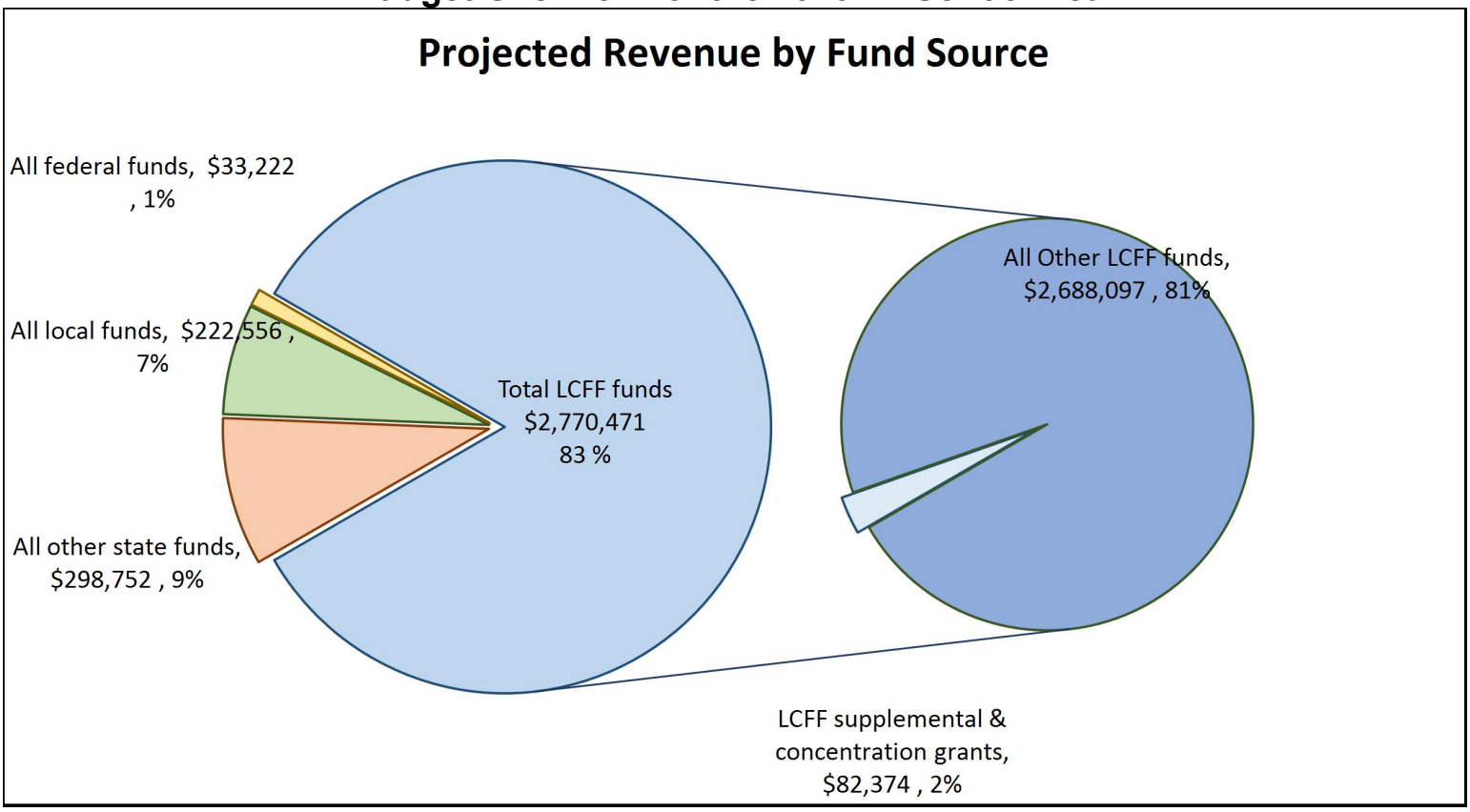
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Desert Center Unified School District
CDS Code: 33-67041-6031900
School Year: 2026-27
LEA contact information:
Dr. Gregory T. Sackos
Superintendent/Principal
gregsackos@eaglemtnschool.com
(760) 895-8254

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

Budget Overview for the 2026-27 School Year

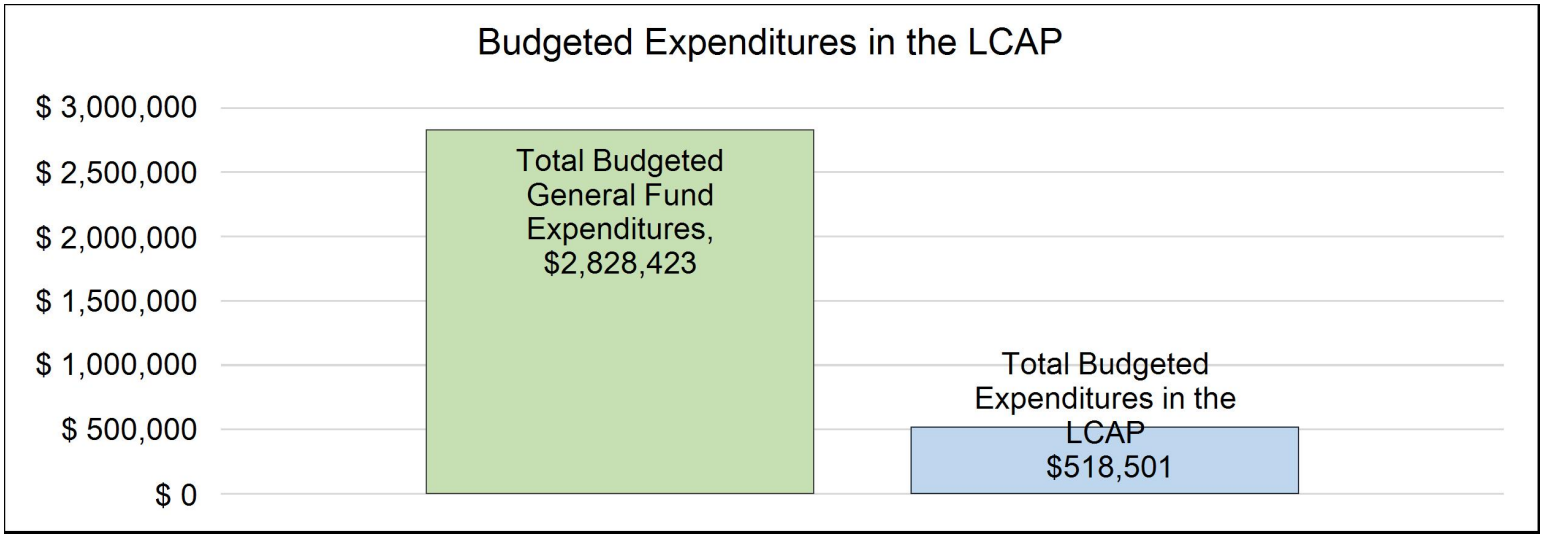


This chart shows the total general purpose revenue Desert Center Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Desert Center Unified School District is $3,325,001, of which $2,770,471 is Local Control Funding Formula (LCFF), $298,752 is other state funds, $222,556 is local funds, and $33,222 is federal funds. Of the $2,770,471 in LCFF Funds, $82,374 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Desert Center Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Desert Center Unified School District plans to spend $2,828,423 for the 2026-27 school year. Of that amount, $518,501 is tied to actions/services in the LCAP and $2,309,922 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

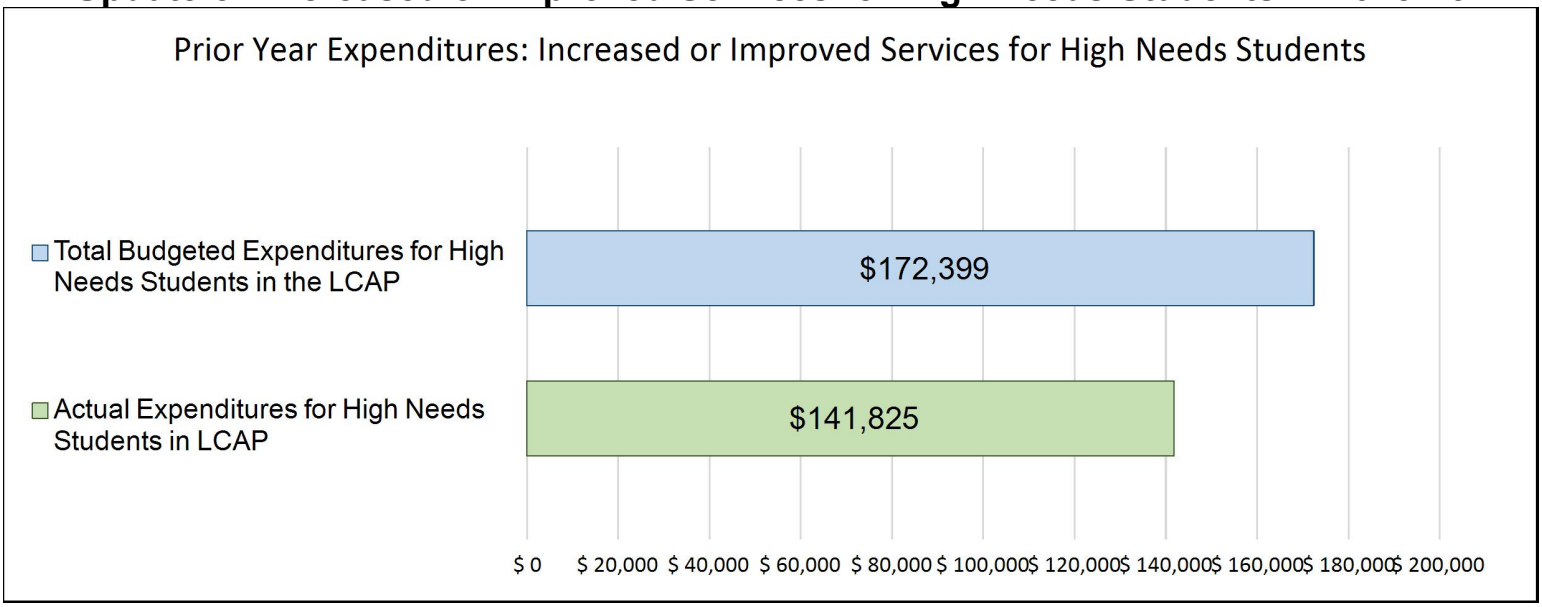
Costs for Capital Outlay were not included in the LCAP. Costs relating to nutrition services and administrative costs were not part of the LCAP.

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

In 2026-27, Desert Center Unified School District is projecting it will receive $82,374 based on the enrollment of Foster Youth, English learner, and low-income students. Desert Center Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Desert Center Unified School District plans to spend $172,399 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Desert Center Unified School District's LCAP budgeted $172,399 for planned actions to increase or improve services for high needs students. Desert Center Unified School District actually spent $141,825 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $30,574 had the following impact on Desert Center Unified School District's ability to increase or improve services for high needs students:

The lower-than-budgeted expenditures in 2025–26 were primarily due to lower costs for contracted services and adjusted timelines for specific projects, such as our math curriculum implementation. This spending difference did not compromise our core support for high-needs students. The district successfully maintained all essential LCAP actions, including academic interventions led by certificated teachers, student support services, family engagement, and targeted programs for English learners, foster youth, and low-income students. While the math curriculum rollout was paced differently than originally planned, our overall delivery of increased and improved services remained intact, ensuring students received the necessary resources and support throughout the year. The full obligation of the supplemental and concentration grants has been expended. The original LCFF Calculator was based on prior ADA, so the amount of the supplemental and concentration amounts came in lower than anticipated.

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
Desert Center Unified School District	Dr. Gregory T. Sackos Superintendent/Principal	gregsackos@eaglemtnschool.com (760) 895-8254

Plan Summary [2026-27]

General Information

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

Desert Center Unified School District (DCUSD) is a small, rural district located in the eastern part of Riverside County. The district covers an expansive geographic area of approximately 1,722 square miles. This deeply rural setting provides a close-knit, serene learning environment, but it also introduces profound logistical challenges. Most students ride the bus with an average distance of 15 miles from the school. Some students face an arduous, one-way commute of up to 32 miles across desert terrain just to reach campus each morning. Managing this massive geographic footprint places unique strains on district resources and directly impacts student attendance, requiring highly personalized transportation and outreach solutions. The district has a small population of about 204 full time residents but works hard to meet the educational needs of a diverse student body. DCUSD is a single-site school district, with Eagle Mountain School being the only school, serving students from TK through 8th grade. The school is located next to the town of Eagle Mountain. Eagle Mountain was once a mining community but dwindled down in the 1980's and eventually ceased operations. The mine has now restarted operations and, though it is still in its early stages, is starting to positively impact the school. Most students of the district come from the Lake Tamarisk area, with other students coming from housing complexes supporting the Metropolitan Water District's (MWD) pumping stations. In addition, students are now coming from the adjacent mining community.

DCUSD operates as a basic aid (community funded) school district, which means it gets most of its funding from local property taxes instead of relying heavily on state funding. Even though the district's population is small and property values are lower than other areas, this funding model gives DCUSD more flexibility in budgeting and allows the district to provide extra resources and programs beyond what would normally be available to state-funded districts.

Information taken from the Dashboard Student Group Report Fall 2025 reports the student enrollment of Eagle Mountain School (2024-25) to be 29 students across grades TK through 8th grade. The student demographics from the Fall 2025 Dashboard are as follows: Hispanic 44.8% (n=13), White 44.8% (n=13), Filipino 3.4% (n=1), and Multiple Races/Two or more 6.9% (n=2). Serving a population that faces unique socio-economic challenges, the Dashboard also reports 4 English Learners (13.8%), 2 foster youth (6.9%), 5 homeless students (17.2%), 20 socioeconomically disadvantaged students (69%), and 4 students with disabilities (13.8%). The small size of the district allows for an excellent student-to-teacher/instructional staff ratio (about 1:6), providing highly personalized instruction. However, the rural nature of the district simultaneously creates structural challenges, such as limited access to technology, transportation, and geographical distance from regional services.

To support its efforts in providing a more equitable education, DCUSD receives $50,535 in Equity Multiplier funding. These funds help the district increase support for students who face the greatest challenges, including those who are English learners, foster youth, socioeconomically disadvantaged, or living in remote, isolated areas. DCUSD will use this funding to expand and strengthen its Expanded Learning Opportunity Program (ELO-P), with a focus on after-school and intersession learning. The district plans to provide more tutoring, academic help, and enrichment activities during these extended learning times. These supports are designed to improve student engagement, reduce chronic absenteeism, and ensure all students have access to positive relationships and learning experiences beyond the regular school day. The goal is to build a more supportive and inclusive learning environment that encourages students to attend school more regularly and stay connected to their education.

DCUSD is also focused on improving access to high-quality learning for every student, especially those from underserved backgrounds. This includes partnerships like the Memorandum of Understanding (MOU) with Desert Sands Unified School District, which allows high school students to take part in both hybrid online learning and an ability to enroll into a traditional high school setting. The district is also planning to continue supporting areas like technology access and socio-emotional health. With its basic aid funding, DCUSD has the flexibility to direct resources where they are most needed to improve academic achievement, college readiness, and equity for all students.

Reflections: Annual Performance

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

Desert Center Unified School District (DCUSD) continues to serve a small student population at Eagle Mountain School, which presents both opportunities and challenges in analyzing performance data. Due to the small total enrollment and low numbers of students participating in state assessments Mathematics (n=13) and ELA (n=15), several indicators on the 2025 California School Dashboard were not reported. However, the data that was available provides valuable insight into areas of progress and those in need of targeted support.

Pupil Achievement

Academic Indicators based on performance from the CAASPP Spring 2025 assessments demonstrate the following:

- English Language Arts (ELA): Student performance (n=15) remains an area of targeted focus. The average Distance from Standard (DFS) for all students was 66.1 points below standard, representing a decline of 6.3 points from the previous year (Spring 2024).
- Mathematics: Conversely, performance in Mathematics (n=13) showed significant localized growth, improving by 26.2 points from the prior year. While the school average depicts an overall DFS of 46.2 points below standard, this sharp upward trajectory is a positive indicator.

These mixed results suggest the need for continued and intensified academic intervention, particularly to solidify our mathematical growth and reverse the decline in literacy. The district is exploring targeted instructional strategies, expanded small group support, and additional professional development for teachers in evidence-based instructional practices. In response to these academic challenges, Eagle Mountain School is continuing implementation of schoolwide AVID (Advancement Via Individual Determination) strategies to strengthen instructional practices. These strategies emphasize critical thinking, student organization, academic discourse, and college-ready habits and skills that benefit all students, especially those performing below grade level. In addition, the school will continue with implementation of both the I-Ready Magnetic Reading program and the Footsteps2Brilliance program within its ELA offerings. I-Ready Magnetic Reading allows our teachers to utilize specific data to create small group Tier II support. Footsteps2Brilliance expands the reading development by making it available both at school and at home. The school will continue to use Read Live Naturally as its primary Tier II and Tier III reading program. All these are being used to support the development of our readers and those specific struggling readers through targeted, data-driven reading practice that builds fluency, vocabulary, and comprehension. These supports are helping the district provide differentiated instruction and more targeted assistance, particularly for socioeconomically disadvantaged students and our English Language Learners. The school also will continue with implementation of AMIRA, a state approved reading screener that helps identify and support readers in kindergarten through 2nd Grade.

School Climate

School Climate, as noted with the school's suspension rate, continued to be high. The 2025 California Data Dashboard noted 8.8% of students suspended at least one day during the year. This was a decrease of 3.3% from the previous year when 12.1% of students were suspended at least one day during the school year. Among socioeconomically disadvantaged students, 12% experienced at least one suspension, a 0.9% increase. On a positive note, the Hispanic student subgroup had a 0% suspension rate, maintaining that level from the previous year. These trends indicate a need for a review of behavior supports and discipline practices, with a focus on preventative measures, restorative approaches, and social-emotional learning.

With the allocation of $50,535 in Equity Multiplier funding, DCUSD is deepening its focus on academic interventions and equitable access to learning opportunities via its Expanded Learning Opportunities Program (ELO-P). Funds are being used to support intervention programs, provide additional paraeducator support in classrooms, and build teacher capacity in strategies that close achievement gaps. These efforts are designed to respond directly to the needs of the district's English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, ensuring that all students have access to a supportive and effective learning environment.

Pupil Engagement as noted by chronic absenteeism remains a critical issue for the school. The overall chronic absenteeism rate was 40.0%, representing a 5.2% decline from the previous year. Among socioeconomically disadvantaged students (n=21), the rate was reported at 33.3% which was a decline of 6.7% from the previous year. In addition, the Hispanic student subgroup (n=13) saw a sharp improvement going from 38.9% to 23.1%. This is a decrease of 15.8 percentage points. The district recognizes that chronic absenteeism is a significant barrier to academic success and will prioritize interventions to improve attendance, including increased family outreach, transportation reliability, and student wellness efforts. To address these challenges, DCUSD is expanding outreach to families, improving transportation logistics for students traveling long distances (some up to 32 miles one-way), and monitoring attendance patterns more closely. Staff are also working to build stronger school-home partnerships and provide individualized support to students facing barriers to regular attendance.

DCUSD has been awarded Learning Recovery Emergency Block Grant (LREBG) funds. There were no expenditures of these funds during SY 2024-25 or SY 2025-26. LREBG fund allocation will take place SY 2027-28. DCUSD will target a focus on academic intervention and equitable access to after-school learning opportunities. Funds will be allocated to support intervention programs in Mathematics and English Language Arts. Using other funding sources, the school maintained its commitment to providing paraeducator support in classrooms and build teacher capacity with professional development to develop strategies that close achievement gaps. These efforts were designed to respond directly to the needs of the district's English learners, socioeconomically disadvantaged students, foster youth, homeless, and students with disabilities. It also supported more personalized instruction to help overcome isolations factors with being in a small, rural, school district. Doing this helped ensure that all students have access to a supportive and effective learning environment.

For SY 2027-28 LREBG Funds will be utilized in the following capacities:

Goal 2, Action TBA: Provide ongoing professional development for TK–8 teachers with the implementation of the 2023 Mathematics Framework for California Public Schools and continue to utilize formative assessment strategies to accelerate recovery in student math achievement.
3
Goal 2, Action TBA Provide targeted early literacy instruction and expand our school library access for all students. This will include the continued use of screening tools for early identification of reading challenges aligning with California's literacy initiative in screening for dyslexia and supporting youth with intervention.

Goal 5, Action TBA Establishment of small group tutoring program facilitated by certificated staff, classified staff, or contracted staff (ex. AVID Tutorials). This goal will support the climatic accomplishment of the ELO-P full compliance in offerings of 30 non-instructional days.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
CSEA Chapter 111 (Classified Association)	CSEA Site Representative is one of three members of the school's LCAP Team. CSEA 111 is the only formal bargaining association with the school district. Though the certificated staff does not have a formal association, they are still represented formally on the LCAP team.
EMS School Site Council Monthly Meetings (Administration, Teachers, Classified Staff, and Parents)	(Sept 2025-May 2026) Monthly meeting agendas depict monthly attendance updates, comprehensive school safety plan review, upcoming school activities, high school endeavors, academic achievement on summative assessments (CAASPP/CSAT) and progress monitoring academic development using formative assessment results. (I-Ready). Site council January 2026 meeting included an in-person presentation by the Riverside County Sheriff (Blythe Substation), which is the school's local law enforcement.
EMS LCAP team members participation with RCOE LCAP Workshops (Administration, Certificated, and Classified)	(December 2025) DCUSD LCAP team member(s) attending of RCOE LCAP workshops
Eagle Mountain Students	(November 2025) 2025-26 Student Satisfaction and Engagement survey to inform the LCAP
Eagle Mountain Student Council President	(January 2026) Conference with student council president for feedback informing LCAP midyear update (May 2026) Conference with student council president and administration
EMS School Site Council (Administration, Certified, Classified, and Parents)	(January 2026) LCAP Mid-Year Update presentation with discussion and feedback
DCUSD Governing Board	(January 2026) LCAP Mid-Year Update presentation to board of trustees with discussion and feedback

Educational Partner(s)	Process for Engagement
DCUSD Auditors	(February 2026) Audit review which included providing feedback on ELO-P and use of additional funding sources to support program with full compliance
Daybreak Health	(April 2026) Summary of services to Eagle Mountain School with information on services provided through the year
EMS School Parents	(April 2026) 2025-26 Parent Engagement survey administered
Eagle Mountain Students	(May 2026) Grade level meetings with students, instructional staff, and administration
EMS School Parents	(May 2026) Parent survey for feedback on Daybreak Health services and continued support
Riverside County SELPA	(May 2026) LCAP consult meeting between Riverside County SELPA and DCUSD administration
Educational Partners Consultation of LCFF Equity Multiplier Funding for Development of Focus Goal	(April 2026) Staff weekly meetings and School Site Council monthly meetings allowed for review of annual student surveys and feedback from audit findings. These aspects provided input for continued usage of Equity Multiplier funding on existing developed goals.
Eagle Mountain School Site Council including educational partners engagement on Equity Multiplier goal development	(June 1, 2026) Formal site council meeting to review and approve proposed LCAP with Equity Multiplier focus goal
DCUSD Public Hearing on 2026-267proposed LCAP and Budget	(June 10, 2026) DCUSD Board of Trustees Public Hearing and meeting providing feedback on proposed 2026-27 LCAP and Budget (June 24, 2026) Board of Trustees meeting for approval of 2026-27 LCAP Budget
DCUSD Board Meeting to approve 2026-27 LCAP and Budget	(June 24, 2026) DCUSD Board of Trustees Board Meeting to Approve 2026-27 LCAP and Budget

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

The engagement process for Desert Center Unified School District's development of its 2026–27 LCAP spanned several months over the 2025–26 school year. As a single school site, the LCAP acts as the school's School Plan for Student Achievement (SPSA). Being a single school site is advantageous in that the focus of the school's performance is always at the forefront with respect to personnel, activities, compliance, specific needs, and academic performance. When challenges arose during the year, the school was transparent and provided open communication to its stakeholders. Key aspects that could impact services to students surfaced during the 2025–26 school year. These aspects included transportation, facilities, academic opportunities, and school safety.

Communication and feedback from the school's educational partners took place in a variety of ways. During the school year, administration met each Friday with all instructional staff and key classified personnel. These after-school meetings are referred to as weekly huddles.

These meetings provided an opportunity for engagement which related to facilities, curriculum, technology, student services, assessments, professional development, and transportation. With open dialogue, the decision-making took place to support the needs of students, families, and instructional staff.

The Eagle Mountain School Site Council met the first Monday of each month. The Eagle Mountain School Site Council consists of administration, all three teachers, classified staff members, and parents of the school. The school site council consists of 12 members which makes it relatively large compared to other school site councils with the same small student enrollment of 25 students. All parents were provided with the ability to attend the meetings and be active participants. Attendance by site council parents has been the highest compared to previous years. The school also provided a login to specific meetings if parents who could not be in formal attendance wanted to still participate. Throughout the year, a variety of site council members took advantage of this option. Site council meetings were agendized, and relevant items were presented for formal approval. Approved site council items were then taken to the Board of Trustees for final approval.

The DCUSD Board of Trustees conducts its regular monthly meetings on the second Wednesday of each month. At each site council and school board meeting, the administration provides monthly updates of events that have occurred and those important aspects that are forthcoming. When school events are scheduled, board members are invited to be part of the event. Such aspects included were Meet the Teacher Night, Trimester award ceremonies, Science Night, the school's annual winter performance, and each of the parent breakfasts and luncheons. These were just a sampling of events that board members attended.

In addition to the meetings described, all educational partners were provided consistent communication. Most specifically is the monthly school newsletter that depicts recent highlights and upcoming events. Newsletters are posted on the school's website and placed in key areas of the community for accessibility to everyone. Also of note is our active student council which meets throughout the school year to collaborate and plan specific events. The EMS Student Council is represented by students in grades 6 through 8, determined through an election process of all students at the school.

The district has only one collective bargaining unit. The school's CSEA represents all nine of the classified members of the district. CSEA is formally represented with a member of their association on the school's LCAP team as well as members on the school site council. Though certificated teachers are not represented formally with a collective bargaining unit, they still had representation on the LCAP team as well as on the school site council. This past year, our CSEA and Board of Trustees were successful in completing negotiations for recent bargaining unit sessions.

To ensure a broad community perspective, consultation meetings with other educational partners were conducted systematically throughout the year. These sessions included ongoing meetings with Eagle Mountain Mine representatives throughout the school year and monthly meetings with the Lake Tamarisk Lions Club. Targeted consultations were also held with Clearway Energy in October 2025, Intersect Power Solar Company in November 2025, and Riverside University Health Oral Health in December 2025. Early 2026 consultations included meetings with the Riverside County Sheriff and the Riverside County Fire Marshall in January 2026, followed by the Ladies of Lake Tamarisk Library in March 2026. Spring consultations were completed with the Desert Sands Unified School District Child Welfare and Attendance Administration, Educational Services, and Special Education Services in April 2026, and the Riverside County Office of Education SELPA Annual Check-In on May 2026.

Students also had the ability to inform the LCAP as administration met with students of respective classrooms in May 2026. Those meetings addressed aspects that surfaced during the annual students' survey that was administered to students in November 2025 and May 2026. The surveys and follow-up discussions which occurred over the school year ensured a broad spectrum of voices supporting the development of both the original 2024–25 LCAP and the review leading to the 2025–26 Mid-Year LCAP. DCUSD's LCAP has been made available for the public and the LCAP and Budget public hearing was held at the DCUSD's Board of Trustees meeting on June 10, 2026. Pending final feedback, the 2026–27 LCAP and supporting district budget are scheduled to be presented for approval at the DCUSD June 25 Board of Trustees meeting. The above timeline and diverse engagement strategies helped to foster transparency, accountability, and community involvement in shaping educational priorities and resource allocation with identified priorities.

Through the LCAP process, the educational partners helped to inform and support aspects related to the 2026–27 LCAP. These aspects included supporting the ongoing goal to recruit, develop, and retain highly qualified teachers. The educational partners also validated the need to maintain the action by providing a dedicated paraprofessional in each of the three multi-grade level classrooms. The commitment to investigate continued mental health services is supported by all stakeholders and especially with our School Site Council parent group. The continued integration of the therapy dog, learning excursions, and ongoing implementation of the AVID Elementary program are also supported by the school's stakeholders. Ongoing professional development for successful implementation of AVID Elementary will support a framework for teacher development in implementing WICOR strategies which will help our students with successful transition to high school and eventual post-secondary endeavors. School site council has been provided with an opportunity to help the school in reviewing and selecting its updated mathematics curriculum. Efforts will be introduced to support professional development for implementation of the 2023 California Mathematics Standards with the newly adopted curriculum and expanding our ELO-P offerings with full fidelity.

Consultation with Stakeholders for Equity Multiplier Focus Goal Development

Desert Center Unified School District received Equity Multiplier funding for the 2025–26 school year. Following state rules, we developed Goal 5 as our Equity Multiplier Focus Goal. This goal is designed to grow and improve our after-school and break-time Expanded Learning Opportunities Program (ELO-P). We gathered feedback through annual student surveys and classroom LCAP discussions. Students shared that they strongly want more ELO-P programs, especially hands-on activities like STEM and arts. At the same time, staff and parents reviewed a recent program audit. The audit recommended that we increase the number of days we offer ELO-P to meet state compliance rules for Frontier districts. Because our district is rural, remote, and has a small local staffing pool, growing our program internally was a challenge. Using Equity Multiplier funding solves this problem. It allows us to expand our program without overworking our current school staff. This feedback helped us create Actions 5.1, 5.2, and 5.3.

Under Action 5.1, which focuses on ELO-P Session Expansion, the district provides extra after-school and break-time enrichment activities. These include STEM, arts, wellness, and sports. We used student feedback to pick specific programs that will improve daily attendance, help students connect with peers, and increase motivation. Getting more students to attend these sessions is our main strategy to lower chronic absenteeism and improve student well-being in our remote community.

Under Action 5.2, which focuses on Academic and Social-Emotional Learning Support, the district adds tutoring, homework help, and social-emotional learning (SEL) directly into the ELO-P. This helps students who are missing too much school or struggling in class. Teachers and classified staff lead small-group tutoring to help students catch up and get excited about learning. This design is backed by educational research from the Annenberg Institute and EdResearch for Recovery. Their studies show that small-group tutoring held several times a week

by trained staff is one of the best ways to help students who are behind. Also, research from CASEL and the California Department of Education shows that adding SEL to after-school programs improves student attendance and connection to school, helping fix the root causes of chronic absenteeism.

Under Action 5.3, which focuses on Transportation and Access, the district removes travel barriers by providing free transportation assistance. This includes specific bus routes, mileage help, and gas cards so students in remote areas can attend ELO-P, especially those living in MWD housing. We are committed to making sure all students can access our break-time programs. This includes providing a one-hour bus ride to send students to special enrichment programs in the Coachella Valley.

The School Site Council helped us in the continued development of our ELO-P strategy. During Spring 2026 meetings, the Council looked closely at our official data from the 2025 California School Dashboard. The Council reviewed data showing that our district's absenteeism rate was Very High at 40% for all students, and our suspension rate was Very High at 8.8%. Stakeholders looked at specific student groups impacted by these numbers, including socioeconomically disadvantaged students at a 33.3% chronic absenteeism rate and white students at a 42.9% chronic absenteeism rate. This collective work helped us choose the exact goals we will track under Goal 5. Specifically, we will measure our success by tracking daily ELO-P attendance rates, the total number of program days we offer, and our district chronic absenteeism rates.

By combining feedback from staff meetings and the School Site Council with our recent audit findings and 2025 California School Dashboard data, our district has built a more fully compliant, focused ELO Program. Using Equity Multiplier funds this way ensures a stronger, lasting program built specifically to improve attendance and reduce chronic absenteeism.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that essential conditions and services are in place to foster optimal learning environments for student achievement. Accomplishing this includes encompassing activities such as recruiting, employing, and retaining highly qualified personnel, ensuring access to instructional resources/materials, and maintaining safe, secure, and well-organized school facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

If Desert Center Unified School District recruits and retains qualified, credentialed staff (Action 1.1), monitors the implementation of key curricular areas—Science, Social Studies, and Social-Emotional Learning (Action 1.2), maintains safe and orderly facilities aligned with a long-term plan (Action 1.3), and integrates a structured arts program into both the regular school day and extended learning opportunities (Action 1.4), then the district will be positioned to provide the essential conditions and services that foster optimal learning environments for student achievement (Goal 1).

To ensure these strategies are effective, the district will use targeted metrics to monitor progress. These metrics include:
-Staffing levels from the SARC (Metric 1.1) will ensure classrooms are led by qualified professionals.
-Curriculum implementation observations in Science, Social Studies, and SEL (Metrics 1.2–1.4) will verify that instructional programs are being delivered with fidelity.
-Facilities inspection reports and updates to the Five-Year Facilities Plan (Metric 1.5) will ensure that learning environments remain clean, safe, and conducive to student focus and engagement.
-The integration of an arts program measured by weekly delivery in both the classroom and ELOP (Metric 1.6) supports a well-rounded education.
-Ensuring 100% of students have standards-aligned instructional materials (Metric 1.7) guarantees that every learner has equitable access to high-quality content.

Collectively, these actions and metrics provide the structure, staff, environment, and accountability necessary to realize the district's commitment to student achievement through optimal learning conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Staffing levels as reported by School Accountability Report Card (SARC)	Currently, the school has three (3) multigrade level classrooms. SARC for SY 2023-24 depicts two certified classroom teachers with multi-subject credential and one teacher on a Short-Term Staffing Permit (STSP)	For SY 2024-25, the school maintained 100% Credentialed Teachers (2 fully credentialed, 1 teacher interim program)	For SY 2025-26, the school maintained 100% Credentialed Teachers (3 fully credentialed teachers). This was accomplished even with a mid-year replacement of one of our teachers. Desert Center Unified has achieved full alignment with its long-term staffing goal.	All classrooms will be assigned teachers who possess a state approved multi-subject credential.	For the 2025-26 school year, Desert Center Unified School District achieved 100% credentialed teachers, with all three (3) teachers fully credentialed. This is a notable improvement from the baseline data for the 2023-24 school year, which showed that the district had three multi-grade classrooms, staffed by two teachers with multi-subject credentials and one teacher on a Short-Term Staffing Permit (STSP).
1.2	Science Curriculum Implementation Evidenced by	Observations by administration and lesson plans depict implementation of	SY 2024-25 teacher lesson plans, validated with administrative	With the end of year review, administrative walkthroughs and	Observations by administration, in addition to lesson plan designs,	With the end of year review, administrative walkthroughs and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Observations of Administration	Science Curriculum at least twice a week.	observations, depict science curriculum implementation at least twice a week on a regular practice.	lesson plan audits confirm that science instruction is now occurring at least three times per week in all classrooms.	demonstrate Science Curriculum provided three times weekly.	lesson plan audits confirm that science instruction is now occurring at least three times per week in all classrooms. This is progress over the established baseline. This progress is in line to the target for Year 3 outcome.
1.3	Social Studies Implementation Evidenced by Observations of Administration	Observations by administration and lesson plans depict implementation of social studies curriculum at least twice a week	SY 2024-25 teacher lesson plans, validated with administrative observations, depict social studies curriculum implementation at least twice a week on a regular practice.	With the end of year review, administrative walkthroughs and lesson plan audits confirm that social studies instruction is now occurring at least two times per week in all classrooms.	Observations by administration and lesson plans depict implementation of social studies curriculum at least twice a week.	For the 2025-26 school year, teacher lesson plans, supported by administrative observations, demonstrate the ongoing implementation of the social studies curriculum at least twice a week as a regular practice. This outcome mirrors the baseline data, where similar observations and lesson plans indicated that the social studies curriculum was already being consistently

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						implemented at least twice a week. The continuation of this practice shows stable adherence to curriculum standards and a sustained focus on social studies education.
1.4	SEL Curriculum Implementation Observations by Administrator	Observations by administration depict SEL curriculum (Lions Quest) implementation at least once a week.	SY 2024-25 observations by administration validated SEL curriculum implementation at least once a week. Materials included in weekly lessons were a standard part of regular practice. SEL curriculum "Second Step" is being utilized, as well as portions of Lions Quest. SEL is integrated at least once a week with students in respective class grade level groups of (TK -2) and (3 - 8).	SEL instruction continues to be implemented at least once weekly across all classrooms. Administration verifies delivery through walkthroughs and course scheduling. The school uses Second Step and blends in Lions Quest resources to guide instruction. While the school has not yet reached its long-term goal of daily SEL immersion, the current practice reflects sustained commitment to structured SEL delivery. The	Through instructional practices, school initiatives, and targeted delivery, the school will depict SEL immersion daily.	For the 2025-26 school year, administrative observations validated the consistent implementation of the Social-Emotional Learning (SEL) curriculum, with SEL lessons conducted at least once a week. The curriculum used includes Second Step and portions of Lions Quest and is integrated weekly for students in both the TK-2 and 3-8 grade bands. Materials from these curricula are incorporated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				school remains on track, and efforts will continue to build staff capacity and embed SEL more frequently throughout the week as part of classroom routines and school culture.		regularly into lessons. Eagle Mountain School continues to implement AVID Elementary. With its school-wide WICOR strategies to provide "all" students with a structured 'family-unit' environment. This action specifically targets SEL outcomes by fostering a sense of belonging (Priority 6) and providing the self-management tools necessary for academic persistence (Priority 4). Continued development of AVID Elementary resources will support the Target for Year 3 outcome.
1.5	Monthly Facilities Inspection Reports ensuring an updated Five-Year Facilities Plan	All facilities currently identified as in "Good Repair" resulting from May 2024 Facilities Inspection Tool (FIT)	For SY 2023-24 the DCUSD Governing Board developed and approved their	The December 2025 Facilities Inspection Tool (FIT) report shows all facilities in	Utilizing the Facilites Report form Kitchell (April 2022), the annual FIT reports and	In the 2025-26 school year, the Desert Center Unified School District (DCUSD)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Five-Year Facilities Expenditure Plan. This plan continues to be reviewed and updated yearly. Contracted services, supporting the school's Facilities Department, conducts routine inspections using the Facilities Inspection Tool (FIT). The Facilities Inspection Tool (FIT) is completed on a regular basis. A FIT report was completed December 2024. During this FIT report all facilities are identified in "Good Repair". Through SY 2024-25 there have been zero (0) Williams Report complaints filed with the district.	“Good Repair” with only a few with deficiencies "D". This is an improved overall rating compared to the previous year, reflecting progress in preventative maintenance efforts. Additionally, the Riverside County Office of Education conducted a Williams audit of facilities during October 2025. The district received a successful review with no corrective actions required, further validating the condition of the school site. During SY 2025-26 the district completed some significant projects. This includes the fire alarm system project and renovation to Rooms A4 & A5. The district is current with the HVAC Replace	subsequent facilities work done by the school will ensure an updated Five-Year Preventative Maintenance Plan.	continued to prioritize the maintenance and improvement of school facilities. Contracted services, which support the school’s Facilities Department, conduct routine inspections using the Facilities Inspection Tool (FIT), which was completed in December 2025. During this inspection, all facilities were identified as being in "Good Repair," and to date, there have been zero Williams Report complaints filed with the district. This outcome reflects consistency with the baseline data, where the results from the May 2024 FIT inspection also identified all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and Repair Grant. The Five-Year Facilities Expenditure Plan will be reviewed and updated by the Board of Trustees (June 2026) No Williams Complaints have been filed to date during the 2025–26 school year.		facilities as being in "Good Repair." The continued success in maintaining the facilities in good condition demonstrates the district's ongoing commitment to ensuring a safe and functional learning environment.
1.6	The school will integrate an arts program one day a week both in the classroom and in the Extended Learning Opportunity Program.	On an average of one day a week, the school provided art to the TK thru grade 8 students. ELO-P provided access to a painting class every other Wednesday through SY 2023-24.	With the use of support staff, art is integrated one day a week in the classroom during the instructional day. Art is offered every fourth Wednesday during its after-school ELO-Program. ELO-P has provided access to this art offering through SY 2024-25.	Eagle Mountain School continues to integrate art one day per week during the instructional day across all grade spans. Instruction is led by staff and/or support personnel. In addition, the school continues to offer painting along with arts and crafts in the after-school ELO-P program. While the frequency of ELO-P based arts offerings has not increased, opportunities	The school will have the services of a credentialed arts teacher integrating a structured arts program one day per week in both the classroom and in the after school Extended Learning Opportunity Program.	For the 2025-26 school year, art instruction has been integrated into the regular classroom setting once a week during the instructional day, with support staff facilitating this integration. Additionally, art (painting) is offered every fourth/fifth Monday as part of the after-school Extended Learning Opportunities Program (ELO-P), providing students continued access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				remain available and responsive to student voice and participation. The district remains on track with in-school arts access and will explore opportunities to expand after-school integration.		to artistic activities outside of regular school hours. Arts/Crafts is offered in ELO-P once a week. This outcome reflects growth from the baseline, where art was provided on average once a week to students in grades TK-8, and the ELO-P program offered a painting class every other Wednesday during the 2023-24 school year. The expansion of the ELO-P program to offer more consistent access to art demonstrates an increased commitment to providing students with creative outlets. The school remains focused in attaining services from a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						credentialed arts instructor.
1.7	100% of students have standards-aligned instructional materials.	100% of students have standards-aligned instructional materials.	100% of students have standards-aligned instructional materials.	For SY 2025-26, all students continue to have access to standards-aligned instructional materials in all subject areas. This was verified through administrative classroom walkthroughs and reviewed during the Fall 2025 Williams audit conducted by Riverside County Office of Education, which found no deficiencies. The school is in the process of reviewing and adopting a new mathematics curriculum to align with the 2023 California Mathematics Framework. This upcoming adoption will ensure continued	100% of students have standards-aligned instructional materials.	At the end of the 2025-26 school year, 100% of students have continued to receive standards-aligned instructional materials, maintaining the same level of access as reported in the baseline data. This consistency ensures that all students are equipped with the necessary resources to meet academic standards. Math textbook adoption will be completed with new material in use by August 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				alignment with state standards and will be supported by professional development efforts under Goal 2.		

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the school successfully implemented its goal of ensuring essential conditions and services were in place to foster optimal learning environments. Key efforts included having 100% credentialed teaching staff (all three fully credentialed), ensuring access to core instructional materials, and supporting consistent implementation of science and social studies curriculum. Lesson plans and administrative observations confirmed science and social studies instruction occurred at least twice a week. The school also continued to implement SEL curriculum ("Second Step" and portions of Lions Quest) weekly across all grade spans, with lessons delivered in TK–2 and grades 3–8. The school continued implementation with AVID Elementary which supports with our SEL integration into a school wide model. Art was integrated into weekly classroom instruction and provided monthly through the after-school Expanded Learning Opportunities Program (ELO-P). These actions contributed to a well-rounded educational experience for all students.

Facilities were regularly maintained and monitored through contracted services using the Facilities Inspection Tool (FIT), with the most recent December 2025 report confirming all areas were in "Good Repair." The DCUSD Governing Board's Five-Year Facilities Expenditure Plan is scheduled for review and updated, ensuring ongoing planning and investment in school infrastructure. Notably, there were zero (0) Williams Report complaints filed during the school year. While managing a small staff posed some challenges, the team remained committed to implementing all components of this goal with fidelity. The school community experienced several successes, particularly in the consistent integration of SEL and the arts, which supported both academic achievement and student well-being. The school continues to develop its AVID Elementary program. The first formal review of the AVID CCI has identified areas of strengths and areas for improvement. Continued improvement will be impactful to teachers in the development of WICOR strategies aligned to the delivery of their content.

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.

There is a difference of $20,472 for Action 1.1. This increase is a result of overtime work of teachers in their role of supporting the school's ELO program. These are funds that went towards their salaries. For Action 1.3 there is a difference of $11,458 in actual expenditures for modernization of classrooms (Rooms A4 & A5). For Action 1.4 there is an estimated difference of $3,972 in unspent funds for the Arts

integration program. This is a result of using art materials and supplies for our arts program that was already available at the school. These materials were previously purchased in the 24-25 school year.

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

The actions implemented in 2025–26 were largely effective in making progress toward the goal of creating optimal learning environments. Maintaining a fully credentialed teaching staff provided consistency and supported strong instructional practices. Teachers regularly delivered science and social studies content, as confirmed through lesson plans and administrative observations.

The implementation of the SEL curriculum was also effective. “Second Step” and Lions Quest were used weekly across grade spans, helping students build social-emotional skills and supporting a positive school climate. The structure and frequency of SEL lessons proved manageable for teachers and meaningful for students.

Facility-related actions were highly effective. Routine use of the Facilities Inspection Tool (FIT) and annual review of the district’s Five-Year Facilities Plan ensured that learning spaces remained safe and well-maintained. The most recent FIT report rated the site in “Good Repair,” and no Williams Report complaints were filed.

Art instruction, both during the day and through ELO-P, provided valuable enrichment and supported student engagement. These offerings contributed to a well-rounded experience and fostered creativity alongside academics.

Our primary focus is now on deepening the impact of our core initiatives. We are investing in staff development to ensure that Social Emotional Learning (SEL) routines and AVID WICOR strategies are consistently used across all grade levels. By expanding our AVID Elementary resources, we are helping students develop the self-management and social skills necessary for academic success. Achieving our Year 3 targets means moving beyond simply 'doing' SEL and AVID to 'deeply integrating' them into our daily classroom culture, supported by a school-wide emphasis on positive behavioral routines. The district is tracking the success of these capacity-building efforts through Metric 2.1 (CAASPP Performance) and Metric 5.1 (Chronic Absenteeism Rate). This will ensure they translate directly into improved student outcomes, such as a projected 5% decrease in chronic absenteeism and a 40% proficiency rate in ELA and Math by 2027.

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.

Looking ahead, the district is refining its practices to move from basic program implementation to a model of deep integration within the daily classroom culture. Based on the successful delivery of science and social studies instruction twice weekly in 2025–26, we have increased the Year 3 target for Metrics 1.2 and 1.3 to provide this instruction three times per week. To achieve greater impact, we are intensifying our commitment to staff development, specifically focusing on building capacity to embed Social Emotional Learning (SEL) and AVID WICOR strategies across all grade levels. This includes the continued expansion of AVID Elementary resources to strengthen students' sense of belonging and self-management. Additionally, reflecting on the need for increased engagement and compliance with state requirements, we are significantly expanding enrichment opportunities through the Expanded Learning Opportunity Program (ELO-P) and Equity Multiplier funding. We will continue to leverage annual FIT results to proactively maintain our facilities in 'Good Repair'. These strategic adjustments, monitored through Metric 2.1 (CAASPP Performance) and Metric 5.1 (Chronic Absenteeism Rate), ensure our actions are directly linked to improving long-term student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruitment and Retention of Qualified and Appropriately Certified Instructional Staff.	The district will continue to improve and monitor the recruitment and retention of highly qualified teachers by providing competitive teacher salaries. Specifically, the school will ensure appropriately certified teachers are in place in the respective multi-grade level classrooms of the school with a goal of retaining these particular staff members in subsequent years.	$221,787.00	No
1.2	Curriculum Implementation and Monitoring by Administration	The district will continue to monitor the implementation of new curriculum and supplemental materials including Science, Social Studies, STEAM, and SEL materials.	$4,000.00	No
1.3	Maintain Facilities	The district will monitor facilities and update as needed to maintain a safe learning environment and meet all CDC and OSHA guidelines.	$10,000.00	No
1.4	Integrate a structured Arts program	The school will integrate an arts program both during the instructional day and into the Extended Learning Opportunity Program	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Providing the instructional supports equipping students with the essential skills and knowledge needed for success in both college and career paths. We will prioritize initiatives that foster college and career readiness that will ensure students are well-prepared for the opportunities and challenges ahead. This includes providing comprehensive support towards navigating literacy by grade 5, successful transition to secondary schools and, ultimately, to higher education. Preparing students with successful transitions will enhance school engagement which will positively reduce chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 2 provides the instructional supports equipping students with the essential skills and knowledge needed for success in both college and career paths. This includes prioritizing literacy by grade 5, supporting transitions to secondary and higher education, and improving engagement to reduce chronic absenteeism.

By providing professional learning and collaboration time for teachers to improve instructional quality (Action 2.1) and monitoring its effectiveness through student performance on CAASPP assessments in ELA and math (Metric 2.1) will ensure instructional practices align more closely with standards and improve student achievement.
This is a foundational component of college and career readiness. Ensuring the district employs paraeducators to support small group and differentiated instruction (Action 2.2), followed with the frequency and performance of small group instruction (Metric 2.2), will ensure students receive more personalized academic support. This specifically supports those students who need targeted intervention. This will help ensure early literacy and smoother academic transitions. By increasing the use of technology effectively into daily instruction (Action 2.3), measured with the frequency of technology use in classrooms (Metric 2.3), will support students to build digital literacy and engagement. Both of these are essential for college, career, and modern learning environments. By monitoring student academic progress regularly to guide instruction and interventions (Action 2.4) and assuring we progress monitor our students (Metric 2.5), then our instructional staff can adjust instruction responsively and ensure students stay on track toward academic milestones and transitions.

As we continue to implement the AVID college readiness program with fidelity (Action 2.5) and evaluate this through AVID implementation metrics with the use of WICOR strategies (Metrics 2.4 and 2.9) our students will gain the organization, inquiry, and collaboration skills

needed for success in secondary education and beyond. Access to a librarian and supportive library services (Action 2.6) will ensure students have equitable access to a library and literacy resources (Metric 2.8) and Increase student access to library/media resources and early literacy programs for TK–Grade 3 students. Evidence of progress includes use of Learning Recovery Emergency Block Grant (LREBG) funds to support schoolwide literacy efforts, acquisition of library materials, and/or library-type services, even in the absence of a full-time librarian. Finally, by monitoring English Learner proficiency growth and reclassification rates (Metrics 2.6 and 2.7), the district can ensure that EL students are being supported in reaching academic English fluency which is a critical milestone for access to rigorous content and postsecondary success. Together, these actions and metrics are designed to create a comprehensive, student-centered instructional system that supports academic growth, promotes readiness for college and career, increases school engagement, and help reduce chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Performance	2022-23 ELA - 28.57% of students met standards 2022-23 Math - 42.85% of students meet standards	I-READY Grade 3-8 Results 2024-25 (Benchmark #2, December 2024 ELA 40% of students met standard. MATH 33% of students met standard. CAASPP Results Spring 2024 ELA 35% of students met/exceeded standard. MATH 24% of students met/exceeded standard.	I-READY Grade 3-8 Results 2025-26 Benchmark #2, December 2025 ELA 20% of students met standard. MATH 20% of students met standard. CAASPP Results Spring 2025 ELA 40% of students met/exceeded standard. MATH 40% of students met/exceeded standard.	ELA - 60% of students meet standards Math - 60% of students meet standards	ELA: There has been an increase of 11.43 percentage points in the number of students meeting the standard in ELA (28.57% in 2022-23 to 40% in 2024-25, based on CAASPP results). I-Ready ELA December data shows a decrease of 20% last year to this year where only 20% of students have met standard. Math: CAASPP results show a decrease of 2.85 percentage points in the number of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students meeting the Math standard (42.85% in 2022-23 to 40% in 2024-25. I-Ready Math also depicts a decline. With the dip in Math performance, the data points to a need for further focus and targeted interventions in Math instruction. There is continued work ahead to get to the Year 3 target of 60% of students meeting the standards in both math and ELA.
2.2	Frequency of Small Group Instruction	Small group (Tier II) intervention takes place weekly as evidenced in teacher lesson plans. One to one intervention in reading takes place daily for select students.	SY 2024-25 data-based collaboration with instructional staff and/or administration took place at least monthly. This included review of I-Ready data, CAASPP Assessment results, attendance data, homework	Eagle Mountain School continues to provide regular small group instruction in both reading and math. Administrative walkthroughs and lesson plans confirm Tier II support is taking place 3–4 times per week, depending on	Small group instruction (Tier II Intervention) in both reading and math has taken place to meet the needs of all related students. One to one instruction (Tier III Intervention) to meet the needs of English Learners, Unduplicated	In the 2025-26 school year, instructional staff and administration met at least once a month to review data such as I-Ready scores, Amira performance, CAASPP results, attendance, homework, weekly assessments, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			checks, weekly assessments and teacher observations. I-Ready progress monitoring of students during SY 2024-25 supported the identification of students to Tier II Reading intervention: SY 2024-25 depicted the school's continued use of three (3) benchmark assessments with I-Ready. These benchmarks allow for data-based collaboration for "all" students including ELL, Foster Youth, Homeless, Free & Reduced Lunch and those with an IEP. Progress monitoring of student progress provided opportunity for instructional staff	student needs and scheduling. Tier III (one-to-one) support is occurring daily for students identified through 45-day screeners, I-Ready diagnostics, teacher observations, and progress monitoring. Instructional staff continue to use the I-Ready ILP platform weekly to adjust groupings and instructional targets. Collaboration meetings between teachers, paraeducators, and administration take place to review student progress and intervention effectiveness. These sessions also support alignment between core instruction and targeted supports.	Pupils and students with exceptional needs are evidenced daily in teacher weekly lesson plans.	teacher observations. This helped guide decisions about teaching strategies and intervention and possible SST referrals. Amira results and regular use of I-Ready benchmarks helped identify students in need of Tier II Reading interventions, including students from diverse groups (ELL, Foster Youth, Homeless, Free & Reduced, and IEP students). Individualized Learning Plans: Teachers and paraeducators used I-Ready's Individualized Learning Plan (ILP) platform to track students' progress weekly and make adjustments to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to adjust teaching strategies. 2024-25 I-Ready Individualized Learning Plan platform supported each teacher and their paraeducator to monitor their students weekly progress on assessments taken and passed.			support each student's learning. This outcome shows a stronger focus on using data to guide instruction and provide targeted support to students. Baseline Data: Small group (Tier II) interventions were provided weekly, and one-to-one reading interventions were offered weekly to select students. This year's approach depicts more frequent data checks and personalized learning plans.
2.3	Frequency of Technology Use in the Classroom	Technology is utilized daily as evidenced in teacher lesson plans and validated with classroom observations and evaluations. Teachers attended STEAM Symposium (February 2024).	Technology is utilized and validated with classroom observations and evaluations. PD for I-Ready was provided twice during SY 2024-25. Teachers	Technology integration remains consistent across all classrooms. Lesson plans and administrative walkthroughs confirm that technology is used daily to support	Technology continues to be utilized on a daily basis. Project based learning experiences will be produced respectively by classroom teachers on a	In the 2025-26 school year, technology use in the classroom was regularly observed and validated through observations, teacher lesson plans and

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			participated in AVID Summer Institute July 2024. Both supports the ability of having students use technology in the classroom daily as evidenced in teacher lessons plans.	instruction in ELA, math, science, and AVID WICOR strategies. Students are engaging with I-Ready, Read Live Naturally, Footsteps to Brillance, I-Ready's Magnetic Reading and digital tools for writing, research, and skill practice. The school has also integrated Amira into the lower levels. Project-based learning continues to evolve, with teachers aligning tech tools to interdisciplinary themes and AVID strategies. Teachers have continued to leverage training from AVID workshops and I-Ready professional development to refine technology use in support of	monthly basis and supporting a curriculum theme of the classroom.	evaluations. Professional development (PD) for I-Ready was provided, and teaching staff attended AVID Summer Institute in July 2025. These efforts helped ensure students were using technology daily in the classroom and more frequency during the baseline. Teachers are progressing with integration of project-based lessons and are moving to more frequency in these lesson designs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				differentiated instruction.		
2.4	Use of WICOR strategies in the classroom	Current baseline demonstrates inconsistent usage of WICOR strategies specific to curriculum objectives.	With the initiation of AVID Elementary, the school has a research proven platform to integrate WICOR strategies into the classroom on a consistent basis. Teachers are incorporating AVID WICOR strategies into lessons.	Depicted through its AVID CCI endeavor, teachers are integrating AVID WICOR strategies into instruction. This shows the introduction to the use of structured notetaking, collaborative activities, inquiry-based questioning, and organizational routines that align with AVID methodology. The school's implementation of AVID Elementary has supported instructional staff in their use of WICOR strategies. This has helped students with engagement and academic confidence. Going through the process of AVID CCI will support the ongoing development of its	Teacher lesson planning and observations depict WICOR strategies showing intentional instructional decision-making by teachers to provide students with opportunities to demonstrate what they know and what they can do with rigorous course content. This will support building skills and behaviors that support college and career readiness.	Through the 2025-26 school year, Desert Center Unified School District continued with its AVID Elementary program with ongoing development of using WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies into classroom instruction. Compared to the baseline data, the use of WICOR strategies now reflect a significant improvement in the consistency and effectiveness of teaching strategies across the school. The school's work on its 2025 AVID CCI supports focal areas that can be addressed for ongoing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				AVID Elementary implementation. The district is on pace to meet its 2026–27 goal, with AVID WICOR strategies serving as a foundational instructional framework across 'all' grade levels.		improvement of program goals.
2.5	Frequent Progress Monitoring of Students	Progress monitoring using I-Ready, teacher observations, and classroom assessments support the identification of students requiring Tier II intervention.	Progress monitoring of students occurs at least monthly. Utilization of I-Ready student performance in benchmarks and individual learning plans is used consistently at least monthly. Teachers have been provided professional development with I-Ready to look specifically at academic development of students. This supports lesson development to support areas of need for students. This supports	The district continues to implement frequent and systematic progress monitoring across all grade levels. Students complete I-Ready benchmarks three times annually, with daily I-Ready usage providing real-time instructional data through individualized learning paths. Teachers and paraeducators review performance weekly to adjust small group and	Weekly teacher meetings are conducted reviewing individual student academic progress, behavioral needs, family supports and AVID development.	By the end of the 2025-26 school year, progress monitoring occurred at least monthly. This included formal 45-day screeners. I-Ready benchmarks, Individual Learning Plans (ILPs), teacher observations, and classroom assessments. Teachers received professional development in I-Ready, AVID, and AMIRA to focus on students' academic progress, helping them adjust lessons to support

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			mastering essential standards allowing students successful transition of grade levels.	targeted interventions. This year, the district integrated Amira, a reading fluency tool, to support students in TK through Grade 2. Amira provides real-time progress data on early literacy development, offering additional insight into phonemic awareness, decoding, and fluency. Teachers and their dedicated paraprofessional participate in collaboration meetings to review student progress data across platforms and coordinate interventions.		areas where students needed improvement. This approach builds on last year's practice of identifying students needing Tier II interventions, ensuring students master key standards and transition smoothly to the next grade. The school has formally completed its AVID CCI. This has helped to identify areas of strength and areas for improvement. These tools, combined with professional learning and data-focused planning, ensure students receive timely support aligned with their academic needs. The district remains on track to meet its 2026–27 goal, with a strong multi-tiered system

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						of support developing across grade levels.
2.6	Number of ELs demonstrating at least one level of growth on the ELPAC annually.	For SY 2023-24 two (2) ELL Students. One student is Level 1, overall, and the other is Level 2, overall. The school has two students who demonstrated proficient by attaining an overall level of 4 as measured on the ELPAC assessment. We have no "long term" ELL students.	LCAP Spring 2024 results depict appropriate development of the school's two (2) English Language Learners. This resulted in reclassification of these two ELPAC students. ELPAC Spring 2024 results for the current two (2) ELL students became available June 2024. Current assessments (I-Ready) and intervention platforms of Read Live Naturally allow for progress monitoring of current ELL students. All ELL students are demonstrating appropriate academic progress.	English Learners at Eagle Mountain School continue to receive targeted academic and language development support. Students are being monitored through I-Ready diagnostic benchmarks, as well as Read Live Naturally and Amira (for TK–2 students). These platforms provide ongoing progress data to guide instruction and intervention. All current EL students are demonstrating appropriate growth as measured by mid-year academic assessments. Teachers are using data to guide instruction and identify areas for language support. While Spring 2026	Evidenced by the 2025-26 ELPAC assessment, each ELL student will increase in proficiency level.	By the end of the 2024-25 school year, the ELPAC Spring 2024 results showed appropriate development for the school's two English Language Learners (ELL), leading to the reclassification of both students. The ELPAC results for these students became available in June 2024. In addition, ongoing assessments like I-Ready and the Read Live Naturally intervention platforms have allowed for consistent progress monitoring of current ELL students. All ELL students are making appropriate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ELPAC scores are not yet available, students remain on track to show growth toward reclassification. Instructional planning is coordinated with designated and integrated ELD strategies, ensuring English Learners have full access to rigorous academic content and structured language development.		academic progress. In the 2023-24 school year, baseline data showed two ELL students—one at Level 1 and the other at Level 2—both of whom showed improvement, with one reaching Level 4 proficiency on the ELPAC. There were no long-term ELL students. This year's data shows significant progress in ELL student development, with successful reclassification and consistent academic growth.
2.7	English Learner Reclassification Rate	2022-23 ELPAC results depict all students reclassifying as English Language Proficient within five years.	Testing for reclassification took place April 2024. With a review of performance results taking place June 2024. Spring 2024	All currently enrolled English Learners remain on track for reclassification within the five-year timeline. No students are at risk of becoming long-	As evidenced by the 2025-26 ELPAC assessment, all ELL students will be reclassified as English Language Proficient within five years.	Testing for reclassification took place in April 2024, with a review of performance results in June 2024. The Spring 2024 ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ELPAC assessments demonstrated that two (2) ELL students showed appropriate growth and are on trajectory for reclassification. These students will be reclassified within 5 years. Zero (0) of the current ELL students are in route to be classified as "long term" ELL. Spring 2024 demonstrated "all" current ELL students will be English Language Proficient within 5 years.	term English Learners. Teachers and administrators continue to monitor academic progress using I-Ready, classroom assessments, and ELD performance indicators. The district's use of Footsteps2 Brilliance, I-Ready Magnetic Reading, Read Live Naturally and Amira for younger students complements core instruction and helps track English language development in both reading and comprehension. Designated and integrated ELD instruction continues to be embedded into weekly lesson planning. While reclassification decisions will be finalized after		assessments showed that both current ELL students made appropriate growth and are on track to be reclassified within five years. None of the current ELL students are on track to be classified as "long-term" ELL. Overall, the data demonstrates that all current ELL students will be English Language Proficient within five years. Using baseline data from the 2022-23 ELPAC results showed that all students were on track to reclassify as English Language Proficient within five years. This year's data reflects continued progress, with all ELL students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Spring 2026 ELPAC results, the current data shows that all English Learners are progressing appropriately and remain well within the state-defined timeline for reclassification.		showing appropriate growth toward reclassification within the expected timeframe.
2.8	Access to Library and Literacy Resources	The district will attain access and use services with a librarian able to integrate multimedia resources.	The school has not attained access to a librarian supporting in the ability to integrate multimedia resources. This is an area of need.	Desert Center Unified has established a partnership with the local public library, successfully integrating the lead librarian into regular school visits. This individual now provides on-site library/media services on a consistent basis, giving students access to books, storytelling, digital literacy activities, and reader engagement experiences. While the district does not yet employ a credentialed	As evidenced by the school's SARC, the school will demonstrate access to a librarian. As evidenced by school records and SARC, the district will demonstrate increased student access to library/media resources and early literacy programs through expanded services funded by LREBG, with or without a full-time librarian on staff.”	During SY 2025-26 the school was successful with access/services to a librarian. This has supported teachers in the ability to integrate multimedia resources. This remains an ongoing need as the district's baseline shows the intention to attain access to a librarian who can support and integrate multimedia resources into the curriculum was a specific metric and a "finding" in recent years.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				school librarian, this collaboration has effectively expanded student access to library resources and supports early literacy and research skills. The presence of a consistent, trained librarian also enhances the reading culture of the school. This progress marks a significant step forward from the prior year and reflects an innovative solution to the challenges faced by rural and remote districts in staffing specialized roles		
2.9	AVID Program Implementation	For SY 2023-24 there is no AVID Elementary Program.	The school instructional staff participated in AVID summer institute July 2024. The school is implementing AVID Elementary and conducting its AVID	AVID implementation continues to grow and deepen across the school. Our new teacher was sent to the AVID Summer Institute in July 2025 to ensure continuity	School is developing AVID Elementary implementation as evidenced with the AVID Certified Self Study.	During the 2025-26 school year, members of the school's instructional staff participated in the AVID Summer Institute (July 2025) and ARC AVID trainings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			implementation review Spring 2025.	and expansion of AVID-aligned instructional practices. Additionally, returning staff have participated in multiple AVID trainings and workshops hosted by the Riverside County Office of Education throughout the school year. WICOR strategies are being embedded in classroom instruction and lesson planning. Teachers are using AVID tools to support student organization, academic discourse, and inquiry-based learning. The school is on track to complete its next AVID self-study and implementation review later in the		The school conducted and submitted its AVID Coaching and Certification Instrument (CCI) to both AVID Riverside County (ARC) and AVID Center for review and feedback. This is a significant change in the baseline data as the 2023-24 school year shows that there was no AVID Elementary program in place.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				year. These efforts demonstrate sustained commitment to AVID principles and ensure alignment with long-term goals for college and career readiness.		

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district made meaningful progress toward equipping students with the essential skills for college and career readiness. A cornerstone of this progress was the consistent use of i-Ready benchmark assessments for all student groups, including English learners, foster youth, and students with disabilities. Teachers and paraeducators leveraged this data to facilitate weekly progress monitoring and deliver targeted, individualized instruction.

This data-driven approach was amplified by the continued expansion of AVID implementation. To ensure continuity of practice, our newest faculty member attended the AVID Summer Institute in July 2025, while returning staff participated in multiple specialized workshops hosted by the Riverside County Office of Education. These trainings have led to a deeper embedding of WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) within daily lesson planning. Specifically, teachers are now utilizing AVID tools to move beyond basic organization, focusing instead on enhancing academic discourse and inquiry-based learning across all grade levels. The school is currently on track to complete its formal AVID self-study and implementation review later this year, ensuring sustained alignment with our long-term readiness goals.

These instructional efforts were reflected in Spring 2025 CAASPP results, where 40% of students met or exceeded standards in both ELA and Mathematics. This performance serves as a baseline for our Year 3 objective of continued growth through responsive instructional cycles.

A key development this year was the re-establishment of school library access to strengthen literacy and multimedia integration (Action 2.6). While this resource is now operational, it remains in a developmental phase. Moving forward, the focus will shift toward collaborative planning between teachers and library staff to more deeply embed these resources into project-based learning and interdisciplinary units.

Overall, the synergy between i-Ready data, AVID strategies, and consistent professional coaching has built a strong foundation for student success. Continued investment in staff capacity during Year 3 will ensure these systems move from initial implementation to a sustainable model of excellence that prepares every student for the transition to secondary education."

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.

For Action 2.1 there was no expenditures of funds using LREBG resources. This was a result of no professional development on the 2023 Mathematics Framework for California Public School. This resulted due to the fact that the school formally adopted its new mathematics curriculum (Amplify/Desmos) in June of 2026. There is a difference of $72,191 for Action 2.2. This increase is a result of overtime work for paraprofessionals in the role of supporting the school's ELO program that went towards salaries. For Action 2.3 we underspent $13,860. The school was focused to use more integration of technology in the classroom. This was to be supported with the new mathematics curriculum which was to be adopted in SY 2025-26. Amira/Desmos has been approved by the School Site Council and will be by the Board of Trustees (June 24, 2026). This will ensure even more integration of technology for SY 2026-27. For Action 2.6 there is a material difference of non-expenditures of $6,000 for access to a school librarian. This is a result from Riverside County Public Library assuming costs (transportation and time) of the Lake Tamarisk librarian to travel and spend time at the school. It was budgeted with the possibility of the school providing funding for travel and time. For Action 2.4 the school exceeded the budget amount by $1,025 this was a result for costs associated with the fees related to our formative assessment system I-Ready.

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

The actions implemented during the 2025–26 school year have been largely effective in establishing the necessary frameworks for college and career readiness. The consistent use of i-Ready benchmark assessments and individualized learning plans allowed teachers and paraeducators to maintain a responsive, data-driven instructional cycle. While these internal measures showed steady growth, our Spring 2025 CAASPP results (40% proficiency in both ELA and Math) indicate that while the systems are effective, they require further intensification to reach our Year 3 target of 60% proficiency.

The second-year implementation of AVID Elementary has shown significant success in increasing the frequency and consistency of WICOR strategies across all grade levels. These strategies have directly improved student organization, engagement, and academic stamina. Furthermore, the integration of digital tools—supported by targeted professional development for AVID and I-Ready—has successfully built both the academic and technical literacy skills essential for modern secondary education.

Regarding our literacy resources, the district has made positive strides in integrating the community librarian. However, reflections on prior practice show that the full potential of this resource is not yet realized. There is a clear need for more structured collaboration between teaching staff and the librarian to ensure lesson designs effectively leverage these multimedia resources.

In summary, the foundational systems are working effectively. However, to bridge the gap toward our 60% proficiency targets for CAASPP Math and ELA, Year 3 will focus on increasing instructional rigor and refining the synergy between our support staff, digital platforms, and community resources.

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

Based on reflections from the 2025–26 school year, the district will maintain the overall intent and structure of Goal #2. However, we are making strategic refinements to "go deeper" into our instructional practices to help students reach our Year 3 target of 60% proficiency on state assessments.

Key changes and refinements include:

Maximizing Our Multi-Grade Staffing Model: As a small school with three certified teachers leading multi-grade classrooms, our strength lies in personalized support. Each teacher is supported by a dedicated, full-time paraeducator. For the coming year, we are refining how these teams work together to provide more intensive, small-group "Tier II" interventions. This ensures that even within a multi-grade setting, every student receives the specific grade-level support they need to succeed in ELA and Math.

Expansion of Project-Based Learning (Action 2.6): To better prepare students for the transition to secondary school, we are evolving our partnership with the community librarian. We are moving from simple resource access to a collaborative model where teachers and the librarian co-design project-based lessons. These projects will focus on:

- Fact-Based Research: Teaching students how to conduct research and verify information.
- Technology Integration: Increasing the frequency of technology use by making digital tools a daily part of research and organization.
- Multimedia Presentations: Building student confidence and communication skills through digital presentations.

We will continue to focus on Targeted Professional Development: We continue to allocate our Learning Recovery (LREBG) and Equity Multiplier funds to provide specialized training for both teachers and paraeducators. This includes focusing on the 2023 Math Framework and AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) to ensure our instructional staff can responsively adjust to student needs in real-time.

Linking Engagement to Attendance: We believe that more engaging, project-based classrooms will naturally improve school attendance. To support this, and to address chronic absenteeism, we are more than doubling our Expanded Learning (ELO-P) offerings from 14 to 30 days. These additional enrichment activities are designed to foster the "school engagement" mentioned in our goal, making the school environment more motivating for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning/Collaboration Time	During the 2025–26 school year, the district allocated funds to support teachers to participate in weekly collaborative sessions or professional development activities, including training aligned to the 2023 Mathematics	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Framework for California Public Schools. These sessions will focus on data-driven instructional planning, standards alignment, and strategies to support student learning in math and ELA. The goal is to improve academic outcomes and close achievement gaps for all students, including English learners and socioeconomically disadvantaged students. This action is supported by research demonstrating that sustained, collaborative professional development improves teaching effectiveness and student outcomes. The 2023 California Math Framework emphasizes the importance of ongoing professional learning aligned to grade-level standards to promote equity and student access to rigorous instruction. Studies by the Learning Policy Institute and What Works Clearinghouse identify high-impact professional development as content-focused, data-informed, and job-embedded. When teachers engage in regular collaboration centered on student needs and formative assessment, they are better equipped to adjust instruction, support struggling learners, and accelerate growth—particularly for historically underserved student groups.		
2.2	Paraeducator Staffing	The district will continue to provide a paraeducator in each class in order to support the teacher in providing high quality instruction and intervention for English Learners, Unduplicated Pupils, and students with exceptional needs.	$148,142.00	Yes
2.3	Incorporating Technology into Instruction	The district will utilize technology integration to bolster standards-aligned teaching and evaluation, offering necessary intervention, accommodations, and assistive technology to ensure the academic needs of English learners, unduplicated pupils, and students with exceptional needs are met.	$24,257.00	Yes
2.4	Progress Monitor Student Academic Progress	The district will use a variety of tools (ex. I-Ready) to monitor student academic progress on subjects of Reading, Writing, and Mathematics. This progress monitoring will allow for appropriate response with teaching and integration of MTSS.	$3,780.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Implementation of AVID Program	Supportive with monies from the general fund, the school will implement funding for the AVID Elementary program. Funding for AVID implementation will include AVID membership Year 1, AVID Summer Institute Training, AVID Curriculum, and costs related to Summer Institute's professional development. (travel, lodging, salaries, and per diam).	$21,000.00	No
2.7	Provide Access to a Librarian and Literacy Support	During the 2025–26 school year, the district will use general funds to support early intervention and foundational literacy programs for students in transitional kindergarten through Grade 3. These funds will also support efforts to increase access to library resources and media literacy. The goal is to strengthen reading outcomes and build a culture of literacy starting in the early grades. As part of this effort, the district will continue working toward securing access to a qualified librarian or library services, whether through direct employment, shared services, or regional partnerships. This action supports equitable access to literacy development for all students, particularly those who are English learners, socioeconomically disadvantaged, or at risk of academic delay. This action is grounded in research confirming that early reading intervention and access to high-quality literacy materials are critical to closing achievement gaps. Studies from the National Early Literacy Panel and the Institute of Education Sciences show that foundational reading skills, especially phonological awareness, alphabet knowledge, and oral language, are strong predictors of long-term academic success. The Science of Reading framework supports explicit, systematic instruction in these skills beginning in transitional kindergarten. Additionally, research from the American Association of School Librarians (AASL) and Scholastic’s Kids & Family Reading Report demonstrates that increased access to engaging, culturally relevant books and library services lead to improved reading achievement and higher student motivation. Investing in early literacy programs and library access promotes equitable opportunities for all students to become proficient readers by third grade, a critical milestone for lifelong learning.	$6,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Build collaborative relationships with families, the surrounding community members, and other stakeholders to ensure every student is meaningfully connected to the school and actively participates in the learning process. This includes collaboration with families and other stakeholders to address diverse student and community interests and mobilize community resources as needed to minimize students' loss of instructional time.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Family engagement is defined by the National Association for Family, School, and Community Engagement (NAFSCE) as a “shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and which families are committed to actively support their children’s learning and development. Family engagement is a continuous and changing process across a child’s life. Effective family engagement strategies cut across all contexts and settings in which a child learns and grows. Family engagement must ensure that parents play an active role in developing their child’s learning, that parents are actively involved in their child’s education at school, and that parents are full partners in their child’s education and included in decision-making. DCUSD believes that it is important to be closely connected to the parents and community so that there is a joint understanding and decision making about the goals and initiatives of the school. An advantage of a small school district it that it allows "all" parents to be formally involved with school activities. Creating more opportunities for parents and community members to be involved with learning activities and/or special projects, will help build and strengthen partnerships with families and local communities in meaningful ways.

Rural schools have many strengths, which can be leveraged as they face hardships such as high teacher turnover, newly credentialed teachers, and inadequate resources (Monk, 2007). The pressure on student achievement in core subject areas means that rural schools are expected to do more with less (Barley & Beesley, 2007). Families in rural communities' struggle with similar challenges. Poverty rates in rural America are on the rise (Schafft, Prins, & Movit, 2008) and social and behavioral services for these families are either nonexistent or impractical (DeLeon, Wakefield, & Hagglund, 2003). The geographic isolation of rural communities means that many rural families are forced to travel a great distance to access necessary parenting and behavioral health services. Furthermore, there is often stigma associated with seeking outside help for mental health or parenting problems and rural culture often encourages families to deal with problems internally rather than pursue professional help. Schools, on the other hand, tend to be more easily accessible to families. Rural communities depend on schools to serve many functions in addition to their primary mission of education (National Education Association, 2008).

A strong partnership with parents and community members is impactful in the support of the school. We have made adjustments with event times and location to support the greater participation rate of parents and community members at school events. Utilizing the Lake Tamarisk Community Hall provides a centralized location to host events assessable for all stakeholders. Strategically implemented offerings, such as lunches and refreshments for activities creates a positive culture and a comfortable, safe and secure environment. These activities are also contributing forms of entertainment and socialization for our students and families that reside in a small, rural community. Through our actions, we will support our students in being connected in meaningful ways to the school and actively engaged in learning. The continued effort to improve partnerships with our families will have an enhanced effect on students' attendance. This is now more critical to the school as we see chronic absenteeism rates on the incline.

Parent engagement and volunteer opportunities will take place in a variety of ways. Such examples include:

-Classroom Helper

- Chaperone Learning Excursions (Field Trips):
- Member / Active Participant of Eagle Mountain's School Site Council:
- School Events Volunteer Special Events Volunteer:
- School Garden or Campus Beautification Projects:
- After School Expanded Learning Opportunity Program:
- Parent Education Workshops

By creating structured opportunities for families and volunteers to support schools and student learning (Action 3.1: Volunteer/Support Opportunities), and monitoring this through family and volunteer participation in at least 7 school events (Metric 3.1) will form stronger school-community bonds. This will encourage greater connection and involvement from stakeholders in the educational process. By ensuring that families have accessible ways to participate in student-centered activities (Action 3.2: Family Accessibility with Student Activities), and tracks this through participation rates in student activities (Metric 3.2), then students will benefit from increased support and visibility of their families, which is linked to improved engagement and achievement.

If the district encourages meaningful parent involvement in decision-making processes, such as committees and engagement activities (Action 3.3), and monitors parent attendance at School Site Council meetings (Metric 3.5) as well as, feedback through annual family surveys (Metric 3.4), then stakeholders will feel heard and empowered.
This will foster trust and alignment between families and the school system. If the district implements strategies to reduce loss of instructional time through proactive engagement, behavior support, and attendance strategies (Action 3.4), and measures success using key indicators such as school attendance rate (Metric 3.6), chronic absenteeism rate (Metric 3.7), suspension rate (Metric 3.8), expulsion rate (Metric 3.3), and middle school dropout rate (Metric 3.9), then student learning time will be maximized, and school climate will improve. This will create a more inclusive and supportive environment for all students. Together, these actions and metrics support the goal of ensuring every student is meaningfully connected to school by fostering trusting, collaborative relationships with families and community partners, increasing participation in school life, and reducing the barriers that interfere with learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Volunteer or Family Participation in 7 School Events	No baseline data for SY 2023-24	100% parent participation denoted by 2024-25 Parent Survey (December 2024)	As denoted in the 2025-26 Parent Engagement Survey, Eagle Mountain School continues to experience strong parent and community engagement. This validates the strong family participation in events such as Meet the Teacher Night, Science Night, Award Ceremonies, Spelling Bee and Parent CAASPP Breakfast. The survey and anecdotal evidence indicate that multiple events held this this school year had broad parent and community involvement. In addition, the school continues to collaborate with local organizations such as the Lake Tamarisk Lions Club and Ladies of	Identification of 7 school events during SY 2026-27 that are supported with parents, organizations, and/or volunteers	The school's 2025-26 Parent Engagement Survey notes that 100% of the parents identify that they are engaged with participating with school activities. There was no baseline data available for the 2023-24 school year to contrast with the Target Year 3 Outcome of 7 school events during the 2026-27 to be supported with parents, organizations and/or other volunteers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Lake Tamarisk Library, who support school events and learning opportunities. Parents identify that if an event is missed it is due to work commitments.		
3.2	Parent and/or Family's Participation with Student Activities	75% parent participation denoted by 2023-24 Parent Survey	100% parent participation denoted by 2024-25 Parent Survey (December 2024)	100% parent participation denoted by 2025-26 Parent Engagement Survey (April 2026)	80% parent participation rate denoted by 2026-27 Parent Survey	By the end of the 2025-26 school year, 100% parent participation was achieved, as denoted by the 2025-26 Parent Engagement Survey (April 2026). This is the same percentage from the 2024-25 Parent Survey which indicated 100% parent participation.
3.3	Pupil Expulsion Rates	0% (0 Expulsions) from 2022-23 CALPADS Report	0% (0 Expulsions) from 2023-24 CALPADS report.	0% (0 Expulsions) from 2024-25 CALPADS report.	0% (0 Expulsions) from SY 2025-26 CALPADS Report	By the end of the 2025-26 school year, there were 0 expulsions, as reflected in the 2024-25 CALPADS report. The baseline data shows no change,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						as the 2022-23 CALPADS report also showed 0 expulsions. The district remains on track to maintain a 0% expulsion rate (0 Expulsions) for the 2025–26 CALPADS Report.
3.4	Collection of Student Annual Surveys ** Due to confidentiality the district cannot administer the Healthy Kids Survey and uses its own survey.	75% of current student population (Spring 2024)	Annual surveys to students take place to gather feedback on areas of importance.	Eagle Mountain School distributed its annual Student Satisfaction and Engagement Survey during the fall of 2025. The survey showed 92.6% (25) of the students completed the survey. Surveys were conducted with students across all grade bands to assess perceptions related to school climate, connection to school, emotional safety, and access to learning supports, including ELO-P and AVID.	85% of current student population (Spring 2027)	For SY 2025-26, 95.6% of the students participated in the annual student survey. The surveys were conducted with students and parents to gather feedback on areas of importance. The school is on track to attain a response rate of 85% of the student population in Spring 2027.
3.5	School Site Council Parent Attendance	78% of parents attended or participated	57% current participation	83.3% current participation	80% of parents will attend or	By the end of the 2025-26 school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in a school site council meeting for SY 2023-24 (May 2024)	(2024-25 Site Council Meeting Minutes with Sign-In/Roll Call Sheets)	(2025-26 Site Council Meeting Minutes with Sign-In/Roll Call Sheets)	participate in a School Site Council meeting for SY 2026-27. (May 2027)	year, 83.3% of parents participated in site council meetings, as shown in the 2025-26 Site Council Meeting Minutes with Sign-In/Roll Call Sheets. The school is on target to attain 80% of parents to attend/participate in school site council meetings. for SY 2026-27. Parent participation in the Eagle Mountain School Site Council has been the strongest as compared to previous years. If requested, the school will support a parent who needs to attend virtually. This level of engagement reflects a positive trend toward meeting and likely exceeding the district's 2026–27 goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	School Attendance Rate	90.41% attendance rate AERIES February 2024 report	90.41% SIS Attendance Report for Months 1-8 (Report generated from AERIES (February 2025 Report)	93.7% attendance rate AERIES report April 2026	95% attendance rate AERIES report February 2027	By the end of the 2025-26 school year, the student attendance rate for Months 1-8 was 93.7%%, as reflected in the May 2026 AERIES Report. The baseline data shows that the attendance rate for the 2023-24 school year was 90.41%, as shown in the February 2024 AERIES Report. This school is depicting a positive change with student the attendance rate from previous years and is in place to achieve the 95% attendance rate for February 2027.
3.7	Chronic Absenteeism Rate	32.1% Dataquest 2022-23 Chronic Absenteeism Rate	45.2% Dataquest/CALPADS 2023-24 Chronic Absenteeism Rate	40% Dataquest/CALPADS 2024-25 Chronic Absenteeism Rate.	SY 2025-26 Dataquest Chronic Absenteeism Rate below the average	By the end of the 2025-26 school year, the chronic absenteeism rate was 40.0%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				This is down 5.2% for Dataquest/CAL Pads 2023-24	of Riverside County	according to the 2024-25 CALPADS Data Quest report. This indicates a decrease of 5.2% from the previous year in the chronic absenteeism rate compared to the previous year. The baseline data shows a chronic absenteeism rate of 32.1%, as reported in the 2022-23 Data Quest report.
3.8	Suspension Rate	8% (2 suspensions) from 2022-23 CALPADS Report	12.1% (8 suspensions) from 2023-24 CALPADS/Data Quest Report)	8.8% from 2024-25 CALPADS/Data Quest Report).	O% (0 Suspensions) from SY2025-26 CALPADS Report	By the end of the 2024-25 school year, the suspension rate was 8.8%, with 8 suspensions, as reflected in the 2024-25 CALPADS/Data Quest Report. In comparison, the 2022-23 CALPADS/Data Quest Report

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						showed a suspension rate of 8%, with 2 suspensions. The school needs to look at both interventions and aspects relating to alternatives to suspensions in order to attain the 0% (0 suspensions) to achieve the report of suspensions from the SY 2025-26 CALPADS Report.
3.9	Middle School Drop Out Rate	0% (0 students) from 2022-23 CALPADS Report	0% (0 students) from 2023-24 CALPADS Report	0% (0 students) from 2024-25 CALPADS Report	0% from 2025-26 CALPADS Report	End of year two data shows 0% (2024-25 CALPADS). Baseline data shows 0% (0 students) from 2022-23 CALPADS Report. The school is on target to accomplish 0% from 2025-26 CALPADS Report.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Desert Center Unified made significant strides in deepening collaborative relationships with its families and community. A major success this year was the 100% parent participation rate reported in the April 2026 Parent Engagement Survey, maintaining the high standard set in the previous year.

The district's commitment to transparency and open communication has directly translated into stronger school governance. Attendance at School Site Council (SSC) meetings reached 83.3%, a positive increase from the prior year's 57% and already exceeding our Year 3 target of 80%. This growth was supported by offering parents the flexibility to attend meetings virtually, ensuring that work commitments did not become a barrier to participation. Student engagement also remained a focal point. Our annual Student Satisfaction and Engagement Survey saw a 95.6% completion rate, providing critical feedback on school climate and emotional safety. These results indicate that our students feel meaningfully connected to the school and are actively participating in the learning process.

Challenges and Areas for Improvement:
While student and parent engagement is high, reducing chronic absenteeism remains a primary goal. Our reflections on prior practice show that while students feel safe (evidenced by our 0% expulsion rate), we must continue to mobilize community resources—such as the community librarian and local stakeholders—to minimize lost instructional time and make the daily school experience even more compelling.
Summary for Year 3 Transition:
Overall, our foundational systems for building relationships are working effectively. Having already met or exceeded several of our Year 3 targets for participation, we will now shift our focus toward sustaining this high level of engagement while specifically targeting barriers to daily attendance through our expanded ELO-P and project-based learning initiatives

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

There was no difference between budged expenditures and estimated actual expenditures.

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

Goal #3: Effectiveness of Actions
The actions implemented during the 2025–26 school year were highly effective in maintaining a collaborative bond between the school and the community. By prioritizing open communication, the district ensured that families moved from being observers to becoming active partners in the learning process.

Successes in Effectiveness:

- Parent Voice and Leadership (Actions 3.3 & 3.4): These actions were exceptionally effective, evidenced by a 100% parent survey participation rate. Notably, the School Site Council (SSC) maintained an 83.3% attendance rate. The SSC composition was

particularly significant as it included parents of our unduplicated student population, ensuring diverse leadership in the development of the LCAP. A key factor in this success was our flexibility in allowing parents to participate telephonically when they could not be physically present.

- School Climate and Safety (Action 3.1): Efforts to maintain a welcoming environment resulted in a 0% expulsion rate and a 95.6% completion rate on student surveys. These results confirm that students feel a high level of "connectedness" and safety, which are primary objectives of this goal.

- Family Accessibility (Action 3.2): The district increased opportunities for families to join field trips and learning activities across all grade levels. The most significant success was the 100% parent participation during the school's first-ever involvement in the ARC AVID Desert Student Write Off. This event showcased how effectively our families will show up when connected to student-led academic achievements.

Identified Ineffectiveness or Areas for Growth:

- Reducing Lost Instructional Time (Action 3.4): While our actions successfully built strong relationships, they have not yet been effective enough to significantly move the needle on chronic absenteeism. Data shows a continued need to address attendance and suspension rates that impact instructional time. Improving student behavior remains a critical focal point. While the district successfully implemented student screenings and "wrap-around" services, we must continue to refine our use of academic screeners and mental health initiatives. To improve attendance in Year 3, we must bridge the gap between "feeling connected" and "active daily participation" by making the classroom experience even more compelling.

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.

Description of Changes to Goal #3, Metrics, or Actions

Based on reflections from the 2025–26 school year, we are keeping our main goal and metrics the same. Our family engagement is a major strength, with 100% parent survey participation and 83.3% School Site Council attendance. For the 2026–27 school year, we are making the following adjustments to move from "engagement" to "active partnership":

- The Small School Advantage: We will continue to develop the attitude that our small school size is a strategic advantage. Because we have a small student enrollment, we have a unique opportunity for total inclusion. We are moving away from general outreach and toward personalized partnerships. We know every family by name, which allows us to involve parents directly in their child's academic success and school decision-making in a way larger districts cannot.

- Expanding Enrichment to Full Compliance (ELO-P): To help support the improvement of daily attendance, we are increasing our Expanded Learning (ELO-P) days to be in full compliance and alignment with program goals. This change directly responds to parent and student survey feedback asking for more "hands-on" activities. By making the school day more exciting, we aim to reduce chronic absenteeism and make students feel more connected to their learning. This expansion of enrichment activities

directly supports our Goal #5 objectives by strengthening students' social-emotional ties to their peers and the school, which is a key driver in improving overall attendance.

- Mobilizing Community Resources (Action 2.6): We will continue to refine how we use our community librarian. While this is an instructional action, it serves Goal #3 by bringing a vital community resource directly into our classrooms. The librarian will partner with our teachers on Project-Based Learning activities, helping students see the school as a hub for research, technology, and community connection.

- Formalizing Flexible Meeting Options: Our reflection on the past year showed that offering telephonic and virtual options for parent meetings was highly effective. We will continue this practice to ensure that work schedules or travel distances are never a barrier for our families who want to participate in school governance.

- Enhancing Student Supports: We will continue to refine our "wrap-around" services, including mental health initiatives and academic screenings. Our goal is to work with families to proactively identify any barriers—whether academic or social-emotional—that might lead to lost instructional time.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Volunteer / Support Opportunities	The district will create opportunities throughout the school year for family and community members to chaperone learning excursions (field trips), volunteer with fundraising activities, work on special projects, and participate in learning activities with students both during school and with the after-school ELO-Program.	$0.00	No
3.2	Parent and/or Family's Accessibility in Taking Part with Student Activities	The district will provide access for parents / families to attend field trips and learning activities and will continue to coordinate events during and after school for parents/families to learn with their students.	$0.00	No
3.3	Parent Participation with Committees and	Continue to align Eagle Mountain School Site Council meetings to school events and parent education opportunities with the providing of refreshments to encourage parents attendance and participation.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Engagement Activities			
3.4	Reduce Indicators of Loss Instructional Time	Aspects relating to attendance, discipline, and prospective suspensions will be reduced to maximize instructional time. Inclusive will be lesson plans that will validate structure in maximizing the instructional day.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Infuse supports which help expose students to social emotional learning opportunities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Eagle Mountain School is the single school site within the Desert Center Unified School District. The school is composed of an approximate enrollment of 25 students. The district is classified as rural, remote, which means our students are at a distance of over 30 miles to the nearest urban area. Our students reside in areas that are up to 35 miles from one another. Students can have little social interaction between their peers due to proximity of residences between students. There are times that situations between families arise, and this impacts students' interaction with peers. There are families that come to our district due to trauma or other situations that require relocation. We have a high number of our families with low socio-economic status. There are few businesses in the area and aspects to shopping, theaters, malls, museums, and grocery stores are up to 45 miles away.
CPS is involved in supporting students and families of our school. Chronic absenteeism rates are on the incline.

Eagle Mountain School plays a crucial role in supporting students' social and emotional learning (SEL), which encompasses skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This focus needs to include the following which support a culture that nurtures students' social and emotional development and prepares them for success in school and beyond.

- Explicit SEL Curriculum: SEL programs or curriculum that teach specific skills and strategies for emotional regulation, empathy, conflict resolution, and decision-making. These programs allow opportunity for engagement, respectfulness, and critical thinking.
- SEL Integration Across Subjects: We will strive to deliver SEL principles and practices into academic lessons and activities across all subjects.
- Peer Support: Establish peer mentoring where older students mentor younger ones, fostering positive relationships and providing opportunities for leadership development.
- Conflict Resolution: Provide training and resources for students to learn constructive ways to resolve conflicts, including mediation techniques and strategies for effective communication.
- Community-Building: Organize team-building opportunities, cooperative games, and collaborative projects that encourage teamwork, empathy, and inclusivity.

- Counseling and Support Services: Ensure access to mental health professionals who can provide individual or group support to students experiencing emotional challenges or crises.
- Parent and Family Engagement: Involve parents and families in SEL initiatives by providing resources, workshops, and opportunities for dialogue on topics related to social and emotional well-being.
- Positive Behavior Support: Implement systems that recognize and reinforce positive behavior, such as a school-wide rewards program or acknowledgment assemblies for demonstrating SEL skills.

Integrating these approaches into the school environment will support a culture that nurtures students' social and emotional development and prepares them for success in school and beyond.

Based on this information Goal 4 was established is to infuse supports which help expose students to social-emotional learning opportunities. The metrics and actions were developed to help achieve this goal. If Desert Center Unified School District provides counseling and therapy sessions tailored to student and family needs (Action 4.1),
and measures access and effectiveness through participation in consistent mental health services (Metric 4.1), then students and families will gain essential tools to manage stress, build resilience, and improve emotional well-being. If the district offers family workshops focused on issues impacting today's youth (related to Action 4.1 and supported under social-emotional education goals), and tracks this through family access to scheduled workshops (Metric 4.2), then parents and caregivers will be better equipped to support their children's emotional development and learning at home.

If the district creates opportunities for students to participate in learning excursions outside of school that are developmentally appropriate and focused on social-emotional growth (Action 4.2) and measures these experiences through student participation in off-site learning opportunities (Metric 4.3), then students will develop stronger interpersonal skills, empathy, and real-world social connections. If the district offers certified therapy dog access to support emotional regulation and student well-being (Action 4.3), and monitors this through certification status and student access to the therapy dog (Metric 4.4), then students will benefit from calming and connection-based interactions that reduce anxiety and increase engagement in the learning environment. Together, these actions and metrics support Goal 4 by creating a structured system of emotional, social, and mental health supports that extend across school, home, and the broader student experience. These efforts promote a healthier school climate, increase emotional safety, and ensure that students are better prepared to succeed both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Provide student and parents with access to consistent mental health services tailored to meet the needs of participants.	21 students referred for telephonic mental health services, 10 students enrolled in program and 6 completed (April 2024	Daybreak Health provides both parent workshops as well as access to student and family mental	Daybreak Health provides access to student and family mental health sessions (12 sessions) if	24 students referred for telephonic mental health services, 12 students enrolled and 8 students	By the end of the 2025-26 school year, Daybreak Health provided access to 25 referrals for mental

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Daybreak Health Summary SY 2023-24)	health sessions (12 sessions) if parents choose to participate.	parents choose to participate. This year's data depicts 25 referrals. 20 referrals were for individual therapy, and 5 referrals were for elementary family therapy. Desert Center Unified continues to provide access to mental health services through its partnership with Daybreak Health. Referrals for counseling sessions have been made thru the school year for both students and families. While final service completion data will be compiled at year-end, current reports suggest strong participation rates comparable to prior years. This year Daybreak services did not include	completing service (last contract year with Daybreak Health).	health sessions. Each referral was initially provided 12 sessions. The number of sessions were increased beyond the original 12 sessions if requested by school administration. The school has exceeded the baseline number of student referrals (21) and is on track to accomplish the target number of 23 referrals for Year 3. Daybreak Health no longer provides parent workshops and is focused only access to student and family mental health sessions (12 sessions) if parents choose to participate Daybreak Health provides both

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				virtual parent workshops. Parent workshops opportunities are available to parents through Riverside County Office of Education's Care Space.		parent workshops as well as access to student and family mental health sessions (12 sessions) if parents choose to participate. Student and family mental health sessions, available for parents who chose to participate. These number of referrals is up from April 2025 where 21 students were referred. Of these 21 students who were referred for servies.10 students enrolled in the program, and 6 completed it.
4.2	Provide parents with access to a schedule of family workshops surrounding aspects impacting youth of today.	Five (5) Parent Workshops with 40% attendance of parents.	Five (5) parent workshops were scheduled with Daybreak Health. All five (5) workshops have been completed with an attendance rate of 30%	Desert Center Unified continues to prioritize parent access to mental health resources; however, there has been a shift in the delivery model. While Daybreak Health is not offering virtual workshops this	Five (5) virtual parent workshops with 50% parent participation.	Riverside County Behavior Health CARE Space has provided parent workshops surrounding aspect to youth of today. These workshops were conducted through the school year. While these resources have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				year, the district has responded by providing parents with curated resources and links to Riverside County Office of Education's "Care Space". Care Space is a virtual support platform that offers self-paced tools, articles, and service navigation for families. They specifically provide parent workshops throughout the school year. Though all parents had access to virtually attend these workshops there is no formal tracking system to validate parent attending/participating.		been shared via school newsletters and other forms of communications, participation data is not directly available to schools for review. Because of this the school is currently unable to verify how many district parents/guardians have accessed or used the platform. This presents a gap in both measurement and engagement.
4.3	Provide opportunities for youth to experience learning experiences, away from the school setting and appropriate to social, emotional, and mental development.	Four (4) Learning Excursion (Field Trips) for "all" students for SY 2023-24	Staff continues to develop Learning Excursions that support student engagement and awareness. Six (6) Learning Excursions (field	For SY 2025-26 Eagle Mountain School has successfully conducted learning excursions, contributing to student	Four (4) Learning Excursion (Field Trips) for SY 2026-207 with one (1) during summer ELO Program.	By the end of the 2025-26 school year, staff had organized four (4) dates that provided a learning excursion to each student at the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			trips) have been taken to date (April 2025) this year. These include Magic Mountain (SEL), MWD Hinds Pumping Plant, College of the Desert MESA Science Fair, Riverside County Livestock Fair and Date Festival, AVID Cal State Long Beach and UC Riverside visitation and Joshua Tree National Park.	engagement, exposure to diverse environments, and social-emotional growth. Notable excursions this year included visits to Life House Theater, Knott's Berry Farm, RCOE's STEP Con, the Colorado River County Fair, Mission San Luis Rey, and the Living Desert Zoo and Gardens. Each of these learning excursions provided students with enriching experiences beyond the classroom. These trips were designed to promote not only academic connections but also teamwork, empathy, and relationship-building — core components of		school. Learning Excursions, including field trips to Life House Theater, Knott's Berry Farm, RCOE's STEP Con, the Colorado River County Fair, Mission San Luis Rey, and The Living Desert. Zoo and Gardens In comparison, the baseline data shows that there were four (4) Learning Excursions (Field Trips) for all students during the 2023-24 school year. The school exceeded the baseline data and is on pace with the established target for Year 3 Outcomes with four learning excursions for SY 2026-27 with one during summer ELO Program.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				social-emotional learning. The school is currently planning additional excursions for the spring, with the goal of offering experiences tied to both academic content and student interest. The district remains on track to meet — and potentially exceed — its annual target for learning excursions.		
4.4	Certification of and Access to Therapy Dog	For SY 2023-24 the canine was in initial stages of certification process leading to therapy dog.	Therapy dog has attained full certification. Additional access for our students to the therapy dog has taken place. This increase in the number of students having access to the dog has increased as the therapy dog is now going to additional classrooms. Therapy dog was showcased to	The district's certified therapy dog continues to provide regular emotional support to students across all grade levels. Visits are structured and integrated into the school week, allowing students to interact with Finley in a calm, positive setting that supports emotional regulation,	Students Access to Certified Therapy Dog	By the end of the 2025-26 school year, the therapy dog maintained full certification. Students at the school had access to Finley the school's certified dog. In comparison, the baseline data for the 2023-24 school year shows that the therapy dog was in the initial stages of the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			other school districts during RCOE's Excellence Through Equity Conference (September 2024) and scheduled as a presentation at the Riverside County SELPA Mental Health Conference (May 2025).	relationship-building, and stress reduction. Finley's presence continues to be a valued part of the school's wellness culture, especially for students experiencing anxiety or social-emotional challenges. Staff and students alike benefit from these moments of connection, and the school plans to maintain and potentially expand Finley's presence as a part of its broader SEL approach.		certification process. The district remains on track to meet its 2026–27 goal of students having access to a certified therapy dog.

Goal Analysis [2025-26]

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

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

Analysis of How the Goal was Carried Out:
During the 2025–26 school year, the district focused on mitigating the social isolation inherent in our remote location. We carried out Goal #4 by transforming the school into a comprehensive "Social-Emotional Hub." This involved moving beyond classroom instruction to provide direct mental health services, unique therapeutic interventions (therapy dog), and essential social exposure through off-site learning excursions.

Overall Implementation and Substantive Differences:
Implementation was consistent with our planned actions, with a significant emphasis on high-frequency, low-barrier access to support.

Planned vs. Actual: We successfully maintained our partnership with mental health professionals to provide consistent therapy sessions (Action 4.1).

Substantive Difference: One key shift was the integration of the Therapy Dog (Action 4.3) into daily "check-in" routines. Originally planned as a secondary support, it became a primary tool for emotional regulation, particularly for students arriving at school with high anxiety or from high-trauma backgrounds.

Successes: We achieved 100% participation in at least two off-site learning excursions (Action 4.2), providing students with the peer interaction and community exposure that is physically impossible at their private residences.

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.

For action 4.3 there was a material difference of $500 in budgeted to actual expenditures. This was a lower amount for the administrative responsibilities integrating the access and supervision of students receiving services of therapy dog. These services are related to discipline interventions and social emotional supports.

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

Effectiveness of Actions:

- Counseling & Therapy (Action 4.1): This action was highly effective for our families with low socio-economic status. By providing these services on-site or via coordinated sessions, we removed the "45-mile barrier" to mental health care. Participation rates remained steady, showing that families trust and rely on these supports.
- Learning Excursions (Action 4.2): These were exceptionally effective in building "Social Awareness" and "Relationship Skills." For our students who live 35 miles apart, these trips served as a vital laboratory for social interaction. We observed increased peer-to-peer collaboration following these events.
- Therapy Dog Access (Action 4.3): This proved to be one of our most effective "Engagement" tools. We saw a noticeable decrease in morning "transition anxiety" for our younger students when the therapy dog was present at the start of the school day.

Challenges and Areas for Improvement:

- Provide parents with access to family workshops surrounding aspects impacting youth of today. (Action 4.1/Metric 4.2): While parent engagement in school governance is high (Goal #3), consistent attendance at specific SEL-focused workshops remains a challenge. Specifically, while we promote the RCOE Care Space monthly Parent Workshops, we have found it difficult to accurately monitor and verify parent participation in these external sessions. We are currently exploring ways to better incentivize and track this engagement to ensure our families are receiving the full benefit of these resources

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.

Description of Changes to Goal #4, Metrics, or Actions
Based on reflections from the 2025–26 school year, there will be no formal changes to the planned goal, metrics, target outcomes, or actions for Goal #4. The district has determined that the current framework effectively addresses the social-emotional needs of our rural and remote student population.

However, we are implementing a refinement in our data collection process specifically regarding Metric 4.2 (Parent Workshop Participation). While we will continue to promote and prioritize the RCOE Care Space monthly Parent Workshops, we recognized a challenge in accurately monitoring and validating the number of parents who successfully participate in these external sessions. For the 2026–27 school year, we are developing a more streamlined verification process. This may include digital "check-in" forms or follow-up surveys for parents to self-report their attendance. By improving our ability to validate this data, we can better measure the impact of these workshops and ensure our families are consistently supported with SEL resources at home.

Overall, the district remains committed to the established actions. The current results, specifically the success of our counseling services, learning excursions, and therapy dog access, indicate that we are making significant progress toward our goal of infusing SEL supports into the school environment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Counseling and Therapy Sessions	Students will be provided access to telephonic or possible in-person mental health counseling therapy sessions (ex. Daybreak Health).	$0.00	No
4.2	Learning Excursions (Field Trips)	Students will be provided opportunities to participate in Learning Excursions (Field Trips) specifically identified to support academics and student knowledge.	$6,000.00	No
4.3	Access to Therapy Dog	The school will continue to look at ways in which students, especially those in need, have access to the school's therapy dog during the school day.	$2,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Eagle Mountain School will use LCFF Equity Multiplier funding to expand and enhance its after-school and intersession Expanded Learning Opportunities Program (ELO-P) to reduce chronic absenteeism and increase student engagement, connection, and well-being for students in our rural and remote community. In strict alignment with state Equity Multiplier requirements, this focus goal directly targets the specific student groups identified as performing at the lowest levels on the 2025 California School Dashboard indicators, regardless of whether official dashboard colors are generated. Specifically, the program is designed to address the Very High chronic absenteeism and Very High suspension rates identified for All Students, Hispanic students, and White students, as well as the unique needs of Socioeconomically Disadvantaged students who demonstrate Very Low academic performance in English Language Arts alongside Very High chronic absenteeism and suspension rates. Additionally, the district evaluated underlying school-site factors and confirmed there are no local deficiencies regarding teacher credentialing, subject matter preparation, or teacher retention. To be specific, the TAMO resulting from the 2025 CA Data Dashboard, depicts the school having 66.6% of teachers fully certified, yet local indicators depict that the school had 100% of its teachers fully certified with multi-grade credentials. The school maintains a stable, fully credentialed, and appropriately assigned teaching staff, allowing Equity Multiplier resources to be dedicated entirely to direct student interventions. The district will measure the impact of this goal using group-specific metrics, tracking the chronic absenteeism rates and suspension rates for All Students, Socioeconomically Disadvantaged students, Hispanic students, and White students, as well as tracking specific English Language Arts academic growth metrics for our Socioeconomically Disadvantaged student group.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Desert Center Unified School District created Goal 5 to help support its students who face the greatest challenges. Our district is small and located in a rural, remote area. Many students live in housing compounds near Metropolitan Water District pumping stations or in isolated

living areas away from the general residential area of other students. This makes it harder for them to join in activities with other kids. It has been seen that chronic absenteeism (students missing too many days of school) is a primary problem, especially for students from low-income families and those living far from the school. These students also have fewer chances to spend time with friends and caring adults outside of regular school hours. This can affect how motivated they feel and how well they do in school. Goal 5 uses the Expanded Learning Opportunities Program (ELO-P), which includes after-school and intersession programs, to give students more chances to learn, connect with others, and get help with schoolwork and their well-being. Using the Equity Multiplier funds for this program will ensure that students who face extra challenges get the support they need. This goal shows our district's promise to make school better and fairer for all students, and to meet the state's rules about funding and programs. These funds will allow the district to become fully compliant with in-session operational days and well as out of session operational days. Due to Eagle Mountain's decline in academics and increases in suspension and chronic absenteeism, Eagle Mtn. has identified the need for targeted support to improve academic outcomes, improve attendance and decrease suspension. Students feedback on the annual student survey consistently support the expansion of intersession days, as well as, increasing the number of out of session operating days.

Data from the 2024 California Data Dashboard exhibit the following:

12.1% of students experience Suspension
45.2% of students are Chronically Absent
CAASPP ELA student overall student performance at -59.8 DFS
CAASPP Mathematics overall student performance at -72.4 DFS

Current data from the 2025 California Data Dashboard exhibits the following:

8.8% of students experience Suspension
40.4% of students are Chronically Absent
CAASPP ELA student overall student performance at -66.3 DFS (-6.3 points)
CAASPP Mathematics overall student performance at -46.2 DFS (+26.2 points)

If Desert Center Unified School District expands after-school and intersession programming to provide engaging, structured learning opportunities beyond the school day (Action 5.1) and monitors attendance in after-school (Metric 5.2) and increase intersession days (Metrics 5.3), then more students will stay engaged in learning and benefit from consistent support, increasing their connection to school. With the district incorporating both academic and social-emotional learning (SEL) support into these expanded learning opportunities (Action 5.2) then students will experience a stronger sense of belonging, motivation, and personal growth. This will be gauged with effectiveness through Dashboard outcomes and student engagement feedback on the annual local student survey (Metric 5.4). Results will show the students experience a stronger sense of belonging, motivation, and personal growth.

With a focus to ensure reliable transportation and access to these ELO programs (Action 5.3), then student participation will increase, especially for students who face geographic or logistical barriers—ensuring equitable access to these supports. If the district also hosts family and community engagement events aligned with expanded learning efforts (Action 5.4), then school-home partnerships will be strengthened, leading to more sustained student participation and improved school connectedness. Finally, if the district tracks its overall impact by monitoring the chronic absenteeism rate (Metric 5.1), then it can ensure that these investments are directly supporting the goal of

reducing student absences and increasing engagement. Together, these actions and metrics directly support Goal 5 by using LCFF Equity Multiplier funding to deliver accessible, engaging, and supportive learning opportunities beyond the school day. In doing so, the district enhances student engagement, strengthens community ties, and addresses chronic absenteeism, particularly for students in rural and remote areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rate	2024 CA Data Dashboard reflects 45.2% students chronically absent a 13% increase from previous year	N/A as goals and actions implemented for LCAP SY 2025-26.	2025 CA Data Dashboard reflects 40.0% students chronically absent a 5.2% decline from previous year (2024 CA Data Dashboard).	Decrease Chronic Absenteeism Rate by 5%	The current difference from the baseline is a decrease of 5.2% of students chronically absent. The school is in position to accomplish the target for year 3 outcome with a decrease in Chronic Absenteeism rate by 5%.
5.2	ELO After-School Attendance Rate	Approximately 14.6 attendees per night	N/A as goals and actions implemented for LCAP SY 2025-26.	Approximately 21.5 attendees per night The average daily attendance in DCUSD's after-school Expanded Learning Opportunity Program (ELO-P) is 21.5 students per session.	Increase ELO After School Attendance Rate by 10%	For SY 2025-26 ELO-P attendance rate is at approximately 21 students per night. This is a 47% increase from the baseline of 14.6 attendees per night. The school is positioned to sustain the target for Year 3 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				ELO-P has increased to four days per week as compared to three days per week in previous years. The ELO-P is a Monday through Thursday program. Monday sessions rotate throughout the month. ELO-P is looking to expand to five (5) days per week.		
5.3	ELO Intersession Opportunities to 30 Days	SY 2024-25 ELO-P offered 14 intersession days.	N/A as goals and actions implemented for LCAP SY 2025-26.	For SY 2025-26 ELO-P is scheduled to offer 20 intersession days for the months of June/July. The school will be expanding intersession opportunities with 15 intersession days in July/August. As of mid-year, Desert Center Unified is in the planning and implementation stages of expanding ELO-P	Ensure 30 Days of ELO-P during school intersessions.	The school remains constant with the number of ELOP intersession days currently offered. With the offerings of additional 20 days in Summer 2026 . This model with an additional 5 days prior to start of school (August 2026) and 5 additional days over intersession breaks (Fall, Winter, and Spring) gets the school to the Target Goal of full compliance with 30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				intersession offerings to align with its long-term goal of 30 days per year. The district has reviewed last year's baseline of 14 days and is working with staff, community partners, and prospective vendors to develop a spring/summer intersession schedule that increases both availability and variety of programming. While no additional intersession days have occurred yet this year beyond regular school breaks, planning efforts are underway to offer more robust programming during the spring break and end-of-year intersession. The district remains committed to achieving full compliance with		intersessional ELO-P days.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				state requirements and will continue leveraging funds to support staffing, transportation, and student-centered activities needed for full implementation.		
5.4	Student Engagement (annual local survey) Question #2 (SE)	Question #2 (SE) 78.3% Question #7 (SE) 91.3% Question #37 (SB) 60.8% (39.1% & 21.7) Question #43 (API) 60.9% Total average of 4 questions 72.8%	N/A as goals and actions implemented for LCAP SY 2025-26.	Question #2 (SE) 76% Question #7 (SE) 84% Question #37 (SB) 40% (32% & 8%) Question #43 (API) 54.2% Total average of 4 questions 63.6%	Increase positive with average performance 10% from baseline	For SY 2025-26 the performance is 9.2% below the original baseline. The efforts of the needs to focus to attain the target for the Year 3 outcome.
5.5	Clear FTE Rate (Teacher Assignment Monitoring Outcomes) Denote 100% of clear FTE annually Source: DataQuest	33.3%% of teachers have clear credentials Data Quest 2021-22	66.7 teachers have clear credentials DataQuest 2022-23	66.7% of teachers have clear credentials DataQuest 2022-23 Local Indicators demonstrate 100% of Teachers have clear credentials	100% of teachers have clear credential as denoted by DataQuest	For 2025-26 school year the school has 100% of teachers with clear credentials (Local Indicators). This is a 66.7% difference from baseline

Goal Analysis [2025-26]

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

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

Overall Implementation:
The implementation of Goal #5 was carried out as planned, with a central focus on utilizing LCFF Equity Multiplier funding to expand our after-school and intersession programming. By increasing the frequency and variety of these opportunities, we successfully transformed the school into a consistent hub for student engagement beyond standard instructional hours. The district closed the gap to the 30-day intersession requirement for the ELO-P. This is helping to ensure that our students, who face significant geographical isolation, had consistent access to safe, high-quality, and hands-on learning experiences.

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.

For 5.2 there is a material difference of approximately $4,400 dollars. This is a result of the inability to purchase material related to SEL calming corners and other supports. Facility needs related to room modernization and room changes delayed implementation this year. For Action 5.4 there was a material difference of under expenditure of approximately $3,000. This is a result of overbudgeting on the aspect of Family & Community events. The school was verry successful in integrating family and community engagement events related to the school and students. This included parent participation in shopping events, student council elections, he schools science fair, community dinners, and AVID family engagement events.

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

Success and Effectiveness include:

- Attendance Alignment (Action 5.1): A primary success was the direct alignment between high-interest ELO-P days and improved daily attendance. We observed that on days featuring "hands-on" enrichment, student attendance remained stable. This suggests the expanded program serves as a strong "hook" for student engagement and a motivator for school attendance.

- Expanded ELO-P Offerings: The district successfully increased both in-session and intersession offerings without negatively affecting staff enthusiasm. By coordinating these sessions with our rural transportation needs, we provided students with peer interaction and social-emotional growth opportunities that would otherwise be unavailable at their remote residences.

Ineffectiveness and Opportunity for Growth

- Reaching Full 30-Day Compliance: A challenge we are proactively overcoming for the 2026–27 school year is hitting the "full" 30-day ELO-P offering. To solve previous transportation hurdles, the district is securing an additional van to provide flexibility when bus drivers are unavailable.

- Staffing Ratios: Maintaining appropriate staffing ratios for intersession days remains a logistical challenge. We have mitigated this by utilizing our highly qualified certificated staff and establishing a strategic partnership with the Family YMCA of Palm Desert to ensure a diverse and safe program environment.

- Transportation Logistics: Coordinating transportation for students who live up to 35 miles apart remains a complex variable. Traversing up to 45 miles for summer sessions requires precise planning and significant drive time, which remains a challenging reality of our geography.
- Engagement Strategy: While we successfully increased family events outside of the school day, there is room for more strategic design and definitely optimistic on the opportunity for growth. We are looking to proactively support initiatives like AVID family engagement events, county fair experiences, and performing arts outings to further connect our remote families to the school community.

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 are no changes made to the planned goal, metrics, target outcome, or actions for the coming year that resulted from the reflection of the previous 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
5.1	Expanded After-School & Intersession	Provide engaging after-school and intersession enrichment opportunities including STEM, arts, wellness, and physical activities. These support attendance, peer connection, and motivation.	$18,000.00	No
5.2	Academic & SEL Support	Offer tutoring, homework help, and SEL sessions for students identified as chronically absent or at risk, during after-school and intersession hours. This includes small group tutoring facilitated by certificated staff, classified staff, or contracted providers (e.g., AVID Tutorials) to improve academic performance and re-engage students. This action is supported by research showing that high dosage tutoring and expanded learning opportunities are among the most effective strategies for improving academic achievement and re-engaging students. Studies from the Annenberg Institute and Ed Research for Recovery highlight that tutoring in small groups, delivered several times per week by trained staff,	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		can significantly accelerate learning, especially for students who are behind. In addition, research from CASEL and the California Department of Education shows that integrating social-emotional learning (SEL) into after-school programs improves student attendance, motivation, and overall school connection. Combining tutoring with SEL helps address both academic needs and the root causes of chronic absenteeism.		
5.3	Transportation & Access	Provide transportation assistance (bus routes, mileage reimbursement, gas stipends) to ensure access to ELO programs for students in remote areas, especially those residing in MWD housing.	$10,000.00	No
5.4	Family & Community Engagement Events	Host quarterly after-school or intersession events to build family-school connections, promote attendance, and provide access to community resources. Include meals, translation, and take-home supports.	$10,535.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$82,374.00	$$9,069.00

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
20.014%	0.000%	$0.00	20.014%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Paraeducator Staffing **Need:** Identified needs of unduplicated students include but are not limited to: Academic Support: Utilizing I Ready Benchmarks supports intervention with those students below two or more grade levels. This includes tutoring, Tier II small group	Because Eagle Mountain School provides instruction to all students in multigrade/blended classrooms, it is necessary to provide these supports to all students in the school. The action of providing a paraeducator per classroom specifically targets the ability to support Unduplicated Pupils, as well as all students on a daily basis.	Monitoring student engagement level assessing how actively students participate in classroom activities, their interactions with the paraeducator, and their overall attentiveness during lessons.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	instruction, or Tier III specialized one to one intervention tailored to individual student needs. English Language Development: Unduplicated students, who are English language learners, require targeted support to develop their language proficiency and academic language skills. Addressing these identified needs requires a holistic and multifaceted approach, involving collaboration among educators, administrators, families, and community stakeholders. This will ensure that unduplicated students receive the support and resources they need to thrive academically, socially, and emotionally. **Scope:** Schoolwide		District administration will measure how effectively paraeducators are bridging learning gaps by tracking student progress on the I-Ready Diagnostic from Fall to Winter to Spring. We will specifically monitor the percentage of students who are two or more grade levels below their target and measure how many of them achieve their annual i-Ready typical growth goals. Success will be demonstrated by a decrease in the overall number of unduplicated students scoring two or more grade levels below standard by the end of the school year. .
2.3	**Action:** Incorporating Technology into Instruction **Need:** Identified needs of unduplicated students include but are not limited to: Social and Emotional Support: Students from underrepresented backgrounds face unique social & emotional challenges. Providing access to counseling services, mentorship programs, or social-emotional learning initiatives can help address cultural	Incorporating technology into instruction benefits unduplicated students in a variety of ways including: Personalized Learning that tailors to individual student needs. Unduplicated students may have diverse learning styles, backgrounds, and abilities, and technology can be used to provide customized instruction and support. Access to resources in providing access to digital textbooks, multimedia content, and online databases. This ensures that unduplicated	Use of technology is utilized daily, as evidenced in teacher lesson plans and validated with classroom observations and evaluations of instructional staff. Specifically, the district administration will also measure the effectiveness of technology integration and differentiated instruction by tracking

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	adjustment, discrimination, or socioeconomic stressors. Access to Resources: Unduplicated students will have access to resources such as technology, textbooks, transportation, or nutritious meals. Ensuring equitable access to these resources will help level the playing field and support their academic success. College and Career Readiness: Unduplicated students lack exposure to college and career opportunities or face barriers to accessing higher education or vocational training. Providing mentoring, college preparation programs, career exploration opportunities, and financial aid assistance will help support their post-secondary aspirations. Cultural Competency and Representation: A culturally responsive and inclusive learning environment reflecting the diverse backgrounds and experiences of unduplicated students is essential. Incorporating culturally relevant curriculum, celebrating diversity, and promoting positive representations of underrepresented groups in the classroom using technology to widen students perspectives of different cultures will address this need. **Scope:** Schoolwide	students have equitable access to learning materials regardless of their socioeconomic status or geographic location. Supporting language development for English Language Learners (ELLs) in that technology facilitates language development through interactive language learning apps, multimedia resources, and language translation tools. Digital platforms can also provide opportunities for language practice and communication in authentic contexts. Differentiated Instruction enabling teachers to differentiate instruction to meet the needs of unduplicated students. Adaptive learning software, educational games, and multimedia presentations engage students who have different proficiency levels and learning paces. Assessment and feedback allowing assessments that provide immediate feedback to students, allowing them to track their progress and identify their areas of proficiency and areas of weakness. Accessibility features that allow digital tools and applications such as text-to-speech, closed captioning, and adjustable font sizes, making content more accessible to students with disabilities or special needs. Incorporating technology into the classroom can help unduplicated students overcome barriers to learning, enhance their educational experiences, and empower them to achieve academic success.	student progress on the i-Ready Diagnostic from Fall to Winter to Spring. Because digital tools are used to provide targeted, adaptive learning paths, we will specifically monitor the percentage of students meeting their annual i-Ready stretch growth targets. Success will be demonstrated by an increased percentage of unduplicated pupils reaching these accelerated growth goals, proving that personalized technology supports are effectively helping students catch up to grade level.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Because Eagle Mountain School provides instruction to all students in multigrade/blended classrooms, it is necessary to provide these supports to all students in the school.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

Eagle Mountain School utilizes paraprofessionals in each classroom. Additional concentration grant add-on funding will be used to recruit and retain additional paraprofessionals to work in small groups and add direct services to students. Goal/Metric 2.2 addresses small group Tier II intervention taking place weekly as evidenced in teacher lesson plans, 1:1 Intervention in reading takes place daily for students identified for additional intervention. Competitive salaries and availability of on site housing increases the likelihood of staff retention.

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	Not Applicable	3.5 staff to 25 students
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	3 staff to 25 students

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$411,588.00	$82,374.00	20.014%	0.000%	20.014%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$432,966.00	$64,535.00	$21,000.00	$0.00	$518,501.00	$415,929.00	$102,572.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruitment and Retention of Qualified and Appropriately Certified Instructional Staff.	All Students with Disabilities	No			All Schools Specific Schools: Eagle Mountain School TK through Grade 8	ONGOING	$221,787.00	$0.00	$221,787.00				$221,787.00	
1	1.2	Curriculum Implementation and Monitoring by Administration	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.3	Maintain Facilities	All	No			All Schools Specific Schools: Eagle Mountain School TK - 8th Grade	ONGOING	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.4	Integrate a structured Arts program	All	No			All Schools Specific Schools: Eagle Mountain School	3YEARS	$10,000.00	$0.00	$5,000.00	$5,000.00			$10,000.00	
2	2.1	Professional Learning/Collaboration Time	All	No			All Schools Specific Schools: Eagle Mountain School Tk through	ONGOING	$3,000.00	$3,000.00	$6,000.00				$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Grade 8									
2	2.2	Paraeducator Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School Tk thur Grade 8	ONGOING	$148,142.00	$0.00	$148,142.00				$148,142.00	
2	2.3	Incorporating Technology into Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School TK through Grade 8	ONGOING	$0.00	$24,257.00	$24,257.00				$24,257.00	
2	2.4	Progress Monitor Student Academic Progress	All	No			All Schools Specific Schools: Eagle Mountain School TK through Grade 8	ONGOING	$0.00	$3,780.00	$3,780.00				$3,780.00	
2	2.5	Implementation of AVID Program	All Students with Disabilities	No			All Schools Specific Schools: Eagle Mountain School TK-8th Grade	3 YEARS	$2,000.00	$19,000.00			$21,000.00		$21,000.00	
2	2.7	Provide Access to a Librarian and Literacy Support	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$3,000.00	$3,000.00		$6,000.00			$6,000.00	
3	3.1	Volunteer / Support Opportunities	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent and/or Family's Accessibility in Taking Part with Student Activities	All	No			All Schools Specific	ONGOING	$0.00	$0.00	$0.00				$0.00	

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
							Schools: Eagle Mountain School									
3	3.3	Parent Participation with Committees and Engagement Activities	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.4	Reduce Indicators of Loss Instructional Time	All	No			All Schools Specific Schools: Eagle Mountain School	ONGOING	$0.00	$0.00	$0.00				$0.00	
4	4.1	Counseling and Therapy Sessions	All	No			All Schools Specific Schools: Eagle Mountain School TK - 8th Grade	12 months (July 2026 thru June 2027)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Learning Excursions (Field Trips)	All	No			All Schools Specific Schools: Eagle Mountain School TK - 8th Grade	3 YEARS	$1,000.00	$5,000.00	$6,000.00				$6,000.00	
4	4.3	Access to Therapy Dog	All	No			All Schools Specific Schools: Eagle Mountain School TK-8th Grade	3 YEARS	$1,000.00	$1,000.00	$2,000.00				$2,000.00	
5	5.1	Expanded After-School & Intersession	All Emphasis on unduplicated students (low-income, English learners, and foster youth)	No			All Schools Specific Schools: Eagle Mountain School Grade TK through Grade 8	SY 2026-27	$14,000.00	$4,000.00		$18,000.00			$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	Academic & SEL Support	All A focus on unduplicated students who may face additional challenges	No			All Schools Specific Schools: Eagle Mountain School Grade TK through Grade 8	SY 2026-27	$10,000.00	$5,000.00		$15,000.00			$15,000.00	
5	5.3	Transportation & Access	All Emphasis on unduplicated students (low-income, English learners, and foster youth	No			All Schools Specific Schools: Eagle Mountain School Grade TK through Grade 8	SY 2026-27	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.4	Family & Community Engagement Events	All Emphasis on unduplicated students (low-income, English learners, and foster youth	No			All Schools Specific Schools: Eagle Mountain School Grade TK through Grade 6	SY 2026-27	$2,000.00	$8,535.00		$10,535.00			$10,535.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$411,588.00	$82,374.00	20.014%	0.000%	20.014%	$172,399.00	0.000%	41.886 %	**Total:**	$172,399.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$172,399.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.2**	Paraeducator Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School Tk thur Grade 8	$148,142.00	
2	**2.3**	Incorporating Technology into Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eagle Mountain School TK through Grade 8	$24,257.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$518,501.00	$570,927.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruitment and Retention of Qualified and Appropriately Certified Instructional Staff.	No	$221,787.00	$312,849.00
1	**1.2**	Curriculum Implementation and Monitoring by Administration	No	$4,000.00	$4,000
1	**1.3**	Maintain Facilities	No	$10,000.00	$21,458.00
1	**1.4**	Integrate a structured Arts program	No	$10,000.00	$6,027.82
2	**2.1**	Professional Learning/Collaboration Time	No	$6,000.00	$0.00
2	**2.2**	Paraeducator Staffing	Yes	$148,142.00	$135,325.00
2	**2.3**	Incorporating Technology into Instruction	Yes	$24,257.00	$10,397.00
2	**2.4**	Progress Monitor Student Academic Progress	No	$3,780.00	$4,805.00
2	**2.5**	Implementation of AVID Program	No	$21,000.00	$21,000.00
2	**2.6**	Provide Access to a Librarian and Literacy Support	No	$6,000.00	$0.00
3	**3.1**	Volunteer / Support Opportunities	No	$0.00	$0.00

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)
3	3.2	Parent and/or Family's Accessibility in Taking Part with Student Activities	No	$0.00	$0.00
3	3.3	Parent Participation with Committees and Engagement Activities	No	$2,000.00	$1,500.00
3	3.4	Reduce Indicators of Loss Instructional Time	No	$0.00	$0.00
4	4.1	Counseling and Therapy Sessions	No	$0.00	$0.00
4	4.2	Learning Excursions (Field Trips)	No	$6,000.00	$6,000.00
4	4.3	Access to Therapy Dog	No	$2,000.00	$1,500.00
5	5.1	Expanded After-School & Intersession	No	$18,000.00	$18,000.00
5	5.2	Academic & SEL Support	No	$15,000.00	$10,566.00
5	5.3	Transportation & Access	No	$10,000.00	$10,000.00
5	5.4	Family & Community Engagement Events	No	$10,535.00	$7,500.00

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
75,596.00	$172,399.00	$141,825.00	$30,574.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	Paraeducator Staffing	Yes	$148,142.00	$135,325.00		
2	**2.3**	Incorporating Technology into Instruction	Yes	$24,257.00	$6,500.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$400,018.00	75,596.00	0	18.898%	$141,825.00	0.000%	35.455%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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