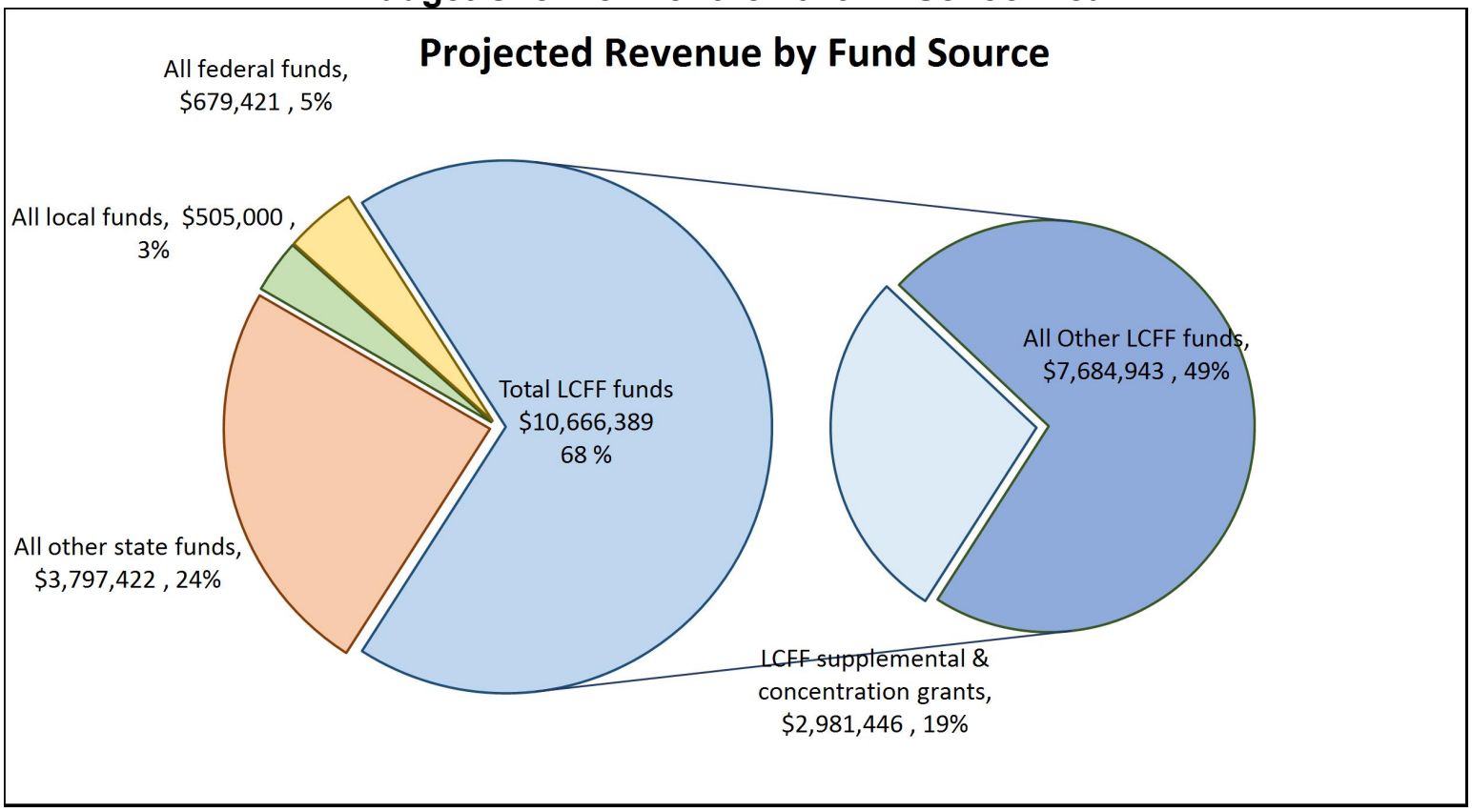
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Strathmore Union Elementary School District
CDS Code: 54721570000000
School Year: 2026-27
LEA contact information:
Lily Shimer
Superintendent
lshimer@suesd.k12.ca.us
559-568-1283

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

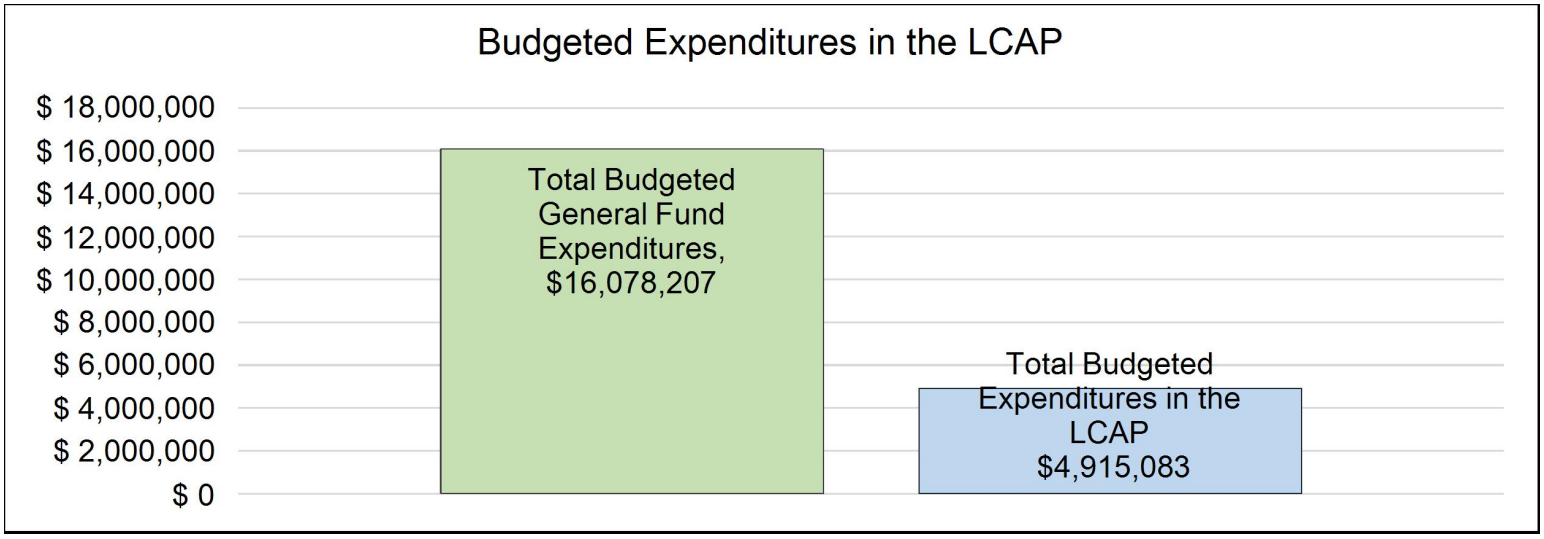



This chart shows the total general purpose revenue Strathmore Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Strathmore Union Elementary School District is $15,648,232.00, of which $10,666,389.00 is Local Control Funding Formula (LCFF), $3,797,422.00 is other state funds, $505,000.00 is local funds, and $679,421.00 is federal funds. Of the $10,666,389.00 in LCFF Funds, $2,981,446.00 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 Strathmore Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Strathmore Union Elementary School District plans to spend $16,078,207.00 for the 2026-27 school year. Of that amount, $4,915,082.50 is tied to actions/services in the LCAP and $11,163,124.50 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

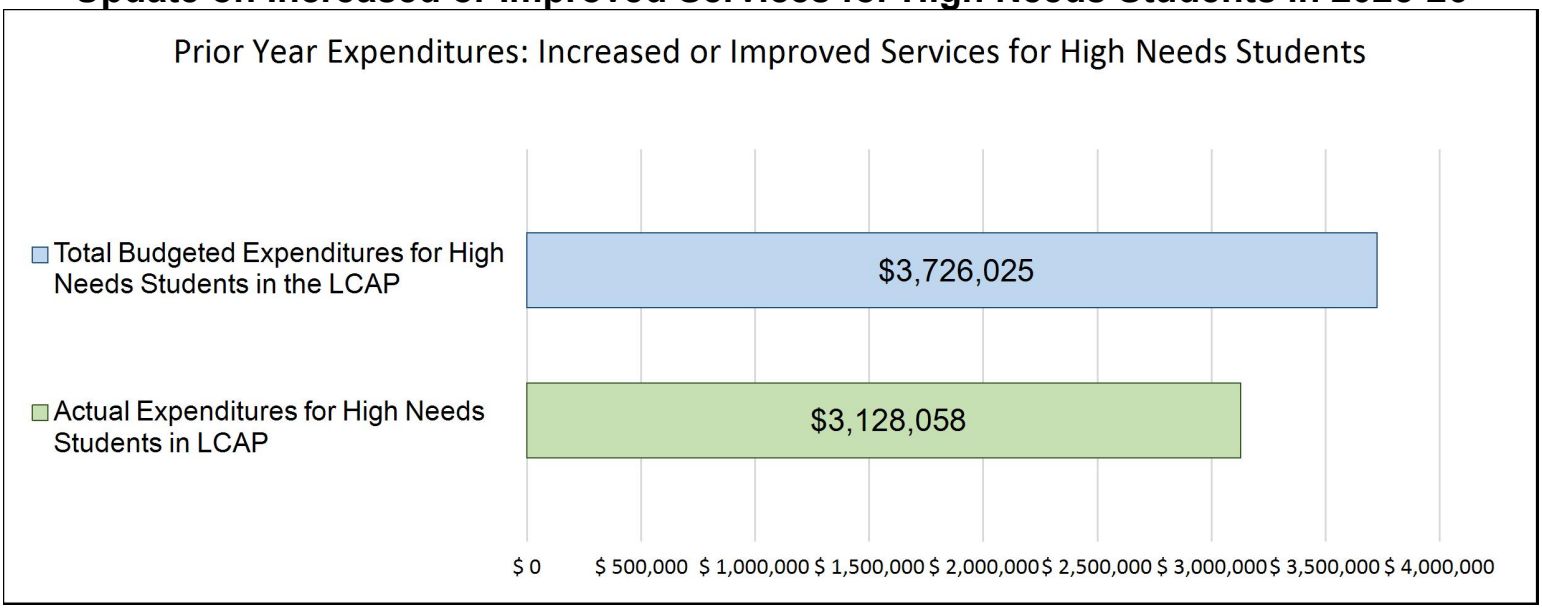
General Fund expenditures not included in the LCAP include the district's routine operating costs such as salaries and benefits, special education, transportation, facilities maintenance, utilities, insurance, instructional materials, technology, and administrative services that support the daily operation of schools.

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

In 2026-27, Strathmore Union Elementary School District is projecting it will receive $2,981,446.00 based on the enrollment of Foster Youth, English learner, and low-income students. Strathmore Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Strathmore Union Elementary School District plans to spend $3,586,046.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2025-26, Strathmore Union Elementary School District's LCAP budgeted $3,726,025.00 for planned actions to increase or improve services for high needs students. Strathmore Union Elementary School District actually spent $3,128,057.80 for actions to increase or improve services for high needs students in 2025-26.

# 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 |
|---|---|---|
| Strathmore Union Elementary School District | Lily Shimer<br>Superintendent | lshimer@suesd.k12.ca.us<br>559-568-1283 |

# 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.

Strathmore Union Elementary School District is a TK–8 rural district located in eastern Tulare County near the Sierra Nevada foothills. The community is rooted in agriculture, with many families employed in farming and related industries. The district serves approximately 700 students across two school sites and operates a California State Preschool program.

SUESD serves a high percentage of unduplicated students: approximately 90.9% of students are identified as unduplicated pupils, and 38.6% as English Learners, based on the most recent available data. These demographics, along with local economic challenges, shape the district's commitment to providing equitable access to high-quality instruction, targeted supports, and meaningful opportunities for all students to succeed.

The district prioritizes strong instructional practices, expanded learning opportunities, and whole-child supports. Students have access to standards-aligned core instruction, intervention and enrichment opportunities, and extended learning programs that support both academic and social-emotional development. Partnerships with families, community organizations, and local agencies contribute to a supportive and connected school environment.

Analysis of state and local data indicates a continued need to strengthen language development across all grade levels, particularly for English Learners and other student groups, and to improve overall academic achievement in both English language arts and mathematics. This includes a focused effort on early literacy as a foundation for long-term success. In response, the district is strengthening instructional clarity, emphasizing language-rich instruction across content areas, and improving assessment and intervention systems to ensure all

students receive the support they need to meet grade-level expectations. These priorities guide the actions and services outlined in this LCAP.

## Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data indicates areas of both growth and continued need across key performance indicators. In English language arts, 35% of students met or exceeded standards, representing an increase of 6 percentage points and 9.7 points of growth in distance from standard. In mathematics, 20% of students met or exceeded standards, reflecting a 4 percentage point increase and 3.9 points of growth, though overall performance remains significantly below standard. These gains suggest that recent efforts to strengthen instruction are beginning to show positive impact; however, overall achievement levels indicate that additional work is needed to accelerate student learning.

Progress for English Learners also showed improvement. The English Learner Progress Indicator increased to 44.8%, and the reclassification rate rose to 14%, reflecting a 3 percentage point increase. While these gains are encouraging, the data indicate a continued need to strengthen language development and ensure consistent progress toward English proficiency for all English Learners.

Socioeconomically disadvantaged students demonstrated improvement in academic performance, increasing by 10 points in English language arts and 1.3 points in mathematics compared to the prior year, indicating early progress while highlighting the continued need for targeted academic support and intervention.

Foster Youth performance data reflects extremely small student populations across reporting years, resulting in significant fluctuations in outcomes and limiting the ability to draw reliable trend conclusions. The district will continue to provide individualized academic and social-emotional supports while closely monitoring student progress, attendance, and engagement needs.

Chronic absenteeism declined to 13.9%, a decrease of 2.4 percentage points. This improvement suggests that efforts to increase student engagement and strengthen connections with families are having a positive impact. However, attendance remains a focus, as consistent school attendance is critical to improving academic outcomes.

Analysis of these trends, along with local assessment data and educational partner feedback, indicates that while the district is seeing early signs of improvement, particularly in academic growth and student engagement, there remains a need to accelerate progress in both English language arts and mathematics, particularly for English Learners and other student groups. Local STAR benchmark analysis demonstrated growth trends across multiple grade levels and student groups, while also identifying ongoing areas of need for Students with Disabilities, language development, and intervention effectiveness. Additional review of student movement data, subgroup performance trends, attendance data, and educational partner feedback reinforced the need for stronger instructional clarity, early literacy support, targeted intervention systems, and engaging classroom instruction. Teachers emphasized the importance of focused and practical professional learning, while students and families identified supportive relationships, hands-on learning opportunities, and meaningful engagement as important priorities. In response, the district is strengthening its focus on language development across all grade levels and content areas, including both English language arts and mathematics, with an emphasis on early literacy as a foundation for long-term success. Additionally,

the district is continuing to refine systems of assessment, intervention, and instructional support to ensure all students receive timely and targeted support. These efforts are aligned with the actions and services outlined in this LCAP.

The 2023 California School Dashboard identified the following areas of lowest performance that will remain a focus throughout the three-year LCAP cycle:
-English Language Arts: Students with Disabilities
-Mathematics: English Learners
-Chronic Absenteeism: Students with Disabilities

These identified areas of need continue to inform the district's goals, actions, and services outlined in this LCAP. These performance trends directly informed the development of the district's LCAP goals. Goal 1 focuses on improving student achievement in English Language Arts and Mathematics, particularly through early literacy and targeted support for English Learners and Students with Disabilities, in response to below-standard performance on state assessments. Goal 2 focuses on strengthening instructional practices and systems through professional development, based on identified needs for improved instruction, differentiation, and support for diverse learners. Goal 3 focuses on improving student attendance, engagement, and school climate, informed by chronic absenteeism data and educational partner feedback, emphasizing the importance of student connection and a positive school environment. These all seek to improve overall student outcomes and close achievement gaps.

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 LCAP year. Based on the district's LREBG needs assessment, these funds will support Goal 1, Actions 1.1, 1.2, and 1.5. These actions address identified needs in English Language Arts and Mathematics through additional instructional staffing, targeted intervention, expanded learning opportunities, language development supports for English Learners, and supplemental academic supports for Students with Disabilities. These actions align with allowable uses of LREBG funds by increasing instructional services, providing evidence-based learning supports, and accelerating progress to address learning loss and achievement gaps. The district expects these actions to improve student outcomes by strengthening instruction, increasing access to intervention, and supporting the academic recovery of student groups identified through the needs assessment. Additional details are included in Goal 1, Actions 1.1, 1.2, and 1.5.

# Reflections: Technical Assistance

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

Strathmore Union Elementary School District continues to qualify for Differentiated Assistance based on the California School Dashboard. Based on the most recent Dashboard results, this support will continue through the 2027 Dashboard cycle. The district is currently in Year 2 of Differentiated Assistance for Long-Term English Learners (LTELs), focusing on academic achievement and suspension rates, and in Year 1 for White students, focusing on chronic absenteeism and suspension rates.

In partnership with the Tulare County Office of Education (TCOE), the district continues its continuous improvement efforts using an established improvement science approach. This work includes identifying root causes, developing an aim, and testing change ideas through cycles of improvement.

For White students (Year 1 Technical Assistance), chronic absenteeism increased by 11.6 percentage points, resulting in 32.8% of students being chronically absent. Suspension rates also increased to 9.5%, reflecting a 2.1 percentage point increase. In response to these trends, the district strengthened school climate, attendance, and behavioral support systems by continuing to implement Positive Behavioral Interventions and Supports (PBIS), expanding counseling and behavior intervention supports, and increasing individualized outreach to families. Staff conducted personal phone calls and attendance follow-up to strengthen family communication and improve student engagement. The district also worked to increase awareness and access to independent study and additional school-based supports to help address barriers to attendance and student success. These efforts will continue as the district monitors outcomes and refines supports for this student group (see Action 3.3)
For Long-Term English Learners (year 2), the district identified a need to strengthen language development, instructional planning, and the use of data to inform teaching. In response, the district established an aim to improve LTEL outcomes through increased language development and student engagement. This work has included implementing the Ellevation platform to better integrate and analyze English Learner data, as well as strengthening teacher understanding of ELPAC expectations and student language needs (see Action 1.2).

Through collaboration with TCOE, teachers engaged in cycles of inquiry that included empathy interviews, classroom observations, and ongoing reflection. As a result, instructional shifts have included increased opportunities for student discourse, intentional use of ELPAC-aligned tasks, structured peer interaction, and more frequent checks for understanding. These strategies have led to increased student engagement, greater awareness of language expectations, and more intentional instructional planning.

The district will continue to refine its data use, strengthen language development across content areas, and build teacher capacity to support Long-Term English Learners. This work remains a priority as the district continues its partnership with TCOE to improve outcomes for identified student groups.

# 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.

Not Applicable

### *Support for Identified Schools*

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

Not applicable

## *Monitoring and Evaluating Effectiveness*

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

Not applicable

# 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 |
|---|---|
| Teachers (inclusive of Certificated Bargaining Unit) | Teachers were engaged through School Site Council (SSC) and DELAC meetings held on December 8, 2025; January 12, March 9, and May 11, 2026, and a Parent Advisory Committee (PAC) meeting on May 11, 2026 (in-person and virtual). Additional feedback was gathered through surveys administered October 13–14, 2025; February 10–March 6, 2026; and March 12–13, 2026. Teachers were also provided the opportunity to review and share feedback through their SETA bargaining unit meetings on the second Monday of each month. |
| Principals | Principals were engaged through monthly or bi-monthly leadership meetings held throughout the 2025–26 school year, participation in School Site Council (SSC), and a Parent Advisory Committee (PAC) meeting on May 11, 2026 (in-person and virtual). Additional feedback was gathered through district surveys administered in October 2025 and February–March 2026. |
| Administrators | District administrators, including the superintendent and district office leadership, were engaged through monthly ongoing leadership meetings focused on LCAP development, district priorities, and resource alignment. Additional feedback was gathered through district surveys administered in October 2025 and February–March 2026, as well as participation in the Parent Advisory Committee (PAC) meeting on May 11, 2026. These opportunities allowed administrators to share feedback on systemwide needs, program implementation, and alignment of actions and services. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Other School Personnel (inclusive of Classified Bargaining Unit) | Classified staff were engaged through CSEA union meetings held on September 17 and October 22, 2025; December 17, 2025; and January 14, January 22, February 11, March 11, and April 22, 2026 (in-person). Additional opportunities to share feedback were provided through participation in School Site Council (SSC), DELAC, and Parent Advisory Committee (PAC) meetings (in-person and virtual), as well as district surveys administered in February–March 2026. These opportunities allowed classified staff to share feedback on student support services, school climate, and operational needs. |
| Parents | Parents were engaged through multiple opportunities throughout the 2025–26 school year, including participation in School Site Council (SSC), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and Parent Teacher Organization (PTO) meetings. SSC and DELAC meetings were held on December 8, 2025; January 12, March 9, and May 11, 2026, and PAC meetings were held on May 11, 2026 (in-person and virtual). These meetings included opportunities to review and share feedback on the LCAP, including the district's needs assessment presented on March 9, 2026. Additional feedback was gathered through a districtwide LCAP survey administered in April 2026, as well as ongoing surveys following family engagement events, including Community Schools events and Extended Learning Opportunities Program (ELO-P) family nights. These opportunities included representation from parents of English Learners, Students with Disabilities, and other student groups and allowed families to share feedback on student needs, district priorities, and programs and services, which informed the development of the LCAP. |
| Students | Students in grades 3–8 were engaged through a Student Survey administered in April 2026, with 304 respondents and 1,916 total responses collected. The survey provided opportunities for students to share feedback on their learning experiences, supports, and overall school environment. In addition, a student "think tank" session was conducted on April 24, 2026 (in-person) with a representative group of 7th-grade students, including English Learners, Students with Disabilities, and students from diverse backgrounds, to provide targeted feedback for the development of the LCAP. These opportunities allowed students to share feedback on instruction, |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | support, and school climate, which informed the development of the LCAP. |
| Parent Advisory Committee (PAC) and English Learner Parent Advisory Committee (EL-PAC) | The Parent Advisory Committee (PAC) meeting was held on May 11, 2026, in person and virtually. The PAC membership includes representatives from the School Site Council (SSC), District English Learner Advisory Committee (DELAC), and parents of students with disabilities, ensuring representation of key student groups.<br><br>In addition, a diverse group of 7th-grade students contributed input to be shared at the PAC meeting. This group included English Learners and students with disabilities, providing student voice to inform LCAP development.<br><br>The Superintendent provided immediate feedback on issues raised during these final LCAP input sessions. The committee will review a full LCAP draft, including identified needs, goals, and proposed actions, and provide input to inform final revisions. |
| SELPA/ Site Based Resource Teachers | SELPA consultation occurred through participation in monthly Directors of Special Education (DOSE) meetings with the Tulare County Office of Education. These meetings provided opportunities to collaborate on special education programs, review updates related to LCAP development, and gather input to support services for Students with Disabilities. Meeting dates included August 25, 2025; October 6, 2025; November 3, 2025; December 1, 2025; February 2, 2026; March 2, 2026; April 13, 2026; and June 1, 2026. |

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

Feedback from educational partners directly informed the LCAP, including identifying key needs, refining goals, and developing specific actions and services. Engagement opportunities were offered in a variety of formats—including in-person, virtual, and hybrid options—based on the purpose of the meeting and to maximize accessibility for educational partners.

Staff Engagement:
Teachers, principals, district administrators, and other school personnel were engaged throughout the 2025–26 school year through a combination of in-person and virtual meetings, surveys, and collaborative forums. Teachers participated in School Site Council (SSC) meetings held in December 2025 and in January, March, and May 2026, as well as a Parent Advisory Committee (PAC) meeting in May 2026, during which LCAP information was reviewed and discussed. Additional feedback was gathered through multiple survey windows, including October 2025 (professional development), February through early March 2026 (LCAP goals feedback), and mid-March 2026

(ELPAC program), using anonymous text, video, and audio response formats. Teachers were also provided the opportunity to review and share feedback on the LCAP through their bargaining unit.

Staff feedback highlighted strengths in building strong student relationships and implementing engaging instructional strategies, while also identifying a need to streamline initiatives and provide more focused, actionable professional learning. This input directly informed instructional priorities, intervention planning, and professional development included in the LCAP. This feedback directly informed the development and refinement of actions focused on strengthening instructional practices, intervention systems, and professional learning, including Actions 1.1, 1.2, 1.5, and 2.1.

Parent Engagement:
Parents were engaged throughout the 2025–26 school year through a combination of in-person and virtual meetings, surveys, and community-based events. Parents participated in School Site Council (SSC) and District English Learner Advisory Committee (DELAC) meetings held in December 2025 and in January, March, and May 2026, during which the LCAP and the district's needs assessment (presented on March 9, 2026) were reviewed. Additional opportunities to share feedback were provided through Parent Advisory Committee (PAC) meeting held in May 2026, including both in-person and virtual formats to increase participation, as well as Parent Teacher Organization (PTO) meetings held regularly throughout the school year.

Further feedback was gathered through a districtwide LCAP survey administered in February–March 2026, and ongoing surveys following family engagement events, including Community Schools events and Extended Learning Opportunities Program (ELO-P) family nights. Parent feedback emphasized the importance of strong teacher-student relationships, clear communication between home and school, and access to engaging and meaningful learning opportunities. Families also expressed support for continuing academic intervention services, English Learner supports, enrichment opportunities, and programs that strengthen student engagement and school connectedness. Current-year feedback generally supported the continuation of existing LCAP goals and actions while reinforcing the district's focus on academic support, language development, communication, and student engagement. Parent input also informed refinements to goal language and implementation priorities, as well as clarifications of existing actions related to English Learner services, enrichment opportunities, family engagement, and integrated language development supports across instructional areas.

Student Engagement:
Students in grades 3–8 were engaged through a student survey administered in April 2026, which provided opportunities to share feedback on their learning experiences, supports, and school climate. Additional feedback was gathered through a student "think tank" session held on April 24, 2026 (in-person) with a representative group of 7th-grade students. These engagement strategies allowed students to share feedback to support the LCAP's development.

Student feedback regarding meaningful engagement opportunities and positive school relationships reinforced the continuation and refinement of enrichment and climate-related actions. They also highlighted the importance of hands-on learning, engaging lessons, supportive teacher relationships, and opportunities to participate in clubs, sports, and events. Students also emphasized the need for clear support and feeling comfortable asking for help. This feedback directly informed the development of actions related to classroom support, engagement strategies, and school climate within the LCAP. This feedback directly informed the development of Action 1.3, which focuses on increasing student engagement through hands-on learning and enrichment opportunities, as well as classroom strategies that ensure students feel supported and comfortable seeking help.

SELPA Engagement:
The district engaged in SELPA consultation through ongoing participation in the Tulare County Office of Education's monthly Directors of Special Education (DOSE) meetings. These meetings provided opportunities to collaborate on special education programs, review LCAP-related updates, and gather input to support services for Students with Disabilities. Meetings were held on August 25, 2025; October 6, 2025; November 3, 2025; December 1, 2025; February 2, 2026; March 2, 2026; April 13, 2026; and June 1, 2026. Input from these meetings informed planning and alignment of supports for Students with Disabilities within the LCAP.

Educational partner feedback this year generally supported the continuation of existing goals and actions, particularly in literacy support, intervention services, student engagement opportunities, and professional development. Families, staff, students, DELAC, PAC, and SSC participants emphasized the importance of maintaining academic and social-emotional supports while continuing to strengthen communication, instructional consistency, and opportunities for student engagement.

Current-year feedback also led to refinements in goal language and action descriptions to better clarify district priorities. For example, stakeholders emphasized the importance of language development across all content areas, leading to revisions in Goal 1 language to more explicitly reference integrated language supports, including within mathematics instruction. Feedback from staff and families also reinforced the need for continued professional development in literacy and mathematics, ongoing intervention supports, and enrichment opportunities for students.

Feedback from educational partners directly informed the development of LCAP actions across all three goals. Student feedback emphasizing the importance of engaging instruction and positive relationships influenced Action 1.3, which focuses on enrichment opportunities and student engagement. Teacher feedback identifying the need for stronger instructional practices and clearer systems informed Action 2.1, which focuses on professional development and instructional clarity. Parent and community feedback highlighting the importance of communication, attendance, and student connection influenced Action 3.1 and Action 3.2, which focus on attendance supports and strengthening school climate. Educational partners emphasized the importance of maintaining academic intervention supports, literacy and mathematics professional development, student engagement opportunities, and social-emotional supports already in place throughout the district.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Based on analysis of state and local data, students will demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and Mathematics through a variety of learning and enrichment opportunities. English Learners (EL) will demonstrate progress in developing English language proficiency. This includes an increased focus on language development across all content areas, including mathematics, to support student understanding and academic achievement. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our educational partners have agreed that student achievement and learning is the top goal of our school district which can best be achieved through curricular and extracurricular enrichment activities. The only Dashboard metric in 2023 that did not improve for the All Student Group was ELA, which declined overall by 1.6 points (Distance From Standard or DFS). Because Students with Disabilities received the lowest performance level (RED) with their decline of 9.9 points in ELA, a specific action will be written to address this group within this goal. The English Learner student group declined 0.8 points, putting them in the lowest performance level (RED). Because of this, a specific action willbe written to address this group within this goal.

Although ELs declined in performance on the CAASPP ELA and MATH tests, overall, English Learner Progress was up 16.4% (BLUE on theDashboard). Our educational partners consider this a success and want to continue providing support to our EL students, including those identified as Long-Term English Learners (LTELs).

On the 2024 dashboard, our white students with disabilities subgroup declined by 14%. We need to continue our focus on academics.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | CAASPP-ELA Growth | 2022-2023 | 2023-2024 | 2024-25 | 2026-2027 Target | 2024-2025 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: CA Dashboard | ELA Performance Results:<br><br>All Students<br>-50.6 points or more below standard<br><br>Hispanic<br>-50.2 points below standard<br><br>English Learners<br>-63.7 points below standard<br><br>Socio-Economically Disadvantaged<br>-51.6 points below standard<br><br>Students with Disabilities<br>-132.6 | ELA Performance Results:<br><br>All Students<br>-45.8 points or more below standard<br><br>Hispanic<br>-46.7 points below standard<br><br>English Learners<br>-61.8 points below standard<br><br>Socio-Economically Disadvantaged<br>-48.9 points below standard<br><br>Students with Disabilities<br>-125.5 points below standard | ELA Performance Results:<br><br>All Students<br>-36.1 points or more below standard<br><br>Hispanic<br>-37 points below standard<br><br>English Learners<br>-46.6 points below standard<br><br>Socio-Economically Disadvantaged<br>-38.9 points below standard<br><br>Students with Disabilities<br>-136 points below standard | ELA Performance Results:<br><br>All Students<br>-41.6 points below standard<br>(3 points per year)<br><br>Hispanic<br>-38.2 points below standard<br>(4 points per year)<br><br>English Learners<br>-51.7 points below standard<br>(4 points per year)<br><br>Socio-Economically Disadvantaged<br>-39.6 points below standard<br>(4 points per year)<br><br>Students with Disabilities<br>-117.6 points below standard<br>(5 points per year) | ELA Performance Results:<br><br>All Students<br>-36.1 points or more below standard<br>(improved 14.5 points)<br><br>Hispanic<br>-37 points below standard<br>(improved 13.2 points)<br><br>English Learners<br>-46.6 points below standard<br>(improved 17.1 points)<br><br>Socio-Economically Disadvantaged<br>-38.9 points below standard<br>(improved 12.7 points)<br><br>Students with Disabilities<br>-136 points below standard<br>(declined 3.4 points) |
| 1.2 | CAASPP-Math Growth | 2022-2023 | 2023-2024 | 2024-2025 | 2026-2027 Target | 2024-2025 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: CA Dashboard | Math Performance Results:<br><br>All Students<br>-88.2 points below standard<br><br>Hispanic<br>-88.1 points below standard<br><br>English Learners<br>-97.8 points below standard<br><br>Socio-Economically Disadvantaged<br>-89.9 points below standard<br><br>Students with Disabilities<br>-151 points below standard | Math Performance Results:<br><br>All Students<br>-84.9 points below standard<br><br>Hispanic<br>-86.1 points below standard<br><br>English Learners<br>-92.5 points below standard<br><br>Socio-Economically Disadvantaged<br>-88.8 points below standard<br><br>Students with Disabilities<br>-167.7 points below standard | Math Performance Results:<br><br>All Students<br>-81 points below standard<br><br>Hispanic<br>-83.1 points below standard<br><br>English Learners<br>-91.2 points below standard<br><br>Socio-Economically Disadvantaged<br>-87.5 points below standard<br><br>Students with Disabilities<br>-175.6 points below standard | Math Performance Results:<br><br>All Students<br>-79.2 points below standard<br>(3 points per year)<br><br>Hispanic<br>76.1 points below standard<br>(4 points per year)<br><br>English Learners<br>-82.8 points below standard<br>(5 points per year)<br><br>Socio-Economically Disadvantaged<br>-80.9 points below standard<br>(3 points per year)<br><br>Students with Disabilities<br>-139 points below standard<br>(4 points per year) | Math Performance Results:<br><br>All Students<br>-81 points below standard<br>(improved 7.2 points)<br><br>Hispanic<br>-83.1 points below standard<br>(improved 5.0 points)<br><br>English Learners<br>-91.2 points below standard<br>(improved 6.6 points)<br><br>Socio-Economically Disadvantaged<br>-87.5 points below standard<br>(improved 2.4 points<br><br>Students with Disabilities<br>-175.6 points below standard<br>(declined 24.6 points) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.3 | English Learner Reclassification<br>Data Source: CALPADS<br>Data Source Updated: Aeries | 2022-2023<br><br>Reclassification rate- 21%<br><br>*Correction: Updated to 14% (4/2026) based on revised data validation | 2023-2024<br><br>Reclassification rate- 20%<br><br>*Correction: Updated to 11% (4/2026) based on revised data validation | 2024-2025<br><br>Reclassification rate- 16% | 2026-2027 Target<br><br>31% or higher (set in 2022-23)<br><br>Updated Target (2024-25): Maintain 21% or higher<br><br>Updated per new Calpads numbers: 17% (4/2026) | 2024-2025<br><br>Reclassification rate 16% (improved 2%) |
| 1.4 | English Learner Progress Indicator<br>Source: CA Dashboard | 2022-2023<br><br>English Learner Progress Indicator- 44.5%<br><br>Correction: Updated to 60.9% (10/2025) based on revised data validation | 2023-2024<br><br>English Learner Progress Indicator- 42.7% | 2024-2025<br><br>English Learner Progress Indicator- 44.8% | 2026-2027 Target<br><br>English Learner Progress Indicator- 65% or higher (growth of 1.6% per year) | 2024-2025<br><br>English Learner Progress Indicator- 44.8% (declined 16.1%) |
| 1.5 | Exiting 3rd Graders reading at or above grade level<br>Data Source: STAR Renaissance Place Report | 2022-2023<br><br>Exiting 3rd Graders Reading at or above grade level- 53.16%<br><br>*Correction: Updated to 19% (5/2026) based on revised data validation | 2023-2024<br><br>49.3% are on track to be proficient (January 2025)<br><br>*Updated to Spring Window data (5/2026) 43.3% | 2025-2026<br><br>33.7% are on track to be proficient | 2026-2027 Target<br><br>60.0% of exiting 3rd-grade students (growth of 2% per year)<br><br>Updated per data corrections: 36% of exiting 3rd-grade students | 2025-2026<br><br>33.7% are on track to be proficient (improved 14.7%) |
| 1.6 | Students' Proficiency in Reading | 2023-2024 | Metric Removed | N/A | 2026-2027 Target | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: STAR Renaissance Place Report | 34% of all 3rd-8th grade students are identified as proficient in reading on the STAR's "State Student's State Proficiency in Reading" Report | | | 43% of students will be proficient (growth of 3% a year) | |
| 1.7 | Students' State Proficiency in Math<br>Data Source: STAR Renaissance Place Report | 2023-2024 Spring STAR<br><br>17% of all 3rd-8th grade students are identified as proficient in math. | Metric Removed | N/A | 2026-2027 Target<br><br>29% of students will be proficient (growth of 4% a year) | N/A |
| 1.8 | Sufficiency of Materials<br>Data Source: Board Resolution of Sufficiency of Materials | 2023-2024<br>100% of students had sufficient access to instructional materials.<br><br>*Year correction (4/2026) | 2024-2025<br><br>100% of students had sufficient access to instructional materials. | 2024-25<br><br>100% of students had sufficient access to instructional materials. | 2026-2027 Target<br><br>Maintain 100% of students having access to instructional materials. | 2024-2025<br><br>100% of students had sufficient access to instructional materials. (maintained 0%) |
| 1.9 | Student Access to Broad Course of Study-Local Indicator Report<br>Data Source: Board Meeting Agenda | 2023-2024<br><br>100% of students had sufficient access to a broad course of study. | 2024-2025<br><br>100% of students had sufficient access to a broad course of study. | 2025-2026<br><br>100% of students having access to broad course of study. | 2026-2027 Target<br><br>Maintain 100% of students having access to broad course of study. | 2024-2025<br><br>100% of students having access to broad course of study. (maintained 0%) |
| 1.10 | Implementation of Academic Standards-Local Indicator Report (Self Report)<br>Data Source: Board Meeting Agenda | 2023-2024<br><br>LEA's progress in providing professional learning for teaching to the recently adopted academic standards | 2024-2025<br><br>LEA's progress in providing professional learning for teaching to the | 2025-2026<br><br>LEA's progress in providing professional learning for teaching to the | 2026-2027 Target<br><br>LEA's progress in providing professional learning for teaching to the | 2024-2025<br><br>LEA's progress in providing professional learning for teaching to the |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source Updated: CDE Reflection Tool | and/or curriculum frameworks:<br><br>Score of 3 (initial implementation) in all areas, including English Language Arts, English Language Development, Math, History, and Next Generation Science.<br>-overall 60%<br><br>LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>Score of 4 (full implementation) in all areas, including English Language Arts, English Language Development, Math, History, and Next Generation Science.<br>-overall 80%<br><br>LEA's progress in implementing policies or programs to support staff in identifying areas | recently adopted academic standards and/or curriculum frameworks:<br><br>Score of 4 (full implementation) in areas including English Language Arts, English Language Development, Math.<br><br>Score of 3 in History and Next Generation Science.<br>-overall 72%<br><br>LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>Score of 4 (full implementation) in all areas including English Language | recently adopted academic standards and/or curriculum frameworks:<br><br>Score of 4 (full implementation) in these areas: English Language Arts, and English Language Development.<br><br>Score of 3 in Math, History and Next Generation Science.<br><br>-overall 68%<br><br>LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>Score of 5 (Full implementation and sustainability) in English Language Arts. | recently adopted academic standards and/or curriculum frameworks:<br><br>-Score of 4 (full implementation) in all areas including English Language Arts, English Language Development, Math, History and Next Generation Science.<br><br>LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks:<br><br>-Score of 4 (full implementation) in all areas including English Language Arts, English Language Development, Math, History and | recently adopted academic standards and/or curriculum frameworks: (improved 8%)<br><br>LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks: (improved 4%)<br><br>LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):<br><br>Score of 3 (initial implementation) in all areas, including English Language Arts, English Language Development, Math, History, and Next Generation Science.<br>-overall 60% | Arts, English Language Development, Math, History and Next Generation Science.<br>-overall 80%<br><br>LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):<br><br>Score of 3 (initial implementation) in all areas including English Language Arts, English | 4 (full implementation) in these areas: English Language Development, Math, History and Next Generation Science.<br>-overall 84%<br><br>LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):<br><br>Score of 4- (full implementation) in | Next Generation Science.<br><br>LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):<br><br>-Score of 4 (full implementation) in all areas including English Language Arts, English Language Development, Math, History and Next Generation Science. | classroom walkthroughs, teacher pairing): (improved 16%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Language Development, Math, History and Next Generation Science.<br>-overall 60% | English Language Arts<br><br>Score of 3 (initial implementation) in these areas: English Language Development, Math, History and Next Generation Science.<br>-overall 76% | | |
| 1.11 | Student Participation in Extra Enrichment Opportunities<br>Data Source: Local School Data Base | 2023-2024<br><br>32.5% student participation rate | Metric Removed | N/A | 2026-2027 Target<br><br>44.5% student participation rate (4% growth per year) | N/A |
| 1.12 | Enrichment Opportunities for students<br>Data Source: ELOP and Community Schools Reports<br><br>*Updated metric to show total opportunities for the year | 2024-2025<br><br>35 extra enrichment opportunities after school hours for students | 2025-2026<br><br>43 extra enrichment opportunities after school hours for students | N/A | 2026-2027 Target<br><br>37 extra enrichment opportunities (6% growth (3% per year) | 2025-2026<br><br>43 extra enrichment opportunities after school hours for students; growth of 8 extra (improved 23%) |
| 1.13 | Renaissance English Language Arts Proficiency<br>Data Source: Parsec Dashboard | 2024-2025<br><br>33.1% proficient+ | 2025-2026<br><br>33.8% proficient+ | N/A | 2026-2027 Target<br><br>35.1% proficiency (1% a year; equivalent of 5 students a year) | 2025-2026<br><br>33.8% proficient (improved .7%) |
| 1.14 | Renaissance Math Proficiency | 2024-2025 | 2025-2026 | N/A | 2026-2027 Target | 2025-2026 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Parsec Dashboard | 19.3% proficient+ | 19.9% proficient+ | | 23.3% proficiency (2% a year; equivalent of 5 students a year) | 19.9% (improved .6%) |

# 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.

These metrics were intentionally selected to monitor the effectiveness of the actions outlined under Goal 1, including early literacy supports, English Learner services, and targeted intervention. The district implemented the majority of actions aligned with Goal 1, with a focus on improving student achievement in English Language Arts and Mathematics, particularly in early literacy, and on supporting English Learners and Students with Disabilities. Several actions were fully implemented as planned, while others were partially implemented due to staffing limitations.

Feedback gathered during the district's mathematics exploration process supported continuation and refinement of instructional actions within Goal 1. Educational partners emphasized the importance of implementation support, instructional clarity, balanced mathematics instruction, and practical professional learning opportunities as the district prepares for implementation of Kiddom/IM 360 instructional resources.

The district successfully maintained additional staffing to support student achievement (Action 1.1), thereby increasing in-class instructional support and access to intervention services. Similarly, enrichment opportunities (Action 1.3) were implemented as planned, including expanded access to extracurricular activities, field trips, and student engagement events. These efforts increased opportunities for student engagement and participation in academic and enrichment activities.

In the area of early literacy (Action 1.4), the district implemented targeted supports for students in grades K–3 through credentialed teachers who provided additional tutoring during Expanded Learning Opportunities Program (ELO-P) time. Additional opportunities were provided during the school day for students who had missed instruction to receive targeted support and complete assignments. Furthermore, classroom instruction reflected an increased focus on early literacy strategies, including practices aligned to the Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning. These combined efforts aligned with the district's focus on strengthening foundational literacy instruction, although implementation varied across classrooms.

In the area of targeted support for English Learners and Students with Disabilities (Actions 1.2 and 1.5), the district implemented a combination of in-class and structured intervention supports. Students received targeted support through the WIN (What I Need) intervention block, a dedicated time for extra help tailored to each student's needs. Instructional aides also supported small-group instruction during the school day to reinforce learning.

To strengthen intervention efforts, the district implemented evidence-based curricula aligned to student needs, including the 95% Group program to support English Learners, SPIRE for Students with Disabilities, and additional supports such as SOAR and SAGA for mathematics, and STRI for reading intervention. These programs provided more structured and targeted instruction in both literacy and mathematics. Students with disabilities received structured intervention support multiple times per week using these targeted approaches.

For English Learners, additional scaffolds and supports were provided within the general education setting, including support for newcomer students; however, a dedicated language development class was not implemented as originally planned.

Despite these efforts, the district continued to face challenges in providing extended learning opportunities, such as before- and after-school tutoring and specialized language classes. These were not implemented as originally planned due to limited staffing capacity. As a result, the district strategically prioritized strengthening in-class supports and maximizing intervention within the instructional day.

LREBG-supported services were implemented through Actions 1.1, 1.2, and 1.5, including additional instructional staffing, intervention supports, English Learner services, and supplemental academic supports for Students with Disabilities. As implementation progressed, the district determined that these activities were more appropriately reflected within the existing LCAP actions rather than as a separate standalone action. As a result, Action 1.6 was incorporated into Actions 1.1, 1.2, and 1.5 to better align the LCAP with the services provided to students. This revision did not change the services or expenditures previously shared with educational partners; rather, it reflected an organizational adjustment to align the LCAP with the district's accounting and budget coding practices. Because this adjustment occurred after consultation with educational partners, the services and expenditures previously reviewed with the School Site Council/Parent Advisory Committee remained unchanged. The revision was administrative in nature and was subsequently presented to and approved by the Governing Board.

Overall, the district will refine implementation by increasing consistency across classrooms and by strengthening progress-monitoring systems.

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

Action 1.6: No expenditures because the action was not implemented.

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

Overall, Year 2 data indicate emerging progress toward Goal 1 outcomes, although target performance levels were not fully met. District data show improvement across multiple metrics and student groups. On the CAASPP English Language Arts assessment (Metric 1.1), overall performance increased by 9.7 points, with growth observed across student groups, including English Learners and Students with Disabilities. In Mathematics (Metric 1.2), performance increased by 3.9 points overall, although gains were more limited and varied by subgroup. The English Learner Progress Indicator (Metric 1.4) increased to 44.8%, reflecting a 2.1 percentage point gain, and the reclassification rate (Metric 1.3) increased to 14%, representing a 3% increase.

Action 1.1 was partially effective as measured by Metrics 1.1, 1.2, 1.13, and 1.14. CAASPP ELA performance (Metric 1.1) increased by 9.7 points overall, while Mathematics performance (Metric 1.2) increased by 3.9 points. Local benchmark assessment results (Metrics 1.13 and 1.14) also reflected modest improvement in Renaissance English Language Arts and Mathematics proficiency levels. WIN intervention blocks, targeted small-group instruction, and evidence-based instructional supports contributed to improved access to differentiated instruction and academic intervention opportunities.

Action 1.2 was partially effective as measured by Metrics 1.2, 1.3, and 1.4. Mathematics performance (Metric 1.2) increased by 3.9 points overall, while the English Learner reclassification rate (Metric 1.3) increased to 14% and the English Learner Progress Indicator (Metric 1.4) increased to 44.8%. These results demonstrate emerging progress in academic achievement and language development for English Learners. Targeted instructional supports, intervention opportunities, and language development strategies contributed to these gains; however, staffing limitations and inconsistent implementation of some intervention supports limited the overall effectiveness of the action.

Action 1.3 was effective as measured by Metric 1.12. The district increased the number of enrichment opportunities available to students from 35 in 2024–25 to 43 in 2025–26, representing a 23% increase in expanded learning opportunities outside the regular instructional day. Supports such as academic teams, clubs, after-school activities, theater, evening enrichment programs, field trips, SCICON, TCOE-sponsored events, redesignation celebrations, electives, AVID activities, and family engagement events increased student access to meaningful learning and engagement opportunities. Educational partner feedback from students and families reinforced the importance of maintaining engaging, hands-on, and relationship-building experiences for students both during and beyond the school day.

Action 1.4 was partially effective as measured by Metrics 1.5 and 1.13. Renaissance English Language Arts proficiency (Metric 1.13) increased slightly from 33.1% proficient to 33.8% proficient, reflecting modest improvement in overall ELA benchmark performance. Early literacy supports, including LETRS-aligned instructional practices, ELO-P tutoring, targeted intervention programs such as 95% Group and SPIRE, and small-group literacy instruction, strengthened instructional practices and foundational reading instruction and intervention support. However, the percentage of exiting 3rd-grade students reading at or above grade level (Metric 1.5) declined from 43.3% to 33.7%, indicating that the district has not yet achieved the desired level of effectiveness in early literacy outcomes. Contributing factors included inconsistent implementation of intervention systems, staffing limitations impacting targeted support services, and the continued academic impact of foundational skill gaps among high-needs student groups. Continued refinement of early literacy intervention systems and progress-monitoring processes will remain a focus area in Year 3.

Action 1.5 was partially effective as measured by Metrics 1.1 and 1.13. This action was designed to provide supplemental support services for Students with Disabilities through additional instructional aide support, supplemental classroom assistance, and tutoring opportunities intended to improve English Language Arts outcomes. Renaissance English Language Arts proficiency data (Metric 1.13) increased slightly from 33.1% proficient to 33.8% proficient, reflecting a modest improvement in overall benchmark proficiency. In addition, overall CAASPP ELA performance (Metric 1.1) improved from 45.8 points below standard to 36.1 points below standard for All Students, with improvement also observed among English Learners, Hispanic students, and Socioeconomically Disadvantaged students. However, Students with Disabilities declined from 125.5 points below standard to 136 points below standard, indicating that the action did not yet produce the intended level of impact for the targeted subgroup. Supplemental instructional supports, intervention services, and increased classroom assistance improved access to academic support and differentiated instruction for many students; however, staffing limitations, inconsistent implementation of intervention supports, and the significant academic needs of Students with Disabilities limited the overall effectiveness of

the action. Continued refinement of targeted intervention systems, progress-monitoring practices, and instructional consistency will remain a focus in Year 3.

Actions related to extended learning opportunities, including after-school tutoring and dedicated language development support, were less effective due to incomplete implementation caused by staffing limitations. Because these actions were inconsistently implemented across sites and grade levels, the district was unable to fully achieve the intended impact on student achievement and language development outcomes.

Given that this is Year 2 of the LCAP cycle, the district is using these results as an indicator of emerging trends. Although targets were not met, data show measurable growth in ELA (+9.7 DFS) and Math (+3.9 DFS), indicating partial effectiveness of implemented actions. Based on Year 1 and Year 2 outcomes, the district identifies this goal as requiring continued refinement and strategic Year 3 monitoring. Implementation has been partially successful, and emerging trends indicate progress toward intended outcomes; however, continued focus and refinement will be necessary to achieve full effectiveness.

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.

Metrics 1.3, 1.4, and 1.5: Minor corrections were made to prior-year baseline and outcome data to ensure accuracy based on updated reporting information. The target outcome for Metric 1.3 was also revised based on current English Learner data trends and discussions with DELAC and educational partners regarding realistic growth expectations. These adjustments did not change the overall direction of the goal.
Metric 1.5: Target updated based on revised data validation
Metric 1.8 Correction of year heading in baseline column
Metric 1.10 Local indicator data has been converted into a percentage format to allow for clearer comparison across years. No underlying data values were changed.
Metric 1.12 Updated metric to show total opportunities for the year, not per semester

The Goal 1 description was revised based on analysis of state and local data and current-year educational partner feedback. Families, DELAC members, teachers, and administrators emphasized the continued need for strong language development supports, instructional clarity, and academic intervention systems. Feedback also reinforced the importance of integrating language development across all content areas, including mathematics, leading to revised language that more clearly reflects the district's instructional priorities and current implementation efforts.

Action 1.2 was revised to more clearly describe the range of supports available for English Learners, including Long-Term English Learners (LTELs), and to reflect the district's focus on integrated language development supports within mathematics instruction. Additional language was added to align the action with identified needs from Dashboard data, educational partner feedback, and the district's Differentiated Assistance work related to English Learner outcomes.

During implementation, the district refined how LREBG-supported activities were reflected within the LCAP to better align the grant requirements, identified student needs, and expenditure reporting processes. LREBG-supported services are reflected within Actions 1.1, 1.2, and 1.5.

**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** | Maintain Additional Staff to Support Student Achievement | Maintain/add instructional aides and teachers to reduce class sizes and staff-to-student ratios; provide Learning Lab intervention classes; support services including nursing, tutoring, district-level support for foster youth, homeless youth, and at-risk students; psychologist, social worker, and school counselor services; additional technology support; increased instructional time; and summer school opportunities.<br><br>This action utilizes LREBG funding of: $216,420.71<br><br>Metrics to measure progress: 1.1, 1.2, 1.13, and 1.14.<br><br>The district's LREBG needs assessment identified persistent learning gaps in English Language Arts and Mathematics, particularly among English Learners, Students with Disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students.<br><br>A portion of this action is supported through Learning Recovery Emergency Block Grant (LREBG) funds to increase instructional services, reduce staff-to-student ratios, expand access to intervention and learning recovery opportunities, and provide targeted supports for students with the greatest academic needs. These services align with allowable LREBG uses by increasing instructional time and services and providing evidence-based supports designed to accelerate learning recovery. The district's model provides students with additional instructional time through intervention teachers and instructional support staff who deliver targeted, data-informed instruction in small groups. Students are identified through local and state assessment data and receive timely intervention focused on prerequisite skills needed for grade-level success. Research indicates that structured small-group instruction, frequent progress monitoring, and timely intervention provided by qualified educators significantly improve academic outcomes and accelerate learning recovery, particularly for students performing below grade level or experiencing unfinished learning. | $3,446,500.70 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.2** | Provide Support Services for EL Students to Help Improve MATH Scores. | Provide additional in-classroom and out-of-classroom support, including instructional aide time and tutoring opportunities before, during, and/or after school, for English Learners, including Long-Term English Learners (LTELs). Supports may include targeted language development, scaffolded mathematics instruction with integrated language supports, and additional intervention opportunities based on student needs. Opportunities such as after-school language support for newcomer students may be provided as staffing and resources allow. This action addresses the 2023 Dashboard Red performance level for English Learners in mathematics and aligns with the district's focus on improving outcomes for English Learners. This action also supports the district's Differentiated Assistance focus on improving academic outcomes for Long-Term English Learners (LTELs).<br><br>This action utilizes LREBG funding of: $127,019.50<br><br>Metrics to measure progress: 1.2, 1.3, 1.4.<br><br>A portion of this action is supported through Learning Recovery Emergency Block Grant (LREBG) funds to expand instructional services and targeted supports for English Learners. LREBG funds support evidence-based instructional practices that strengthen language development while providing students access to grade-level academic content. The district's model includes designated and integrated English Language Development, targeted small-group instruction, and supplemental academic supports informed by ELPAC, CAASPP, and local assessment data. Students receive timely language and academic interventions designed to address individual learning needs while building proficiency in academic language. Research demonstrates that explicit language instruction integrated with content learning, targeted small-group intervention, and ongoing progress monitoring improves language acquisition and academic achievement for English Learners while accelerating learning recovery. | $293,981.60 | Yes |
| **1.3** | Improve/Increase Enrichment Opportunities | Support such things as academic teams, clubs, after-school activities, theater, evening enrichment programs whether on or off campus, field trips, SCICON (Science Camp), TCOE sponsored events, redesignation | $86,259.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | parties, electives, AVID and family events on campus. Transportation expenses are to be included for events that may require student transportation to participate in such events. | | |
| **1.4** | Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level. | Provide additional in-classroom and out-of-classroom support, including additional instructional aide time and before, during, and/or after school tutoring services for K-3 students identified as needing additional support. | $175,000.00 | Yes |
| **1.5** | Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores. | Provide additional in-classroom and out-of-classroom supplemental support, including additional instructional aide time and before, during, and/or after-school tutoring services for students with disabilities. Provide additional training to classroom teachers on working with students with disabilities. Supports may include targeted literacy intervention, progress monitoring, and additional instructional services designed to address identified learning gaps. This Action addresses the 2023 Dashboard Red performance result for Students with Disabilities in ELA.<br><br>This action utilizes LREBG funding of: $13,681.76.<br><br>Metrics to measure progress: 1.1, 1.13.<br><br>A portion of this action is supported through Learning Recovery Emergency Block Grant (LREBG) funds to expand instructional services and supplemental academic supports for Students with Disabilities. LREBG funds support evidence-based practices that increase access to grade-level instruction while providing targeted interventions based on individual student needs. The district's model includes additional instructional support, specially designed instruction, small-group intervention, and collaborative planning between general and special education staff to ensure students receive appropriate accommodations, interventions, and progress monitoring. Research demonstrates that intensive, individualized instruction, data-informed intervention, and collaborative service delivery improve academic outcomes for Students with Disabilities and help accelerate learning recovery while increasing access to rigorous grade-level curriculum. | $75,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.6** | Implement Differentiation Strategies and Multi-Tiered Systems of Support through Instructional Tools, Professional Development, and Personnel | Utilize Learning Recovery Emergency Block Grant (LREBG) funds ($333,000) to strengthen differentiation and Multi-Tiered Systems of Support (MTSS) through evidence-based instructional tools, targeted intervention programs, professional development, coaching, and personnel support in English Language Arts and Mathematics. Supports include teacher and instructional aide training and coaching, intervention resources, progress-monitoring systems, and staffing to provide targeted academic intervention and support for high-needs students.<br><br>Research supports the use of differentiated instruction, explicit intervention, progress monitoring, and MTSS frameworks as effective strategies for accelerating learning recovery and improving outcomes for struggling learners, including English Learners and Students with Disabilities. District data identified continued academic needs in English Language Arts and Mathematics, particularly among English Learners, Long-Term English Learners, Students with Disabilities, Hispanic students, and socioeconomically disadvantaged students. This action aligns with allowable LREBG uses, including addressing learning loss, supporting academic recovery, and providing targeted intervention and instructional support.<br><br>Progress will be measured using Metrics 1.1, 1.2, 1.13, and 1.14.<br><br>*Action 1.6 was included in the 2025-26 LCAP to support LREBG-funded services. Beginning in 2026-27, these services and expenditures have been incorporated into Actions 1.1, 1.2, and 1.5 and are no longer budgeted as a standalone action. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Ensure that all teachers and staff receive high-quality professional development to effectively deliver instruction and provide comprehensive support to meet the diverse needs of all students. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Given the data from CAASPP, it is evident that the district's performance in English Language Arts (ELA) saw a significant decline, with all student sub-groups showing a drop in scores. Specifically, Students with Disabilities showed the most concerning decline (9.9 points, RED), followed by English Learners (6.7 points, ORANGE), Hispanics (1.2 points, ORANGE), and Socioeconomically Disadvantaged students (0.1 points, ORANGE). These performance declines indicate that targeted support is needed to address the learning gaps, particularly for Students with Disabilities' scores in ELA and English Learners with Math, both of whom qualified the district for Technical Assistance. Additionally, the district's Needs Assessment survey, which included input from staff, students, and families, identified Professional Development as a top priority. Teachers and staff themselves see the need for further training and support to improve instructional practices and better serve their students. Professional development is a key factor in addressing the specific needs of underperforming sub-groups, it will empower teachers to implement evidence-based strategies, leading to improved outcomes across the district, particularly for the most vulnerable student populations.

2024-25
Based on 2024–25 performance data and educational partner input, Goal 2 remains essential to strengthening instructional practices and improving outcomes for underperforming student groups. Students with Disabilities showed strong growth in English Language Arts but declined significantly in Mathematics, while English Learners improved in Mathematics but demonstrated limited growth in English Language Arts and a decline in the English Learner Progress Indicator. These trends highlight the need for more consistent instructional strategies, particularly in mathematics and language development across content areas. Staff feedback identified professional development as a top priority, emphasizing the need for focused, actionable training to better support English Learners, Students with Disabilities, and differentiated instruction. As a result, Goal 2 prioritizes high-quality professional learning to build staff capacity and improve student outcomes.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Teachers are appropriately assigned.<br>Data Source-Board Report of the latest Data Quest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent<br><br>Source Updated: Teaching Assignment Monitoring Outcomes Priority 1 Data File on CDE Website<br><br>Source Added: Local HR/credential verification (5/2026) | 2022-23<br><br>100% of our teaching staff is appropriately assigned for the subject area and for pupils that they are teaching | 2023-2024<br><br>100% of our teaching staff is appropriately assigned for the subject area and for pupils that they are teaching | 2024-2025<br><br>100% of our teaching staff is appropriately assigned for the subject area and for pupils that they are teaching | 2026-2027 Target<br><br>Maintain 100% appropriately assigned. | 2024-2025<br><br>100% appropriately assigned. (maintained) |
| 2.2 | Teachers are fully credentialed for the subject area and the pupils they teach.<br>Data Source- Board Report of the latest Data Quest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent<br><br>Source Updated: Teaching Assignment Monitoring Outcomes Priority 1 Data File on CDE Website (4/2025) | 2022-23<br><br>100% of our teaching staff is fully credentialed for the subject area and for pupils they are teaching | 2023-2024<br><br>100% of our teaching staff is fully credentialed for the subject area and for the pupils they are teaching | 2024-2025<br><br>100% of our teaching staff is fully credentialed for the subject area and for the pupils they are teaching | 2026-2027 Target<br><br>97% or more will be fully credentialed for the subject area and the pupils they are teaching | 2024-2025<br><br>100% of our teaching staff is fully credentialed for the subject area and for pupils they are teaching (maintained) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source Added: Local HR/credential verification (5/2026) | | | | | |
| 2.3 | English Learner Progress Indicator<br>Source: CA Dashboard | 2022-2023<br><br>English Learner Progress Indicator-44.5%<br><br>Correction: Updated to 60.9% (10/2025) based on revised data validation | 2023-2024<br><br>English Learner Progress Indicator-60.9%<br><br>Correction-Updated to 42.7% (10/2025) based on revised data validation | 2024-2025<br><br>English Learner Progress Indicator-44.8% | 2026-2027 Target<br><br>English Learner Progress Indicator 65% or higher (growth of 1.6% per year)<br><br>Updated to 48% (2025-26) | 2024-2025<br><br>English Learner Progress Indicator-44.8% (declined 16.1%) |
| 2.4 | English Learner Reclassification<br>Data Source: CALPADS Report (8.1 and 8.16)<br>Data Source Updated: Aeries<br>Data Source- only used Calpads (4/2026) | 2022-2023<br><br>Reclassification rate-21%<br><br>*Correction: Updated to 14% (4/2026) based on revised data validation | 2023-2024<br><br>Reclassification rate- 20%<br><br>*Correction: Updated to 11% (4/2026) based on revised data validation | 2024-2025<br><br>Reclassification rate-16% | 2026-2027 Target<br><br>18% or higher | 2024-2025<br><br>Reclassification rate<br>16%<br>(improved 2%) |
| 2.5 | Percentage of Long-term English Learners (LTEL)<br>Data Source: CA Dashboard<br>Data Source Updated: DataQuest | 2022-2023<br><br>Long-term English Learners percentage-12.9%<br><br>*Correction: Updated to 33.3% (4/2026) based on revised data validation | 2023-2024<br><br>Long Term English Learners-4.7%.<br><br>*Correction: Updated to 11.9% (4/2026) based on revised data validation | 2024-2025<br><br>Long Term English Learners 13% | 2026-2027 Target<br><br>15.7% or less (0.5% growth per year) | 2024-2025<br><br>Long Term English Learners 13% (improved 20.4%) |
| 2.6 | | | | | | |

# 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.

The district substantially implemented Actions 2.1 and 2.2 as planned. There were no substantive differences between the actions as written and the actions that were implemented during the 2025–26 school year. However, the depth and pace of implementation varied at times due to staffing capacity, competing initiatives, and limited time available for collaboration and professional learning.

To improve instructional practices (Action 2.1), SUESD provided professional development focused on differentiated instruction, early literacy, instructional clarity, mathematics instruction, and support for English Learners and Students with Disabilities. This included Teacher Clarity implementation, LETRS-aligned literacy practices, mathematics curriculum exploration and training, instructional coaching, collaborative planning opportunities, and training related to intervention programs and instructional resources. A particular success was increased staff engagement in literacy and mathematics professional learning and the development of a more aligned instructional vision across grade levels.

To strengthen support for English Learners (Action 2.2), the district provided professional learning focused on integrated and designated language development, instructional scaffolding, and improving access to grade-level content. Teachers received support in implementing language-rich instructional practices and strategies designed to improve outcomes for English Learners and Long-Term English Learners. Educational partner feedback reinforced the importance of continuing these efforts and strengthening language development across all content areas.

Challenges included balancing multiple district initiatives, providing sufficient time for staff collaboration, and ensuring consistent implementation across classrooms and grade levels. As a result, the district refined professional learning structures throughout the year to better align supports, prioritize implementation, and respond to staff needs. The district will continue this work in 2026–27 with an increased focus on mathematics instruction, differentiation, and integrated language development.

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.

At the time of PAC review and initial LCAP development, final LCFF funding figures no material differences for actions 2.1 and 2.2, updated state budget information, and end-of-year financial and student outcome data were not yet finalized, as the school year continues through June. As a result, estimated expenditures and select metrics are based on the best available information at the time and may be adjusted prior to final board adoption in June. Any revisions will reflect updated funding allocations, finalized data, and educational partner feedback.

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

Action 2.1 was partially effective in improving instructional practices as measured by Metrics 1.1 and 1.2. CAASPP English Language Arts results demonstrated growth across most student groups, including Students with Disabilities, indicating that professional learning focused on literacy, instructional clarity, and differentiated instruction positively influenced classroom practice. Mathematics results were more mixed.

While some student groups, including English Learners, demonstrated improvement, Students with Disabilities experienced a significant decline, indicating a continued need for more targeted mathematics professional learning, instructional support, and intervention strategies.

Action 2.2 was partially effective as measured by Metrics 2.3 and 2.4. Professional development focused on language development, instructional scaffolding, and improving access to grade-level content supported modest gains for English Learners on CAASPP assessments. However, English Learner Progress Indicator (ELPI) results and reclassification outcomes did not meet district targets, indicating that current professional learning efforts have not yet resulted in the desired level of language acquisition and English Learner progress. These findings suggest a need for continued emphasis on integrated language development, designated ELD, and instructional strategies specifically designed to accelerate English Learner achievement.

Overall, Goal 2 actions demonstrated partial effectiveness. Professional learning contributed to improvements in English Language Arts and strengthened instructional practices, but additional refinement is needed in mathematics instruction and language development supports to improve outcomes for all student groups.

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.

Source updated on metrics 2.1 and 2.2 for up-to-date accuracy.

Minor revisions were made to select baseline metrics (Metrics 2.3, 2.4, and 2.5) based on updated data validation to ensure accuracy and alignment with reported results. These revisions did not change the actions, services, or overall implementation of Goal 2 and are reflected to provide more accurate baseline data for measuring progress.

Additionally, Metric 2.3, the English Learner Progress Indicator (ELPI) target, was adjusted to reflect a more accurate baseline following an outlier year in which more students were reclassified due to improved data systems and identification processes. The revised target more appropriately reflects current performance levels and establishes a realistic trajectory for continuous improvement. Target has been adjusted from 65% to 48%.

Metric 2.4 was revised following validation of historical reclassification data using the current state reclassification methodology. Prior-year baseline and outcome data were corrected to ensure consistency and accuracy across reporting years. Based on the revised trend data and discussions with DELAC and educational partners, the target was updated to 18% to reflect ambitious yet attainable growth expectations.

**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** | Extra Professional Development to Improve the Instructional Program | Provide additional professional development and coaching in curricular areas, instructional methods, Kagan, and new teacher induction, and the expertise of outside consultants and coaches. This action is ongoing work related to technical assistance (Differentiated Assistance) due to the low English Language Arts scores of our students with disabilities. | $243,693.00 | Yes |
| **2.2** | Professional Development to Improve the EL Program | Provide additional professional development and coaching in the language acquisition program specific to English learners including training on Long Term English Learners (LTELs) and how to prevent students from reaching that group. Leverage the expertise and resources of external consultants and coaches.. This action incorporates our technical assistance due to our low English Learner Math Scores. Promote alignment and shared understanding of ELD standards, available resources, ELPAC testing procedures, and the reclassification process. | $175,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Create a school climate so that all students attend regularly, are engaged in their education, and feel supported academically, socially, and emotionally throughout the year | 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.

Our educational partners have identified that to achieve improved student achievement and learning, schools must provide a safe, welcoming environment with a positive school climate and social-emotional support for all students. Educational partner feedback, attendance data, and student needs discussions reinforced the importance of strengthening PBIS implementation, counseling supports, family outreach, and attendance intervention systems. The district refined action language to better reflect the expanded focus on student engagement, behavioral support, and chronic absenteeism prevention efforts.

2025-26 Update:
Based on 2024–25 data and educational partner input, Goal 3 remains a priority to improve student attendance, engagement, and school climate. District data shows improvement in chronic absenteeism; however, attendance continues to be an area of need for specific student groups. Educational partner feedback emphasized the importance of strong relationships, positive school environments, and meaningful engagement opportunities to support student connection to school. Students highlighted the importance of feeling supported, having engaging activities, and building positive relationships with teachers. As a result, the district will continue to strengthen attendance supports, student engagement, and school connectedness to improve overall student outcomes.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Chronic absenteeism for students with Disabilities<br>Data Source: CA Dashboard | 2022-2023<br><br>41.9% increased 0.7% (red) | Removed Metric | N/A | 2026-2027 Target<br><br>9% (growth 3% per year) | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | School attendance rates<br>Data Source: Aeries<br>Data Source Updated: Parsec | 2022-2023<br><br>Attendance Rate-93.6%<br><br>*Correction: Updated to 93.4% (4/2026) based on revised data validation | 2023-2024<br><br>Attendance Rate-94.2% | 2024-2025<br><br>Attendance Rate-94.5% | 2026-2027 Target<br><br>Attendance Rate-95.4% or greater (growth of 0.5%) | 2024-2025<br><br>Attendance Rate-94.5% (improved .9%) |
| 3.3 | Chronic absenteeism rates<br>Data Source: CA Dashboard | 2022-2023<br><br>All Students -20.6% chronically absent<br><br>English Learners: -17.3% chronically absent<br><br>Hispanic: -19.4% chronically absent<br><br>Socioeconomically Disadvantaged: -20.6% chronically absent<br><br>White: -35.2% chronically absent<br><br>(Added to Baseline): Students with Disabilities: -41.9% chronically absent | 2023-2024<br><br>All Students -16.3% chronically absent<br><br>English Learners: -12.8% chronically absent<br><br>Hispanic: -15.5% chronically absent<br><br>Socioeconomically Disadvantaged: -16.4% chronically absent<br><br>White: -21.2% chronically absent<br><br>Students with Disabilities: -28.1% chronically absent | 2024-2025<br><br>All Students -13.9% chronically absent<br><br>English Learners: -4.6% chronically absent<br><br>Hispanic: -12% chronically absent<br><br>Socioeconomically Disadvantaged: -14.2% chronically absent<br><br>White: -32.8% chronically absent<br><br>Students with Disabilities: -27.5% chronically absent | 2026-2027 Target<br><br>All Students: 16.1% chronically absent (growth 1.5% per year)<br><br>English Learners: 15.7% chronically absent (growth 0.5% per year)<br><br>Hispanic: 14.9% chronically absent (growth 1.5% per year)<br><br>Socioeconomically Disadvantaged: -16.1% chronically absent (growth 1.5% per year)<br><br>White: | 2024-2025<br><br>All Students -13.9% chronically absent (improved 6.7%)<br><br>English Learners: -4.6% chronically absent (improved 12.7%)<br><br>Hispanic: -12% chronically absent (improved 7.4%)<br><br>Socioeconomically Disadvantaged: -14.2% chronically absent (improved 6.4%)<br><br>White: -32.8% chronically absent (improved 2.4%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | -26.2% chronically absent<br>(growth 3% per year)<br><br>Students with Disabilities<br>32.9% chronically absent<br>(growth 3% per year) | Students with Disabilities:<br>-27.5% chronically absent<br>(improved14.4%) |
| 3.4 | Middle school dropout rates<br>Data Source: Aeries | 2022-2023<br><br>Middle school drop-out rate was 0 | 2023-2024<br><br>Middle school drop-out rate was 0 | 2024-2025<br><br>Middle school drop-out rate was 0 | 2026-2027 Target<br><br>Middle school drop out rate will remain below 1%. | 2024-2025<br><br>Middle school drop-out rate was 0<br>(maintained) |
| 3.5 | Pupil suspension rates<br>Data Source: CA Dashboard | *2022-23<br><br>7.1% suspended at least one day<br><br>*Correction: Updated to 4.5% (4/2026)<br>based on revised data validation | 2023-2024<br><br>4.5% suspended at least one day<br><br>*Correction: Updated to 3.7% (4/2026)<br>based on revised data validation | 2024-2025<br><br>4.4% suspended at least one day | 2026-2027 Target<br><br>4.0% or less suspended at least one day | 2024-2025<br><br>4.4% suspended at least one day<br>(improved 0.1%) |
| 3.6 | Pupil expulsion rates<br>Data Source: CA Dashboard | *2022-23<br><br>0.0% expulsion rate | 2023-2024<br><br>0.0% expulsion rate | 2024-2025<br><br>0.0% expulsion rate | 2026-2027 Target<br><br><1% Expulsion rate | 2024-2025<br><br>0.0% expulsion rate<br>(maintained) |
| 3.7 | School facilities in good repair<br>Data Source: Internal System-School Dude | 2023-2024 | Metric Removed | N/A | 2026-2027 Target<br><br>General maintenance work | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 85.4% of work orders submitted for the year had been completed | | | orders will be at least 90.0% complete for the school year (1.5 % growth per year) | |
| 3.8 | Sense of safety<br>Data Source: Annual Needs Assessment | 2023-2024<br><br>81% reported that they or their child feels safe at school. | Metric Removed | N/A | 2026-2027 Target<br><br>Students and Families will respond with at least a 87% positive rate. (2% growth per year) | N/A |
| 3.9 | School Engagement and Connectedness<br>Data Source: Annual Needs Assessment | 2023-2024<br><br>82.1% reported that they or their child feels engaged in the learning process at school | Metric Removed | N/A | 2026-2027 Target<br><br>Students and Families will respond with at least an 88.2% positive rate. (2% growth per year) | N/A |
| 3.10 | Parent Input about school, including programs for English Learners, Foster, Homeless, Socio-economically Disadvantaged and Students with Disabilities<br>Data Source: Annual Needs Assessment | 2023-2024<br><br>Average of 72.7% survey reported that the school sought parent input, including programs for low-income, foster, homeless, English learners, and special education. | Metric Removed | N/A | 2026-2027 Target<br><br>75.7% survey responses (growth of 1% per year) | N/A |
| 3.11 | Sense of Safety and Connectedness | 2024-2025<br><br>72% reported students feel safe and cared | 2024-2025<br><br>72% reported students feel safe | 2024-2025<br><br>78% combined measure of | 2026-2027 Target<br><br>76% (2% growth per year) | 2024-2025<br><br>78% combined measure of |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Data Source: Annual Needs Assessment using ParsecReal | about at school (survey #1: questions 1-3) | and cared about at school (survey #1: questions 1-3) | student-reported connectedness and engagement based on multiple survey indicators (survey questions 4 and 5) | | student-reported connectedness and engagement (improved 6%) |
| 3.12 | Engagement Opportunities<br>Data Source: Annual Needs Assessment using ParsecReal | *2023-2024<br><br>74% reported that students have enriching opportunities designed to support meaningful engagement (survey #1: question 4, survey #2: question 2) | *2023-2024<br><br>74% reported that students have enriching opportunities designed to support meaningful engagement (survey #1: question 4, survey #2: question 2) | 2024-2025<br><br>79% reported that students have enriching opportunities designed to support meaningful engagement (survey question 2) | 2026-2027 Target<br><br>78% (2% growth per year) | 2024-2025<br><br>79% combined measure of student-reported connectedness and engagement (improved 5%) |
| 3.13 | School facilities in good repair (source: School FIT Report) | 2023-2024<br><br>Overall rating of good on the FIT Report. | 2023-2024<br><br>Overall rating of good on the FIT Report. | 2024-2025<br><br>Overall rating of good on the FIT Report. | 2026-2027 Target<br><br>School will maintain an overall score of good or exemplary. | 2024-2025<br><br>Overall rating of good on the FIT Report. (maintained) |

# 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.

The district substantially implemented Actions 3.1, 3.2, and 3.3 as planned during the 2025–26 school year. There were no substantive differences between the actions as written and the actions implemented. However, some planned activities within the actions were modified, delayed, or scaled based on staffing capacity, scheduling constraints, and increased costs.

To improve attendance (Action 3.1), the district implemented targeted strategies, including attendance monitoring by subgroup, family outreach, attendance incentives, Community Schools supports, and collaboration with the Tulare County Office of Education. A particular

success was the continued reduction in chronic absenteeism among several student groups through increased monitoring and family engagement efforts.

To strengthen school climate and student engagement (Action 3.2), the district implemented character education, PBIS practices, Sandy Hook Promise programming, student recognition systems, assemblies, and activities designed to strengthen student connection and belonging. While implementation occurred as planned, opportunities for additional student events and recognition activities were occasionally limited by staffing availability and scheduling considerations.

To maintain safe and supportive learning environments (Action 3.3), the district continued facility maintenance and improvement efforts, supported safe and clean campuses, and promoted trauma-informed and student-centered practices. Some planned facility improvements were delayed or adjusted due to increased costs and competing facility priorities; however, core safety and maintenance activities were completed.

The district will continue refining implementation by strengthening consistency across classrooms, expanding tiered student supports, and improving progress-monitoring systems to better address attendance, engagement, and school climate outcomes.

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

Action 3.3- increased by approximately 20% due to due to new roof for the TK building.

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

Overall, the actions implemented under Goal 3 were effective in improving attendance, engagement, and school climate, although some outcomes varied across student groups.

Action 3.1 was effective as measured by Metrics 3.2 and 3.3. School attendance rates increased from 93.6% to 94.5%, while chronic absenteeism improved from 20.6% to 13.9%. Significant improvements were observed among English Learners (17.3% to 4.6%), Students with Disabilities (41.9% to 27.5%), Hispanic students (19.4% to 12.0%), and socioeconomically disadvantaged students (20.6% to 14.2%). Attendance monitoring, family outreach, Community Schools supports, and attendance interventions contributed to these positive outcomes. However, chronic absenteeism among White students remained high at 32.8%, indicating a continued need for targeted support.

Action 3.2 was partially effective as measured by Metrics 3.2, 3.3, 3.4, 3.5, 3.6, 3.11, and 3.12. Attendance improved, chronic absenteeism decreased, the middle school dropout rate remained at 0%, and expulsions remained at 0%. Student connectedness and engagement increased from 72% to 78% (Metric 3.11), and meaningful engagement opportunities increased from 74% to 79% (Metric 3.12). PBIS, student recognition systems, character education activities, and engagement opportunities contributed to these positive results. However, suspension rates improved only slightly from 4.5% to 4.4%, indicating a need for additional behavioral supports and intervention strategies.

Action 3.3 was effective as measured by Metrics 3.3, 3.5, 3.6, 3.11, 3.12, and 3.13. The district maintained a 0% expulsion rate and an overall rating of Good on the Facility Inspection Tool (FIT) Report. Student survey data reflected improved connectedness, engagement, and

perceptions of school climate. Facility maintenance efforts, safe school practices, and trauma-informed approaches contributed to maintaining a safe and supportive learning environment. While overall results were positive, suspension rates and engagement outcomes among certain student groups remain areas for continued improvement.

Given that this is Year 2 of the LCAP cycle, the district will continue to refine attendance supports, strengthen student engagement efforts, and expand tiered behavioral interventions, particularly for student groups demonstrating persistent attendance and suspension challenges.

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.

*Baseline data (including dates) were corrected based on updated data validation to ensure accuracy and alignment with reported results.

Minor revisions were made to select baseline metrics, including Metric 3.5, based on updated data validation to ensure accuracy and alignment with reported results. These revisions did not result in changes to the actions, services, or overall implementation of Goal 3, and are reflected to provide more accurate baseline data for measuring progress.

Metric 3.2 was updated using Parsec, a data platform, as the source.

Action 3.3 was revised to reflect the district's eligibility for Differentiated Assistance based on suspension rates for White students. Additional language was added to clarify the district's commitment to investigating root causes, analyzing data, and strengthening tiered systems of support to reduce suspensions and improve outcomes for this student group.

**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** | Improve chronic absenteeism rates (targeting students with disabilities) | We will work on these steps of this action: identify and track subgroups, collaborate with Tulare County Office of Education, targeted intervention support, engage families and communities, professional development, implement and monitor Strategies, attendance incentives, and evaluate and report progress. This Action addresses the 2023 Dashboard Red color performance result for Students with Disabilities in the area of Chronic Absenteeism. We will strengthen supports with our school counselors and family engagement by incorporating our partnership with the Community Schools Grant. | $22,313.50 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.2** | Provide Character Education Programs and Student Incentives for Student Well-being | Strengthen and expand efforts to support anti-bullying and character development by integrating core principles from programs such as Positive Behavioral Interventions and Supports (PBIS), The Leader in Me (LIM), Capturing Kids' Hearts (CKH), and Sandy Hook Promise (SHP). These initiatives will be embedded into campus culture, focusing on long-term sustainability. In response to staff feedback, the district will continue identifying and implementing foundational elements that promote a positive school climate. A tiered support system will be further developed to meet diverse student needs. Student recognition will include incentives for academic achievement, positive behavior, attendance, athletic accomplishments, and participation in assemblies and field trips." | $13,691.00 | Yes |
| **3.3** | Maintain and improve the learning environment, safety, and facility accessibility | Increase and maintain cleaning/grounds staff, update furniture, and improve the facility for learning and safety. Teachers will implement evidence-based instructional practices that promote student engagement and foster a safe, supportive classroom environment. Practices such as direct instruction on appropriate treatment of facilities, behavior interventions, active learning techniques, and trauma-informed practices. Progress will be measured through student feedback on Annual Needs Survey. We will also look at reduced behavioral incidents and student participation in extra-curricular events. Due to the district's Differentiated Assistance eligibility related to suspension rates for White students, the district will utilize the 2026–27 school year to further investigate contributing factors impacting this student group and strengthen tiered systems of support, behavioral interventions, and prevention strategies aimed at reducing suspensions and improving student outcomes. | $383,643.70 | Yes |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$2,981,446 | $382,677 |

**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 |
|---|---|---|---|
| 39.709% | 7.249% | $533,532.94 | 46.958% |

**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 |
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| **1.1** | **Action:**<br>Maintain Additional Staff to Support Student Achievement<br><br>**Need:**<br>District-wide, students were -50.6 DFS in ELA and -88.2 DFS in MATH. Maintaining additional staff to support student achievement will directly contribute to our district's goals in English Language Arts (ELA) and English Learner (EL) proficiency by providing targeted | Although this action is primarily focused on meeting the needs of unduplicated pupils, it will be implemented district-wide to benefit all students, as many other students demonstrate similar needs.<br><br>Additional staff, such as reading specialists, instructional aides, and EL support teachers, can focus on unduplicated students who are struggling in ELA, offering small group instruction and one-on-one tutoring tailored to their needs. This | 1.1 CAASPP-ELA Growth<br>1.2 CAASPP-Math Growth<br>1.13 Students' STAR Proficiency in Reading<br>1.14 Students' STAR Proficiency in Math |

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| | interventions, individualized support, and specialized instruction. Educational partners have identified that academic achievement is the number one goal for our students. Additionally, the desire is to maintain the same staff due to the research that shows high rates of teacher turnover harms student achievement<br><br>ELA Performance Results:<br><br>All Students<br>-50.6 points below standard<br><br>Hispanic<br>-50.2 points below standard<br>(orange color)<br><br>English Learners<br>-63.7 points below standard<br>(orange color)<br><br>Socio-Economically Disadvantaged<br>-51.6 points below standard<br>(orange color)<br><br>Students with Disabilities<br>-132.6 points below standard<br>(red color)<br><br>Math Performance Results:<br><br>All Students<br>-88.2 points below standard | personalized approach allows students to receive more attention, particularly in areas like reading comprehension, writing skills, and vocabulary development.<br><br>For English Learners, having additional staff ensures that these students receive focused instruction aligned with their language development needs, accelerating their progress toward English proficiency. Specialized support staff can implement evidence-based strategies, such as scaffolding lessons and providing sheltered instruction, to make academic content more accessible while helping EL students build their language skills. | |

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| | Hispanic-88.1 points below standard<br>(yellow color)<br><br>English Learners<br>-97.8 points below standard<br>(red color)<br><br>Socio-Economically Disadvantaged<br>-89.9 points below standard<br>(yellow color)<br><br>Students with Disabilities<br>-151 points below standard<br>(orange color)<br><br>**Scope:**<br>LEA-wide | | |
| **1.3** | **Action:**<br>Improve/Increase Enrichment Opportunities<br><br>**Need:**<br>Our educational partners have identified that it is important to them that our students have multiple opportunities for enrichment programs, after-school activities, and field trips. With only 32.5% of Strathmore students participating in extra-curricular activities, we theorize that the majority of our unduplicated students are not participating. Enrichment programs have a directed correlation to student academic achievement.<br>ELA Performance Results:<br><br>All Students<br>-50.6 points below standard | Though our district seeks to provide equitable access to enriching activities for all students, promoting development and enhancing their educational experiences, our primary focus remains on our unduplicated pupils, such as foster youth, multilingual learners, and socio-economically disadvantaged students. These enrichment opportunities will encourage inclusivity while seeking a positive holistic educational program.<br><br>Students who participate in extracurricular activities tend to show academic success and feel more connected to the schools. These extracurriculars are offered to all students, as providing equitable opportunities to benefit all is core to the educational program, however, we will | 1.12 Enrichment Opportunities |

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| | Hispanic<br>-50.2 points below standard<br>(orange color)<br><br>English Learners<br>-63.7 points below standard<br>(orange color)<br><br>Socio-Economically Disadvantaged<br>-51.6 points below standard<br>(orange color)<br><br>Students with Disabilities<br>-132.6 points below standard<br>(red color)<br><br>Math Performance Results:<br><br>All Students<br>-88.2 points below standard<br><br>Hispanic-88.1 points below standard<br>(yellow color)<br><br>English Learners<br>-97.8 points below standard<br>(red color)<br><br>Socio-Economically Disadvantaged<br>-89.9 points below standard<br>(yellow color)<br><br>Students with Disabilities<br>-151 points below standard | target and encourage our students who are English Learners, low-income, foster, or homeless. Our parenting partners and ELAC/DELAC opportunities will ensure that parents are aware of the opportunities. | |

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| | (orange color)<br><br>**Scope:**<br>LEA-wide | | |
| **1.4** | **Action:**<br>Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level.<br><br>**Need:**<br>The need for an LCAP action supporting targeted reading intervention for students in grades TK-3 is critical, especially in light of the fact that nearly half (47%) of our third-grade students were reading below grade level by the end of the 2023-2024 school year. This statistic highlights a significant achievement gap that, if not addressed early, could impact students' future academic success, particularly in English Language Arts (ELA) and across all subjects as reading is foundational to learning. 96% of Strathmore Elementary students are socio-economically disadvantaged and nearly 46% are English Learners.<br><br>**Scope:**<br>LEA-wide | In recognizing the needs of unduplicated pupils, it is evident that other students outside this group also share similar needs for these services. As a result, while the primary focus is on supporting unduplicated pupils, the actions implemented will naturally benefit a wider range of students, fostering equity and promoting success throughout the entire student body.<br><br>Key reasons why this is critical for our all, but especially for our unduplicated students.<br><br>1. Early Literacy as a Predictor of Future Success: Research consistently shows that students who are not reading proficiently by the end of third grade are more likely to struggle academically in the later grades, have lower graduation rates, and face future challenges in both college and career readiness. Addressing literacy early on, in the critical TK-3 window, provides students with the foundational skills they need to succeed in the future.<br><br>2. Closing Achievement Gaps: The fact that 47% of our third graders are reading below grade level signals a need for immediate intervention to prevent the achievement gap from widening. Students who do not receive the necessary support early on will continue to fall behind their peers, exacerbating disparities in educational outcomes, especially among socioeconomically | 1.5 Exiting 3rd Graders reading at or above grade level<br>1.13 Renaissance English Arts Proficiency |

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| | | disadvantaged students, English Learners, foster youth, and students with disabilities.<br><br>3. Individualized Support for Diverse Learners: Providing support services such as reading specialists, intervention programs, and instructional aides ensures that students receive targeted, individualized instruction based on their unique needs. This is especially important for students who require more intensive support, such as English Learners and those from disadvantaged backgrounds, who may face additional barriers to literacy development.<br><br>4. Preventing Future Remediation Costs: Investing in early intervention can reduce the need for costly remediation services in the upper grades. Students who receive focused support in the early years are less likely to require extensive interventions later in their academic journey, thus saving both time and resources for the district while promoting better outcomes for students.<br><br>5. Building Confidence and Motivation: Early literacy success contributes to students' confidence and motivation in school. When students can read at or above grade level, they are more likely to actively engage in classroom activities, participate in discussions, and develop a positive attitude toward learning. For young learners, this sense of achievement is vital for building a lifelong love for reading and education.<br><br>By providing targeted literacy support, we can help students build strong reading foundations, close achievement gaps, and set them up for long-term | |

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| | | success, ensuring that no student is left behind during these pivotal years. | |
| **1.5** | **Action:**<br>Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores.<br><br>**Need:**<br>This action targets our low income and EL students with disabilities to help them improve their ELA scores and Math Scores. 96% of our SWD also qualify as unduplicated due to either being identified as low-income or English learners. This action is principally directed at SWD based on their needs as low-income and/or English Learners, as Dashboard performance in ELA and Math indicates an achievement gap in these two areas. English Learners were 63.7 points below standard in ELA on the 2023 Dashboard, and the low-income performance result was 51.6 points below standard. In Math, English learners performed at 97.8 points below standard and the low-income group was 89.9 points below standard. Students with Disabilities were RED in ELA on the 2023 School Dashboard.<br><br>**Scope:**<br>LEA-wide | Since many more students other than unduplicated pupils exhibited very similar achievement gaps and the All Students group distance from standard in ELA and Math was similar to the performance of Unduplicated students, the action will be implemented LEA-wide.<br><br>This action targets our students with disabilities to help them improve their ELA scores and Math Scores. 96% of our SWD also qualify as unduplicated due to either being identified as low-income or English learners. This action is principally directed at SWD based on their needs as low-income and/or English Learners, as Dashboard performance in ELA and Math indicates an achievement gap in these two areas. English Learners were 63.7 points below standard in ELA on the 2023 Dashboard, and the low-income performance result was 51.6 points below standard. In Math, English learners performed at 97.8 points below standard and the low-income group was 89.9 points below standard.<br><br>Addressing significant learning gaps: the 10-point drop and very low performance indicate that the students with disabilities do not meet grade-level ELA expectations and are falling further behind their peers. Without targeted support, this gap will continue to widen. Additionally, we must meet compliance with IDEA and state accountability measures which mandate that students with | 1.1 CAASPP-ELA Growth<br>1.13 Renaissance English Language Arts Proficiency |

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| | | disabilities have access to a free and appropriate public education (FAPE) and that they receive the necessary support and services to achieve academic success. Failure to improve ELA outcomes for SWD can lead to increased scrutiny and intervention from the state. Students with disabilities often require specialized instruction that is tailored to their individual learning needs, whether through modifications, accommodations, or alternative teaching strategies. Knowing that 96% of these students also qualify as unduplicated due to being identified as low-income or English learners, they have an extra layer of needs. Providing additional support services such as special education teachers, instructional aides, speech and language therapists, and reading interventionists, will enable us to better meet the diverse needs.<br><br>This action focuses on providing supplemental support for students with disabilities and helps promote an inclusive learning environment where all students can succeed. Specialized support not only helps improve ELA outcomes for SWD and unduplicated students, but also contributes to a culture of equity, where students are provided with the resources and opportunities they need to thrive academically, socially, and emotionally. By integrating wraparound services, such as counseling and behavioral interventions, alongside academic support, we can create a holistic approach to addressing the needs of our SWD. Poor ELA performance at an early age can lead to struggles in other academic areas, lower high school graduation rates, and reduced post-secondary education and career opportunities. By | |

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| | | investing in targeted support now, we can ensure that students with disabilities have the skills and confidence needed to succeed in both academics and life after school.<br><br>Regular assessments, progress monitoring, and collaboration between general education and special education staff will ensure that students receive timely, targeted interventions that are responsive to their needs. This approach allows for adjustments to instructional strategies and services based on ongoing data, maximizing the effectiveness of support efforts. | |
| **2.1** | **Action:**<br>Extra Professional Development to Improve the Instructional Program<br><br>**Need:**<br>The number one priority of our educational partners for State Priority 2 is that professional development for subjects is being taught. Professional development enhances our instructional program by providing teachers and staff with the foundational knowledge, strategies, and tools to improve student learning outcomes. Effective professional development promotes ongoing growth in evidenced-based teaching practices, encourages classroom innovation, and ensures instruction aligns with current educational research and standards.<br><br>When looking at the California Dashboard, an area of concern is our English Learners' academic performance in English Language Arts. They have declined 6.7%. The Hispanic | Professional development is a key driver for improving our instructional program, particularly for our English Learners (ELs), Low-Income students, and Foster/Homeless youth, who often face unique challenges in the learning environment. By providing targeted training and continuous learning opportunities for teachers and staff, we can ensure that educators are equipped with the tools, strategies, and cultural awareness needed to support these student groups effectively. These will occur in the classrooms, and therefore, it will have an impact on all students. Thus, the Action will be implemented on an LEA-wide basis.<br><br>Professional development can train educators in culturally responsive teaching practices that foster an inclusive and equitable classroom environment. By understanding the diverse cultural backgrounds of English Learners, Low-Income, and Foster/Homeless students, teachers can adapt their instruction to make lessons more relevant and accessible. Training on strategies specifically designed for English Learners ensures that | 1.1 CAASPP ELA perfomance<br>1.2 CAASPP Math performance<br>1.13 STAR Reading<br>1.14 STAR Math |

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| | learners also dropped, but only 1.2%. Our socio-economically disadvantaged students maintained with a minuscule drop of 0.1%. In Math, Hispanics and our socio-economically disadvantaged students improved. There was only a slight drop of .8% of our EL learners.<br><br>ELA Performance Results:<br><br>All Students<br>-50.6 points below standard<br><br>Hispanic<br>-50.2 points below standard<br>(orange color)<br><br>English Learners<br>-63.7 points below standard<br>(orange color)<br><br>Socio-Economically Disadvantaged<br>-51.6 points below standard<br>(orange color)<br><br>Students with Disabilities<br>-132.6 points below standard<br>(red color)<br><br>Math Performance Results:<br><br>All Students<br>-88.2 points below standard<br><br>Hispanic-88.1 points below standard<br>(yellow color) | teachers are well-prepared to help students develop both language and academic skills. Professional development in English Language Development (ELD) and scaffolding techniques equip educators with tools to support language acquisition while teaching grade-level content. This tailored instruction can bridge the language gap and improve overall academic achievement for ELs.<br><br>Many Foster and Homeless students experience trauma or instability, which can affect their ability to focus and engage in school. Professional development in trauma-informed practices helps teachers and staff recognize the signs of trauma and respond with compassion and appropriate interventions. Training in creating safe, supportive classroom environments and integrating social-emotional learning (SEL) can help these students feel secure and more able to engage with the curriculum.<br><br>Ongoing professional development in data analysis empowers teachers to identify achievement gaps and respond with targeted interventions. By examining data on attendance, performance, and engagement, teachers can identify trends and implement evidence-based practices that address the specific needs of English Learners, Low-Income, and Foster/Homeless students. Professional development in data use helps educators make informed decisions that directly impact student success. | |

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| | English Learners<br>-97.8 points below standard<br>(red color)<br><br>Socio-Economically Disadvantaged<br>-89.9 points below standard<br>(yellow color)<br><br>Students with Disabilities<br>-151 points below standard<br>(orange color)<br><br>**Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Professional Development to Improve the EL Program<br><br>**Need:**<br><br>**Scope:**<br>LEA-wide | | |
| **3.2** | **Action:**<br>Provide Character Education Programs and Student Incentives for Student Well-being<br><br>**Need:**<br>According to the California Dashboard, our data shows positive progress in reducing both chronic absenteeism and suspensions. In the area of suspensions, English Learners, | Providing character education programs and student incentives for well-being is essential for all students, as these initiatives foster a positive school culture, enhance social-emotional learning, and promote responsible citizenship. Prioritizing the needs of unduplicated pupils—such as foster youth, English Learners, and socio-economically disadvantaged students—is particularly important, as they often face unique challenges that impact | 3.2 School attendance rates<br>3.3 Chronic absenteeism rates<br>3.4 Middle school dropout rates<br>3.5 Pupil suspension rates<br>3.6 Pupil expulsion rates |

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| | Hispanic students, and socio-economically disadvantaged students all experienced a decline of over 2%. However, despite these improvements, 17 English Learner students, 30 Hispanic students, and 34 socio-economically disadvantaged students were still suspended. We are committed to continuing efforts to further reduce these numbers.<br><br>In terms of chronic absenteeism, Hispanic and socio-economically disadvantaged students saw a decline of more than 11%, while English Learners showed a reduction of 6.9%. Despite this progress, 65 English Learner students, 131 Hispanic students, and 145 socio-economically disadvantaged students remain chronically absent. Our goal is to identify barriers and sustain the positive trend to lower these figures further.<br><br>Beyond the fact that our educational partners identified positive cultural programs including bullying prevention as one of their highest priorities, research shows that character education programs, student incentives, and effective bullying prevention initiatives can significantly improve students' well-being, particularly for English Learners (ELs), Foster Youth, Homeless, and Low-Income students, who often face additional challenges both inside and outside of school. These programs foster a positive school culture, promote emotional safety, and provide a supportive environment where all students can thrive academically and socially. | their emotional and social development. By focusing on the well-being of all students while addressing the specific needs of unduplicated pupils, the district can cultivate an inclusive environment that promotes both individual and collective success, leading to improved academic outcomes and essential lifelong skills. Thus, this action is implemented on an LEA-wide basis.<br><br>All student groups have been identified as having high chronic absenteeism rates so have been included in the action.<br><br>For students from vulnerable groups, such as unduplicated students, character-building programs promote inclusion and create a sense of belonging in the school community. Character education and anti-bullying programs can specifically address issues related to cultural differences and language barriers that English Learners often face. By promoting values of respect and understanding, these programs help prevent discrimination based on language or cultural background. This can significantly reduce feelings of isolation and alienation, which are often more pronounced among disadvantaged students, discouraging absenteeism.<br><br>For many students, school may be one of the few places where they receive consistent emotional support. Character education programs, combined with student incentives, can enhance their sense of self-worth and emotional well-being by acknowledging their efforts, progress, and positive behavior. Recognizing students for demonstrating kindness, perseverance, or leadership can | 3.11 Sense of Safety and Connectedness<br>3.12 Engagement Opportunities |

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| | **Scope:**<br>LEA-wide | motivate them to stay engaged in school, boost their self-confidence, and give them a sense of purpose and accomplishment. This is particularly important for students facing external challenges who may otherwise feel overlooked or undervalued. | |
| **3.3** | **Action:**<br>Maintain and improve the learning environment, safety, and facility accessibility<br><br>**Need:**<br>Our local needs assessment survey, conducted with staff, students, and families, reveals that 72.2% of respondents believe the school has a positive environment, 81% feel safe at school, and 55% think the school has an effective anti-bullying policy. While we do not have specific demographic data for these responses due to the anonymity of the survey, it is noteworthy that 95% of our students are identified as unduplicated. Given this information, it is critical to enhance students' sense of safety and engagement, as these factors are foundational for effective learning. We can infer that these survey responses may correlate with our average of 20% chronic absenteeism among unduplicated students and our suspension rate of 4.5%.<br><br>**Scope:**<br>LEA-wide | Maintaining and improving the learning environment, safety, and facility accessibility is essential for all students, as a positive and secure school atmosphere enhances academic engagement and overall well-being. While these improvements benefit the entire student population, prioritizing the needs of unduplicated pupils—such as foster youth, English Learners, and socio-economically disadvantaged students—is crucial, as they often face additional challenges. By ensuring safe and accessible facilities, schools can provide equitable educational opportunities, fostering inclusivity and supporting the success of all students. This approach ultimately promotes both academic achievement and personal growth for the entire school community.<br><br>Here is how we can specifically address some of the specific needs that our unduplicated may face:<br><br>English Learners (ELs): ELs may face language barriers and cultural differences that can impact their sense of belonging and engagement. Improving safety and engagement ensures that ELs feel welcome and supported in their learning environment. Providing culturally responsive teaching and engaging, language-appropriate activities can enhance their academic participation and success. | 3.3 Chronic Absenteeism Rate<br>3.5 Suspension Rate<br>3.6 Expulsion Rate<br>3.11 Sense of Safety and Connectedness<br>3.12 Engagement Opportunities<br>3.13 School facilities in good repair |

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| | | Foster Youth: Foster Youth often experience trauma and instability, which can affect their ability to concentrate and engage in school. A safe and supportive environment helps mitigate these effects by providing stability and consistent support. Engaging Foster Youth through mentorship programs, counseling, and individualized attention can significantly improve their academic and emotional outcomes.<br><br>Homeless Students: Homeless students may face significant challenges related to housing instability, which can affect their attendance and engagement. By ensuring that schools are safe havens and providing targeted support such as school supplies, access to basic needs, and stability in their education, we help these students remain engaged and focused on their studies.<br><br>Low-Income Students: Students from low-income backgrounds may experience stressors related to financial insecurity, which can impact their school experience. Ensuring a safe, engaging, and supportive environment helps these students overcome barriers to learning and participate more fully in their education. | |

## *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 |
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| **1.2** | **Action:**<br>Provide Support Services for EL Students to Help Improve MATH Scores.<br><br>**Need:**<br>English Learners were RED in math on the 2023 School Dashboard.<br>English Learners local STAR Assessment Data shows a similar trend of a gap of achievement, struggling especially with MATH.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | We are currently receiving technical assistance. They will be working with us as we begin our next cycle of continuous improvement focusing on this need.<br><br>Support services in math can include explicit instruction in academic language and vocabulary used in mathematical contexts. For ELs, understanding and using math-related terminology is essential not only for solving math problems but also for comprehending math word problems and instructions. By improving their mathematical language skills, ELs can better understand and engage with ELA content, particularly in areas that overlap with math literacy.<br><br>Tailored support services will integrate language development strategies into math instruction, such as using visual aids, manipulatives, and bilingual resources. This approach helps ELs grasp complex mathematical concepts while simultaneously enhancing their language proficiency. Effective math instruction that incorporates these strategies supports ELs' overall academic growth and language development, which can indirectly benefit their performance in ELA.<br><br>We will offer targeted interventions such as small group instruction, one-on-one tutoring, and additional practice opportunities can address the specific needs of EL students in math. By focusing | 1.2 CAASPP-Math Growth<br>1.3 English Learner Reclassification<br>1.4 English Learner Progress Indicator |

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| | | on their individual learning gaps, these support services help ELs build a stronger foundation in math, which can lead to improved problem-solving skills and analytical thinking, contributing to better performance in both math and ELA.<br><br>Many of the skills required for success in math, such as logical reasoning, critical thinking, and problem-solving, are transferable to other subject areas, including ELA. By improving math outcomes, students can develop these skills in a context that is directly supportive of their overall academic progress.<br><br>Here are some data that will be used to measure effectiveness:<br>Pre- and Post-Assessment Data: Compare pre- and post-intervention math assessment scores to measure improvements in EL students' math performance. This data will show whether targeted support services have led to measurable gains in math achievement.<br><br>Growth in CAASPP Math Scores: Monitor changes in CAASPP math scores for EL students over time. Improvement in these scores will indicate that the support services are effectively addressing math learning gaps and contributing to overall academic progress.<br><br>Benchmark and Formative Assessments: Utilize periodic benchmark assessments such as the FIABS or IABS to track progress | |
| **2.2** | **Action:**<br>Professional Development to Improve the EL Program | Professional development can equip teachers with advanced, evidence-based instructional strategies tailored for EL students. This includes training in | 2.3 English Learner Progress Indicator |

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| | **Need:**<br>Professional development focused on enhancing the English Learner (EL) program is essential for addressing the identified needs of low performance in the CAASPP ELA section, improving reclassification rates, and reducing the percentage of Long-Term English Learners (LTELs). Our English Reclassification rate remains below the state average. Our percentage of Long term English Learners remains above the state average.<br><br>**Scope:** | differentiated instruction, scaffolding techniques, and strategies for integrating language development into content areas. Effective training helps teachers better support EL students in acquiring academic language and mastering grade-level content, which directly addresses the need to improve ELA performance.<br><br>Training programs can increase teachers' awareness of the specific needs and challenges faced by ELs, including cultural differences, language barriers, and socio-emotional factors. By understanding these challenges, educators can adopt more empathetic and effective teaching practices that cater to the unique needs of ELs, helping to improve their academic outcomes and reclassification rates.The training will also need to include strategies specifically designed for LTELs, who often struggle with more entrenched language issues. Training in targeted interventions, such as personalized language support, advanced vocabulary development, and strategies to enhance reading comprehension, helps address the long-term language gaps that contribute to LTEL status.<br><br>Training on best practices for language acquisition, such as the use of sheltered instruction, content-based instruction, and formative assessment techniques, provides teachers with tools to effectively support EL students. This improves their ability to facilitate language development while simultaneously advancing their academic skills, leading to better ELA performance and higher reclassification rates. | 2.4 English Learner Reclassification Rate<br>2.5 Percentage of Long-term English Learners (LTEL) |

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| | | Data Collection:<br>EL Data: Track changes in ELPAC for EL students before and after the implementation of new instructional strategies. Improvements in these scores will indicate the effectiveness of professional development in enhancing teaching practices and student outcomes.<br>EL Reclassification Rates: Monitor changes in the EL reclassification rate to assess whether the professional development has contributed to more EL students meeting the criteria for reclassification. An increase in reclassification rates will signal that the training is effective in helping students achieve the required proficiency levels.<br>Long-Term English Learner (LTEL) Data: Analyze data on the percentage of LTELs to determine if the professional development has led to a reduction in the number of students who remain ELs for extended periods. Effective training should result in improved language acquisition and academic progress for LTELs.<br>Student Progress Monitoring: Use formative assessments and progress monitoring tools to evaluate the ongoing development of EL students' language and academic skills. Regular assessments will help measure whether the instructional changes are effectively supporting student growth and addressing areas of need. | |
| **3.1** | **Action:**<br>Improve chronic absenteeism rates (targeting students with disabilities)<br><br>**Need:** | To address the need to improve chronic absenteeism rates for students with disabilities, particularly those who are also English Learners or socio-economically disadvantaged, we will implement a targeted and data-driven approach. Here's how we plan to meet this need effectively. | 3.2 School attendance rates<br>3.3 Chronic absenteeism rates- |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Students with Disabilities were RED for Chronic Absenteeism. This score qualifies us for technical assistance as we work on continuous improvement with Tulare County Office of Education. 33% of our Students with Disabilities are also English Learners. We will target and collect data on this group specifically. 19% of the Students with Disabilities were also identified as Socio-economically disadvantaged.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | 1, Identify and Track Subgroups: Focus specifically on the 33% of students with disabilities who are also English Learners and the 19% who are socio-economically disadvantaged. Collect detailed data on their attendance patterns, barriers to attendance, and any correlations with academic performance or other factors.<br><br>2. Collaborate with Tulare County Office of Education:<br>Utilize Technical Assistance: Leverage the expertise and resources provided by the Tulare County Office of Education (TCOE) to develop and implement strategies for improving attendance. TCOE can offer guidance on best practices, provide support in data analysis, and assist in the creation of targeted interventions.<br><br>3. Targeted Interventions and Support:<br>Personalized Support Plans: Develop individualized attendance support plans addressing barriers for students with disabilities, especially those who are English Learners and socio-economically disadvantaged.<br><br>4. Engage Families and Communities:<br>Increase Family Engagement and Community Partnerships: Enhance communication and partnership with families to understand and address the reasons behind chronic absenteeism. Offer workshops, resources, and regular updates to help families support their children’s attendance.<br><br>5. Implement and Monitor Strategies: Attendance Incentives: Introduce attendance incentives that | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | recognize and reward improvements in attendance. Ensure these incentives are meaningful and accessible to all students, including those with disabilities and from disadvantaged backgrounds. Regular Monitoring: Continuously monitor attendance data to evaluate the effectiveness of implemented strategies. Adjust interventions based on ongoing data analysis and feedback to ensure they are effectively addressing the needs of the targeted subgroups.<br><br>6. Professional Development: Train Staff: Provide professional development for teachers and support staff on effective strategies for improving attendance among students with disabilities. Training should include best practices for engaging students, understanding the specific challenges faced by English Learners, and addressing the needs of socio-economically disadvantaged families.<br><br>7. Evaluate and Report Progress:<br>Measure Outcomes: Track changes in chronic absenteeism rates and other relevant metrics to assess the impact of interventions. Evaluate whether the targeted strategies are leading to improvements in attendance for students with disabilities.<br>Report Findings: Share progress and outcomes with educational partners, including the Tulare County Office of Education, families, and the school community. Transparency in reporting helps maintain accountability and supports ongoing efforts to improve attendance. | |

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.

Counselors, Coaches, Intervention Support, Math and Reading supports, Instructional Aides, and Custodial Support: Here are the goals and actions that we are implementing to meet the requirement to increase the number os staff who provide direct services to students at our schools due to our high percentage of 95% unduplicated pupils.

Goal 1: Through a variety of learning and enrichment activities, students will demonstrate growth towards meeting or exceeding standards in English/Language Arts (ELA) and mathematics (MATH). In addition, students who are English Learners (EL) will demonstrate progress in developing English Language Proficiency.
Action(s):
1.1 Maintain Additional Staff to Support Student Achievement (majority are unduplicated)
1.2 Provide Support Services for EL Students to Help Improve MATH Scores.
1.4 Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level (majority are unduplicated)
1.5 Provide Support Services for Students with Disabilities to Help Improve ELA Scores (majority are unduplicated)

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $7,508,246 | $2,981,446 | 39.709% | 7.249% | 46.958% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $3,586,046.00 | $609,029.50 | $0.00 | $720,007.00 | $4,915,082.50 | $3,618,829.70 | $1,296,252.80 |

| 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 | Maintain Additional Staff to Support Student Achievement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $3,408,100.70 | $38,400.00 | $2,551,258.70 | $240,390.00 | $0.00 | $654,852.00 | $3,446,500.70 | |
| 1 | 1.2 | Provide Support Services for EL Students to Help Improve MATH Scores. | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $0.00 | $293,981.60 | $100,517.60 | $148,500.00 | $0.00 | $44,964.00 | $293,981.60 | |
| 1 | 1.3 | Improve/Increase Enrichment Opportunities | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $31,496.00 | $54,763.00 | $67,546.00 | $4,213.00 | | $14,500.00 | $86,259.00 | |
| 1 | 1.4 | Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>K-3 | Ongoing | $0.00 | $175,000.00 | $175,000.00 | | | $0.00 | $175,000.00 | |
| 1 | 1.5 | Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores. | English Learners<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools | Ongoing | $0.00 | $75,000.00 | $75,000.00 | | | | $75,000.00 | |
| 1 | 1.6 | Implement Differentiation Strategies and Multi-Tiered Systems of Support through Instructional Tools, Professional Development, and Personnel | | | | | | | | | | | | | | |
| 2 | 2.1 | Extra Professional Development to Improve the Instructional Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $243,693.00 | $29,250.00 | $214,443.00 | | $0.00 | $243,693.00 | |
| 2 | 2.2 | Professional Development to Improve the EL Program | English Learners | Yes | LEA-wide | English Learners | All Schools | Ongoing | $0.00 | $175,000.00 | $175,000.00 | | | | $175,000.00 | |
| 3 | 3.1 | Improve chronic absenteeism rates (targeting students with disabilities) | English Learners<br>Low Income | Yes | Limited to Unduplicated | English Learners<br>Low Income | All Schools | Ongoing | $0.00 | $22,313.50 | $20,830.00 | $1,483.50 | | $0.00 | $22,313.50 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Student Group(s) | | | | | | | | | | | |
| 3 | 3.2 | Provide Character Education Programs and Student Incentives for Student Well-being | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $13,691.00 | $8,000.00 | | | $5,691.00 | $13,691.00 | |
| 3 | 3.3 | Maintain and improve the learning environment, safety, and facility accessibility | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $179,233.00 | $204,410.70 | $383,643.70 | | | | $383,643.70 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| $7,508,246 | $2,981,446 | 39.709% | 7.249% | 46.958% | $3,586,046.00 | 0.000% | 47.761 % | **Total:** | $3,586,046.00 |
| | | | | | | | | **LEA-wide Total:** | $3,464,698.40 |
| | | | | | | | | **Limited Total:** | $121,347.60 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Maintain Additional Staff to Support Student Achievement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,551,258.70 | |
| **1** | **1.2** | Provide Support Services for EL Students to Help Improve MATH Scores. | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $100,517.60 | |
| **1** | **1.3** | Improve/Increase Enrichment Opportunities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $67,546.00 | |
| **1** | **1.4** | Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>K-3 | $175,000.00 | |
| **1** | **1.5** | Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores. | Yes | LEA-wide | English Learners<br>Low Income | All Schools | $75,000.00 | |
| **2** | **2.1** | Extra Professional Development to Improve the Instructional Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $29,250.00 | |

| 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 | Professional Development to Improve the EL Program | Yes | LEA-wide | English Learners | All Schools | $175,000.00 | |
| 3 | 3.1 | Improve chronic absenteeism rates (targeting students with disabilities) | Yes | Limited to Unduplicated Student Group(s) | English Learners Low Income | All Schools | $20,830.00 | |
| 3 | 3.2 | Provide Character Education Programs and Student Incentives for Student Well-being | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $8,000.00 | |
| 3 | 3.3 | Maintain and improve the learning environment, safety, and facility accessibility | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $383,643.70 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $4,741,286.00 | $4,734,640.90 |

| 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** | Maintain Additional Staff to Support Student Achievement | Yes | $3,546,892.40 | $3,522,774.34 |
| **1** | **1.2** | Provide Support Services for EL Students to Help Improve MATH Scores. | Yes | $220,517.60 | $240,798.37 |
| **1** | **1.3** | Improve/Increase Enrichment Opportunities | Yes | $151,048.00 | $149,592.13 |
| **1** | **1.4** | Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level. | Yes | $125,000.00 | $113,000.00 |
| **1** | **1.5** | Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores. | Yes | $75,000.00 | $68,300 |
| **1** | **1.6** | Implement Differentiation Strategies and Multi-Tiered Systems of Support through Instructional Tools, Professional Development, and Personnel | No | $33,000 | 0 |
| **2** | **2.1** | Extra Professional Development to Improve the Instructional Program | Yes | $147,550.00 | $138,000.00 |
| **2** | **2.2** | Professional Development to Improve the EL Program | Yes | $55,000.00 | $50,979.76 |
| **3** | **3.1** | Improve chronic absenteeism rates (targeting students with disabilities) | Yes | $105,870.00 | $110,000.00 |

| 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** | Provide Character Education Programs and Student Incentives for Student Well-being | Yes | $9,000.00 | $9,805.00 |
| **3** | **3.3** | Maintain and improve the learning environment, safety, and facility accessibility | Yes | $272,408.00 | $331,391.30 |

# 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) |
|---|---|---|---|---|---|---|
| $3,033,387 | $3,726,025.00 | $3,128,057.80 | $597,967.20 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Maintain Additional Staff to Support Student Achievement | Yes | $2,709,131.40 | $2,388,872.32 | | |
| 1 | 1.2 | Provide Support Services for EL Students to Help Improve MATH Scores. | Yes | $198,517.60 | $85,897.03 | | |
| 1 | 1.3 | Improve/Increase Enrichment Opportunities | Yes | $136,548.00 | $65,062.13 | | |
| 1 | 1.4 | Provide Support Services to Students in Grades K-3 Who Are Reading Below Grade Level. | Yes | $75,000.00 | $43,821.83 | | |
| 1 | 1.5 | Provide Supplemental Support Services for Students with Disabilities to Help Improve ELA Scores. | Yes | $25,000.00 | 0 | | |
| 2 | 2.1 | Extra Professional Development to Improve the Instructional Program | Yes | $147,550 | $138,000 | | |
| 2 | 2.2 | Professional Development to Improve the EL Program | Yes | $50,000.00 | $50,979.76 | | |
| 3 | 3.1 | Improve chronic absenteeism rates (targeting students with disabilities) | Yes | $105,870.00 | $16,133.43 | | |
| 3 | 3.2 | Provide Character Education Programs and Student Incentives for Student Well-being | Yes | $6,000.00 | $7,900.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **3** | **3.3** | Maintain and improve the learning environment, safety, and facility accessibility | Yes | $272,408.00 | $331,391.30 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| $7,360,325 | $3,033,387 | 8.535 | 49.748% | $3,128,057.80 | 0.000% | 42.499% | $533,532.94 | 7.249% |

# 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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