, and collaborative communication, schools can create a supportive and inclusive learning environment where every student can thrive.	Goal 2, Metrics 1 and 3

Goal 3, Action 5	There is a need to ensure that families of low income and Foster Youth students have access and awareness to community services in the District and the Santa Clarita Valley. Some of the families may not have access to social/emotional resources and/or academic resources. Although there are many challenges for low-income families to access adequate social/emotional and academic resources , some of the key barriers for families identified are a lack of education and not knowing who to navigate the educational system to support their child.	To assure families of low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness. By implementing this action on an LEA wide basis, all students will benefit from this as well since it is important that all families have an understanding of where resources are available to support the whole family in the event that there is a need. In addition, providing families with access to mental health resources is essential for promoting mental well-being, preventing and managing mental health conditions, and improving family relationships and enhancing child development with directly supports students' academic achievement in schools.	Goal 1, Metric 5
Goal 4 Action 3	The 2023 CA Dashboard reflected a red performance level in school climate: suspension rate, for Canyon Springs Community School. The CAASPP 2023 reports indicated low performance in English Language Arts and mathematics at Canyon Springs Community School. The chronic absenteeism data shows for English Learners, low income, and Foster Youth higher rates of absences than all students, (All students 19.6%, EL 20.4%, low income 24.2%, FY 14.3%). Due to this disparity, there is an identified need to support English Learners, Foster Youth, and low income students with emotional regulation in order to better access the academic program.	To further support with removing barriers for English Learners, socioeconomically disadvantaged and Foster Youth students from accessing their academic program, the District will provide additional counseling services to support social/emotional wellness and academic success in school. This action is being implemented on a Lea-wide basis as it will benefit all students who need social emotional wellness and support.	Goal 4, Metrics 1 and 2

Goal 4, Action 6	There is a need to promote student engagement and foster connectedness with peers and adults on campus. Although the Districtwide suspension rate was 1.9% in the 23-24 school year, the District's English Learner and low income students had higher rates; respectively 3.4% and 2.4%.	There is a focus to support unduplicated students by providing academic and social emotional behavior programs such as Champs, Capturing Kids Hearts and PBIS, Playworks, Unconscious Discipline, and Second Step to promote student engagement and foster connectedness with their peers and adults on campus. Implementation of this strategy will support students in mitigating behavior and social emotional concerns and increase a feeling of being connected to school. This action is implemented on an LEA wide basis for all students since promoting positive behavior programs in schools is essential for creating a positive school climate, increasing student connectedness, preventing behavior problems, improving academic outcomes, teaching social and emotional skills, promoting positive relationships, reducing discipline referrals, and preparing students for success in school and beyond. Schools that create positive environments for students to learn and play, support all students so that they can thrive and reach their full potential.	Goal 2, Metrics 1 and 3 Goal 4, Metric 1

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 8	Data from increased parent requests for transportation support indicated that there is a need to support unduplicated students getting to and from school for that live outside the allowable zones to walk to school.	The District will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program and to support students with arriving daily and on time.	Goal 1, Metrics 4 and 5
Goal 2, Action 17	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at 4 elementary schools: Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School. Based on data and collaborating with Educational Partners, there is a need to provide targeted support in English Language Arts to increase academic achievement for English Learners, long-term English Learners, Foster Youth, and low income.	Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist English Learners and Long Term English Learner students with phonological awareness and learning of the English Language rules.	Goal 2, Metric 5

Goal 3, Action 2	In the District, families that are English Learners need to be able to access information about their child's educational program to support the academic achievement of their child. It is important that language barriers are removed that may impede families from gaining access to academic information, as well as, social/emotional supports for their child so that together the District and family can partner to further develop the whole child.	The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program. Translation support will be provided to families during math, literacy, and English Language support trainings for families to learn more about the curriculum that their child is using, as well as, at Family Resource Fairs that focus on supporting and engaging families to strengthen the social/emotional wellness of unduplicated students.	Goal 3, Metrics 1, 3 and 7
Goal 3, Action 4	English Learner and long-term English Learner students continue to perform in the orange performance indicator on the 2023 California Dashboard in English Language Arts and mathematics. There is a need for educating parents on how they can assist their child who is an English Learner and long-term English Learner with academics , as well as, a need to support parents with knowing the importance of having their child be at school daily and on time.	The Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources for English Learners and long-term English Learners to support parents with meeting the needs of their child to achieve grade level standards. In addition, parent workshops will be provided to families about the importance of attending school daily and on time.	Goal 3, Metrics 1, 3, 5 and 7
Goal 4, Action 4	There is a need to support unduplicated students to increase school engagement and connection to further support and increase academic achievement and social/emotional wellness.	Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	Goal 4, Metric 4
Goal 4, Action 5	The academic and social/emotional wellness data shows that there are low income, Foster Youth, and Homeless students facing barriers that may be impeding them from accessing their educational program and/or affecting their social/emotional wellness.	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the District will provide Social Workers and support personnel to provide comprehensive services.	Goal 4, Metrics 1, 3 and 4

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.

Survey data indicated that students are in need of additional support for social-emotional learning. The District employed additional Social Workers (2.5 FTE) to support the high need schools (Canyon Springs, Mint Canyon, Leona Cox , Valley View, Mitchell and Fair Oaks Community Schools). The additional social workers will support English Learners, low income, and Foster Youth students, and address social emotional needs of students at the six sites that have the greatest need. This service will aid in removing barriers to instruction and assist students in accessing the curriculum (Goal 4: Action 6).

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	Pinetree Community School (1:30) 659 Students 22 Classified Sulphur Springs Community School (1:22) 604 Students 27 Classified Golden Oak Community School (1:59) 539 Students 9 Classified	Canyon Springs Community School (1:23) 491 Students 21 Classified Leona Cox Community School (1:22) 455 Students 21 Classified Mint Canyon Community School (1:32) 488 Students 15 Classified Mitchell Community School (1:35) 593 Students 17 Classified Fair Oaks Ranch Community School (1:49) 873 Students 18 Classified Valley View Community School (1:20) 521 Students 26 Classified
Staff-to-student ratio of certificated staff providing direct services to students	Pinetree Community School (1:23) 659 Students 28 Certificated Sulphur Springs Community School (1:18) 604 Students 33 Certificated Golden Oak Community School (1:25) 539 Students 22 Certificated	Canyon Springs Community School (1:20) 491 Students 25 Certificated Leona Cox Community School (1:19) 455 Students 24 Certificated Mint Canyon Community School (1:18) 488 Students 26 Certificated Mitchell Community School (1:20) 593 Students 29 Certificated Fair Oaks Ranch Community School (1:26) 873 Students 34 Certificated Valley View Community School (1:18) 521 Students 29 Certificated

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$54,831,690.00	$7,692,684.00	14.03%	0.00%	14.03%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$52,350,362.00	$3,417,784.00	$16,344.00	$1,441,999.00	$57,226,489.00	$51,760,413.00	$5,466,076.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Recruit and retain highly qualified staff.	All	No				2024-2027	$37,146,184	$0	$37,146,184	$0	$0	$0	$37,146,184	0.00%
1	2	CA State approved textbooks and materials.	All	No				2024-2027	$0	$414,953	$195,509	$219,444	$0	$0	$414,953	0.00%
1	3	Implementation of District maintenance plan.	All	No				2024-2027	$1,059,479	$3,260,893	$4,320,372	$0	$0	$0	$4,320,372	0.00%
1	4	Maintain noon supervisors at all sites.	All	No				2024-2027	$772,303	$0	$772,303	$0	$0	$0	$772,303	0.00%
1	5	Conduct annual safety drills	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
1	6	Proactively engage families and regularly monitor attendance. (LEA)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$0	$32,400	$32,400	$0	$0	$0	$32,400	0.00%

1	7	Reducing chronic absenteeism by increasing student engagement.	White, Hispanic or Latino, Student with Disabilities (SWD), Low Income	Yes	Schoolwide	Low Income	Specific Schools, Canyon Springs Community School and Leona Cox Community School	2024-25	$12,436	$0	$12,436	$0	$0	$0	$12,436	0.00%
1	8	Provide transportation to and from school for unduplicated student population.	English learner (EL), Low Income, Foster Youth	Yes	Limited	Low Income, English learner (EL), Foster Youth	Specific Schools, Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree	2024-2027	$1,004,453	$0	$1,004,453	$0	$0	$0	$1,004,453	0.00%
2	1	Professional development for staff to address student learning needs.	English learner (EL), Foster Youth, Low Income, Long-term English learner	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$931,163	$0	$931,163	$0	$0	$0	$931,163	0.00%
2	2	Providing California State supplementary standards-based materials.	English learner (EL), Low Income, Foster Youth, Long-term English learner	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	2024-2027	$0	$704,359	$621,490	$0	$0	$82,869	$704,359	0.00%
2	3	Provide collaboration time for teachers to support student learning.	Long-term English learner, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$247,445	$1	$195,380	$0	$0	$52,066	$247,446	0.00%

2	4	Provide staff professional development, conferences, and workshops to support the educational program.	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$1,164,517	$148,777	$904,796	$0	$0	$408,498	$1,313,294	0.00%
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Long-term English learner, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	2024-2027	$1,574,206	$0	$1,574,206	$0	$0	$0	$1,574,206	0.00%
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	English learner (EL)	No				2024-2027	$15,965	$0	$15,965	$0	$0	$0	$15,965	0.00%
2	7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	English learner (EL)	No				2024-2027	$3,252	$0	$3,252	$0	$0	$0	$3,252	0.00%
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	Low Income, Foster Youth, English learner (EL)	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
2	9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
2	10	Library Resource Technicians support student learning.	English learner (EL), Foster Youth, Low Income, Long-term English learner	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2027	$293,159	$15,220	$233,671	$74,708	$0	$0	$308,379	0.00%
2	11	Teachers will provide coaching and intervention support for teachers.	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$327,934	$0	$181,544	$0	$0	$146,390	$327,934	0.00%

2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Low Income	Yes	Schoolwide	Low Income	All Schools	2024-2027	$12,376	$92,344	$72,376	$0	$16,344	$16,000	$104,720	0.00%
2	13	Provide devices to enhance student learning.	Long-term English learner, Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	2024-2027	$0	$546,725	$546,725	$0	$0	$0	$546,725	0.00%
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$152,860	$0	$152,860	$0	$0	$0	$152,860	0.00%
2	15	Provide opportunities for integration for students with special needs.	Student with Disabilities (SWD)	No				2024-2027	$0	$147,200	$147,200	$0	$0	$0	$147,200	0.00%
2	16	Increase student achievement by providing intervention support and coaching to teachers.	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$3,502,946	$0	$2,097,280	$1,405,666	$0	$0	$3,502,946	0.00%
2	17	Increase English Language Development for English Learners and long-term English Learners.	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	Specific Schools, Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School	2024-2025	$5,000	$0	$5,000	$0	$0	$0	$5,000	0.00%

2	18	Provide Science Lab Assistants to support student learning.	English learner (EL), Low Income, Homeless, Foster Youth	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, Canyon Springs Community School Leona Cox Community School Valley View Community School Fair Oaks Ranch Community School Mint Canyon Community School Mitchell Community School	2024-2027	$97,896	$0	$97,896	$0	$0	$0	$97,896	0.00%
3	1	Increase home/school communication and engagement for families.	Low Income, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-2027	$118,351	$1,000	$119,351	$0	$0	$0	$119,351	0.00%
3	2	Provide translation services to families of English Learners.	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	$230,733	$0	$230,733	$0	$0	$0	$230,733	0.00%
3	3	Advisory groups will provide input to Administration in the schools' and District's plans.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Foster Youth, Low Income	Yes	LEA-wide	Foster Youth, Low Income	All Schools	2024-2027	$13,706	$9,454	$23,160	$0	$0	$0	$23,160	0.00%
4	1	Students reporting positive relationships and safety.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Counseling Services for Students in need.	All	No				2024-2027	$0	$72,000	$0	$72,000	$0	$0	$72,000	0.00%

4	3	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Canyon Springs Community School	2024-2025	$12,436	$0	$12,436	$0	$0	$0	$12,436	0.00%
4	4	Strengthen student connectedness and access to the core program.	Low Income, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$318,184	$500	$318,684	$0	$0	$0	$318,684	0.00%
4	5	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	Low Income, Homeless, Foster Youth	Yes	Limited	Low Income, Foster Youth	All Schools	2024-2027	$1,095,463	$0	$366,992	$0	$0	$728,471	$1,095,463	0.00%
4	6	Positive Behavior Programs that promote student engagement.	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$2,000	$20,250	$14,545	$0	$0	$7,705	$22,250	0.00%
4	7	Promote school climate to enhance student connectedness and increase academic success.	All	No				2024-2027	$0	$0	$0	$0	$0	$0	$0	0.00%
4	8	Strengthen student connectedness and access to the core program for students.	Student with Disabilities (SWD)	No				2024-2027	$1,645,966	$0	$0	$1,645,966	$0	$0	$1,645,966	0.00%

2025-2026 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
$54,831,690.00	$7,692,684.00	14.03%	0.00% - No Carryover	14.03%	$9,749,577.00	0.00%	17.78%	**Total:**	$9,749,577.00
								LEA-wide Total:	$3,735,850.00
								Limited Total:	$1,925,862.00
								Schoolwide Total:	$4,087,865.00

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	6	Proactively engage families and regularly monitor attendance. (LEA)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$32,400.00	0.00%
1	7	Reducing chronic absenteeism by increasing student engagement.	Yes	Schoolwide	Low Income	Specific Schools, Canyon Springs Community School and Leona Cox Community School	$12,436.00	0.00%

1	8	Provide transportation to and from school for unduplicated student population.	Yes	Limited	Low Income, English learner (EL), Foster Youth	Specific Schools, Mint Canyon, Mitchell, Canyon Springs, Leona Cox, Valley View, Fair Oaks Ranch, Sulphur Springs, Pinetree	$1,004,453.00	0.00%
2	1	Professional development for staff to address student learning needs.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$931,163.00	0.00%
2	2	Providing California State supplementary standards-based materials.	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$621,490.00	0.00%
2	3	Provide collaboration time for teachers to support student learning.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$195,380.00	0.00%
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$904,796.00	0.00%
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$1,574,206.00	0.00%
2	10	Library Resource Technicians support student learning.	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	All Schools	$233,671.00	0.00%
2	11	Teachers will provide coaching and intervention support for teachers.	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$181,544.00	0.00%
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Yes	Schoolwide	Low Income	All Schools	$72,376.00	0.00%
2	13	Provide devices to enhance student learning.	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$546,725.00	0.00%

2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$152,860.00	0.00%
2	16	Increase student achievement by providing intervention support and coaching to teachers.	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$2,097,280.00	0.00%
2	17	Increase English Language Development for English Learners and long-term English Learners.	Yes	Limited	English learner (EL)	Specific Schools, Canyon Springs Community School, Mitchell Community School, Sulphur Springs Community School, and Valley View Community School	$5,000.00	0.00%
2	18	Provide Science Lab Assistants to support student learning.	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools, Canyon Springs Community School Leona Cox Community School Valley View Community School Fair Oaks Ranch Community School Mint Canyon Community School Mitchell Community School	$97,896.00	0.00%
3	1	Increase home/school communication and engagement for families.	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$119,351.00	0.00%
3	2	Provide translation services to families of English Learners.	Yes	Limited	English learner (EL)	All Schools	$230,733.00	0.00%
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%

3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$23,160.00	0.00%
4	3	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools, Canyon Springs Community School	$12,436.00	0.00%
4	4	Strengthen student connectedness and access to the core program.	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$318,684.00	0.00%
4	5	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	Yes	Limited	Low Income, Foster Youth	All Schools	$366,992.00	0.00%
4	6	Positive Behavior Programs that promote student engagement.	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$14,545.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$48,290,787.00	$54,164,993.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Recruit and retain highly qualified staff.	No	$32,937,434.00	$35,992,037.00
1	2	CA State approved textbooks and materials.	No	$381,454.00	$519,371.00
1	3	Implementation of District	No	$2,925,535.00	$4,214,905.00

		maintenance plan.			
1	4	Maintain noon supervisors at all sites.	No	$775,913.00	$798,330.00
1	5	Conduct annual safety drills	No	$0.00	$0.00
1	6	Proactively engage families and regularly monitor attendance. (LEA)	Yes	$32,400.00	$31,447.00
1	7	Reducing chronic absenteeism by increasing student engagement.	Yes	$78,900.00	$34,669.00
1	8	Provide transportation to and from school for unduplicated student population.	Yes	$944,967.00	$998,959.00
2	1	Professional development for staff to address student learning needs.	Yes	$880,933.00	$902,394.00
2	2	Providing California State supplementary standards-based materials.	Yes	$829,373.00	$700,274.00
2	3	Provide collaboration time for teachers to support student learning.	Yes	$188,503.00	$212,790.00
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	Yes	$1,315,943.00	$1,582,563.00
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Yes	$1,510,449.00	$1,625,695.00
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	No	$8,684.00	$15,965.00
2	7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	No	$8,128.00	$3,670.00
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	No	$0.00	$132,500.00
2	9	Continue articulation with	No	$0.00	$0.00

		William S. Hart Union High School District to support students transitioning to Junior High School.			
2	10	Library Resource Technicians support student learning.	Yes	$317,288.00	$308,040.00
2	11	Teachers will provide coaching and intervention support for teachers.	Yes	$290,244.00	$315,287.00
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Yes	$107,610.00	$130,792.00
2	13	Provide devices to enhance student learning.	Yes	$546,725.00	$546,725.00
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Yes	$186,882.00	$248,430.00
2	15	Provide opportunities for integration for students with special needs.	No	$50,000.00	$0.00
2	16	Increase student achievement by providing intervention support and coaching to teachers.	Yes	$1,309,068.00	$1,304,032.00
2	17	Increase English Language Development for English Learners and long-term English Learners.	Yes	$5,000.00	$5,228.00
3	1	Increase home/school communication and engagement for families.	Yes	$109,517.00	$107,932.00
3	2	Provide translation services to families of English Learners.	Yes	$122,264.00	$184,025.00
3	3	Advisory groups will provide input to Administration in the schools' and District's plans.	No	$0.00	$0.00
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Yes	$0.00	$0.00

3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Yes	$9,180.00	$23,160.00
4	1	Students reporting positive relationships and safety.	No	$0.00	$0.00
4	2	Provide counseling services for identified Students.	Yes	$68,047.00	$68,400.00
4	3	Counseling Services for Students in need.	No	$3,581.00	$3,600.00
4	4	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	Yes	$11,249.00	$12,685.00
4	5	Strengthen student connectedness and access to the core program.	Yes	$100,476.00	$245,940.00
4	6	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	Yes	$857,477.00	$1,077,770.00
4	7	Positive Behavior Programs that promote student engagement.	Yes	$64,000.00	$286,002.00
4	8	Promote school climate to enhance student connectedness and increase academic success.	No	$0.00	$0.00
4	9	Strengthen student connectedness and access to the core program for students.	No	$1,313,563.00	$1,531,376.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$8,044,668.00	$8,359,626.00	$9,403,035.00	($1,043,409.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	6	Proactively engage families and regularly monitor attendance. (LEA)	Yes	$32,400.00	$31,447.00	0.00%	0.00%
1	7	Reducing chronic absenteeism by increasing student engagement.	Yes	$78,900.00	$34,669.00	0.00%	0.00%
1	8	Provide transportation to and from school for unduplicated student population.	Yes	$944,967.00	$998,959.00	0.00%	0.00%
2	1	Professional development for staff to address student learning needs.	Yes	$880,933.00	$902,394.00	0.00%	0.00%
2	2	Providing California State supplementary standards-based materials.	Yes	$681,545.00	$655,190.00	0.00%	0.00%
2	3	Provide collaboration time for teachers to support student learning.	Yes	$114,411.00	$113,150.00	0.00%	0.00%
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	Yes	$915,843.00	$1,144,126.00	0.00%	0.00%
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	Yes	$1,510,449.00	$1,625,695.00	0.00%	0.00%

2	10	Library Resource Technicians support student learning.	Yes	$244,230.00	$229,859.00	0.00%	0.00%
2	11	Teachers will provide coaching and intervention support for teachers.	Yes	$176,061.00	$187,681.00	0.00%	0.00%
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	Yes	$69,067.00	$83,977.00	0.00%	0.00%
2	13	Provide devices to enhance student learning.	Yes	$546,725.00	$546,725.00	0.00%	0.00%
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	Yes	$186,882.00	$248,430.00	0.00%	0.00%
2	16	Increase student achievement by providing intervention support and coaching to teachers.	Yes	$1,309,068.00	$1,304,032.00	0.00%	0.00%
2	17	Increase English Language Development for English Learners and long-term English Learners.	Yes	$5,000.00	$5,228.00	0.00%	0.00%
3	1	Increase home/school communication and engagement for families.	Yes	$109,517.00	$107,932.00	0.00%	0.00%
3	2	Provide translation services to families of English Learners.	Yes	$122,264.00	$184,025.00	0.00%	0.00%
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	Yes	$0.00	$0.00	0.00%	0.00%
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and families.	Yes	$9,180.00	$23,160.00	0.00%	0.00%
4	2	Provide counseling services for identified Students.	Yes	$68,047.00	$68,400.00	0.00%	0.00%
4	4	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	Yes	$11,249.00	$12,685.00	0.00%	0.00%

4	5	Strengthen student connectedness and access to the core program.	Yes	$100,476.00	$245,940.00	0.00%	0.00%
4	6	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	Yes	$183,412.00	$363,329.00	0.00%	0.00%
4	7	Positive Behavior Programs that promote student engagement.	Yes	$59,000.00	$286,002.00	0.00%	0.00%

2024-2025 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)
$53,874,015.00	$8,044,668.00	0.00%	14.93%	$9,403,035.00	0.00%	17.45%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$1,066,964.00	$156,762.00	$131,816.00	$86,457.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Recruit and retain highly qualified staff.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$37,146,184.00
1	2	CA State approved textbooks and materials.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$414,953.00
1	3	Implementation of District maintenance plan.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,320,372.00
1	4	Maintain noon supervisors at all sites.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$772,303.00
1	5	Conduct annual safety drills	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	6	Proactively engage families and regularly monitor attendance. (LEA)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$32,400.00

1	7	Reducing chronic absenteeism by increasing student engagement.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,436.00
1	8	Provide transportation to and from school for unduplicated student population.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,004,453.00
2	1	Professional development for staff to address student learning needs.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$931,163.00
2	2	Providing California State supplementary standards-based materials.	$52,812.00	$0.00	$9,301.00	$20,756.00	$0.00	$0.00	$704,359.00
2	3	Provide collaboration time for teachers to support student learning.	$52,066.00	$0.00	$0.00	$0.00	$0.00	$0.00	$247,446.00
2	4	Provide staff professional development, conferences, and workshops to support the educational program.	$224,251.00	$156,762.00	$5,681.00	$21,804.00	$0.00	$0.00	$1,313,294.00
2	5	Provide additional instructional minutes to deliver an intensive instructional program.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,574,206.00
2	6	Support for teachers with the implementation of summative English Language Proficiency Assessment for California.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$15,965.00

2	7	Provide and train staff to administer the initial English Language Proficiency Assessment for California.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,252.00
2	8	Provide outside of the school year intervention and enrichment opportunities for students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	9	Continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	10	Library Resource Technicians support student learning.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$308,379.00
2	11	Teachers will provide coaching and intervention support for teachers.	$29,556.00	$0.00	$116,834.00	$0.00	$0.00	$0.00	$327,934.00
2	12	Implement and provide materials to support the visual and performing arts (VAPA) plan.	$0.00	$0.00	$0.00	$16,000.00	$0.00	$0.00	$104,720.00
2	13	Provide devices to enhance student learning.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$546,725.00
2	14	Provide and train Computer Lab Assistants at all sites to support student learning.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$152,860.00
2	15	Provide opportunities for integration for students with	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$147,200.00

		special needs.							
2	16	Increase student achievement by providing intervention support and coaching to teachers.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,502,946.00
2	17	Increase English Language Development for English Learners and long-term English Learners.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
3	1	Increase home/school communication and engagement for families.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$119,351.00
3	2	Provide translation services to families of English Learners.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$230,733.00
3	3	Advisory groups will provide input to Administration in the schools' and District's plans.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	4	Director of Curriculum and Instruction and Educational Services Program Coordinator assisting families with children who are English Learners.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3	5	Student and Family Wellness Collaborative, supporting and providing resources to further strengthen social/emotional well-being of students and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,160.00

		families.							
4	1	Students reporting positive relationships and safety.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	2	Counseling Services for Students in need.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$72,000.00
4	3	Additional counseling services for unduplicated students: English Learners, Foster Youth, and low income.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,436.00
4	4	Strengthen student connectedness and access to the core program.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$318,684.00
4	5	Social Workers will provide services and resources to low income, Foster Youth, and homeless students.	$700,574.00	$0.00	$0.00	$27,897.00	$0.00	$0.00	$1,095,463.00
4	6	Positive Behavior Programs that promote student engagement.	$7,705.00	$0.00	$0.00	$0.00	$0.00	$0.00	$22,250.00
4	7	Promote school climate to enhance student connectedness and increase academic success.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	8	Strengthen student connectedness and access to the core program for students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,645,966.00

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

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).