LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bassett Unified School District

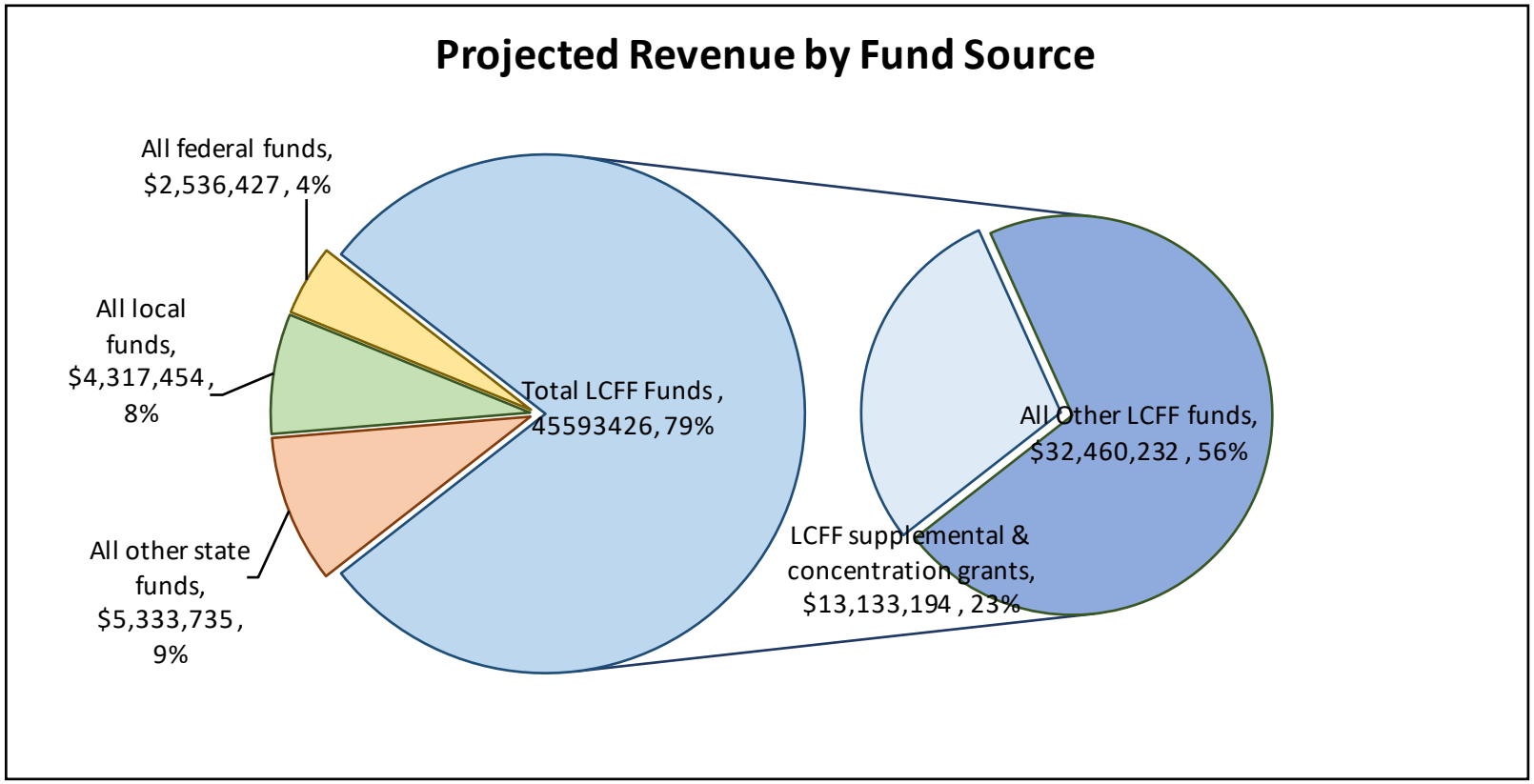
CDS Code: 19642950000000

School Year: 2026-27

LEA contact information: Martha Vital, (626) 931-3008, martha.vital@bassettusd.org

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

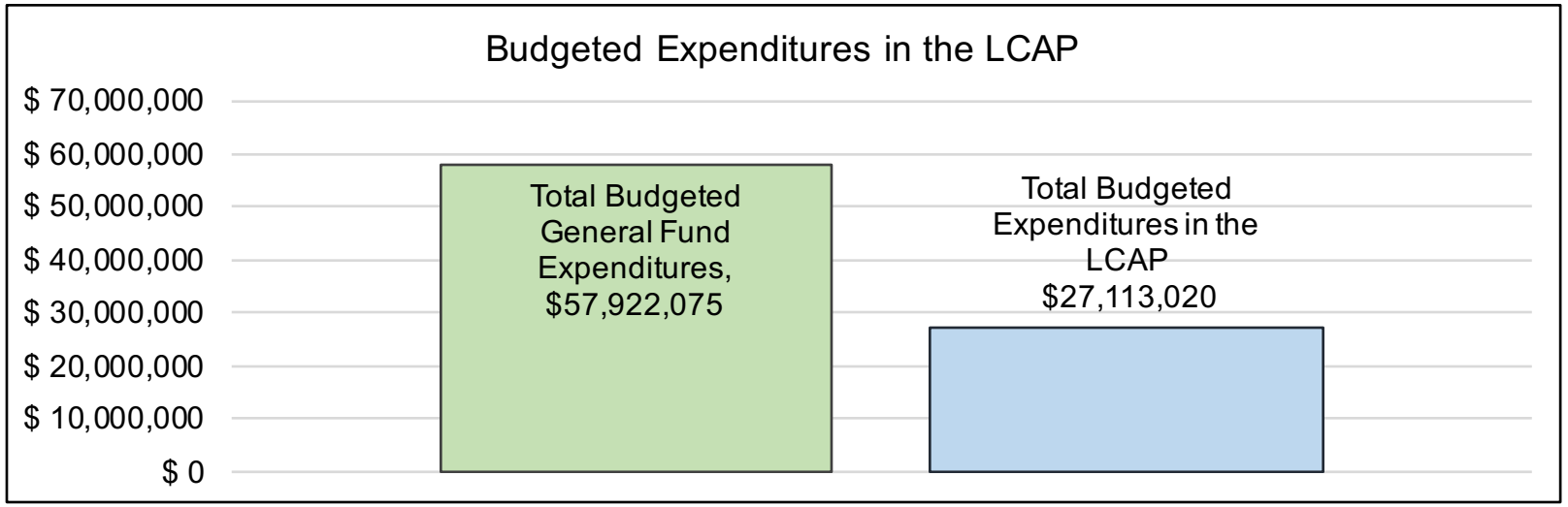


LCFF Budget Overview for Parents

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

The text description for the above chart is as follows: The total revenue projected for Bassett Unified School District is $57,781,042.00, of which $45,593,426.00 is Local Control Funding Formula (LCFF), $5,333,735.00 is other state funds, $4,317,454.00 is local funds, and $2,536,427.00 is federal funds. Of the $45,593,426.00 in LCFF Funds, $13,133,194.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Bassett Unified School District plans to spend $57,922,075.00 for the 2026-27 school year. Of that amount, $27,113,020.00 is tied to actions/services in the LCAP and $30,809,055.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

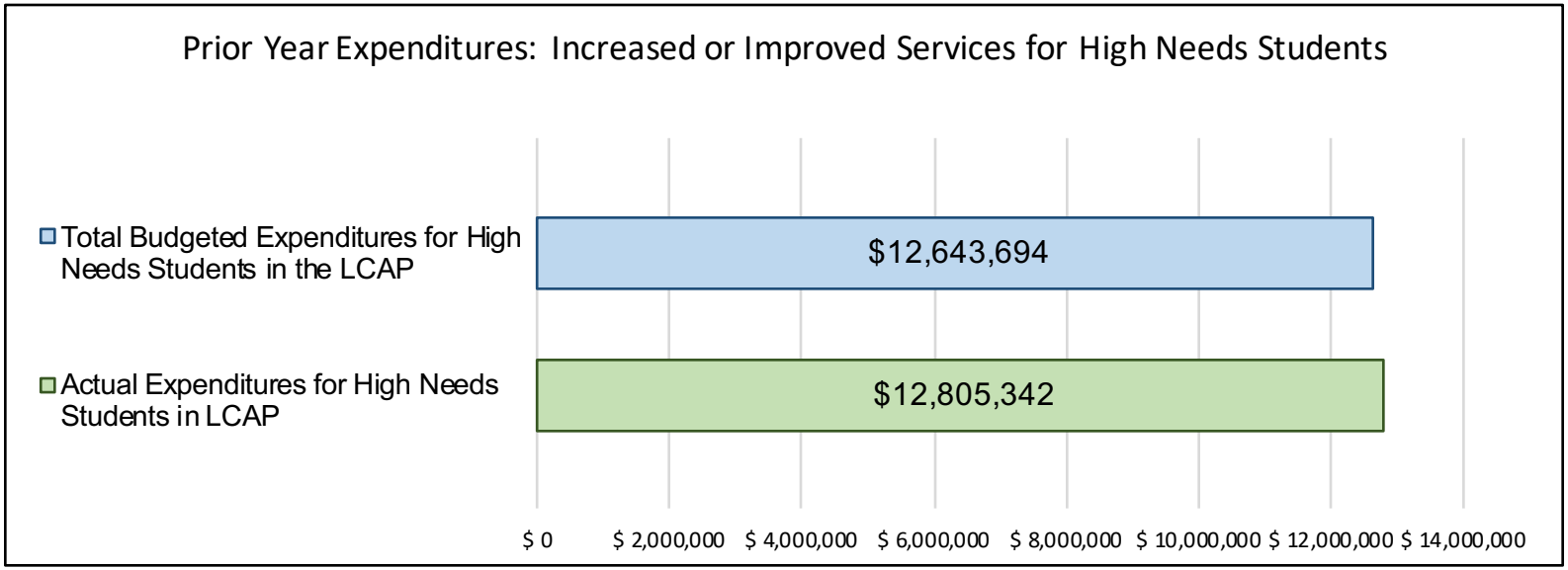
Budget expenses not included will be used for personnel cost, utilities, instructional materials, classroom supplies, travel and conference expenses, legal services, field trips/athletics transportation, technology infrastructure and replacement, software, custodial supplies and facility repairs.

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

In 2026-27, Bassett Unified School District is projecting it will receive $13,133,194.00 based on the enrollment of foster youth, English learner, and low-income students. Bassett Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bassett Unified School District plans to spend $13,148,795.00 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 Bassett Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bassett Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Bassett Unified School District's LCAP budgeted $12,643,694.00 for planned actions to increase or improve services for high needs students. Bassett Unified School District actually spent $12,805,342.00 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
Bassett Unified	Julie Harrison Interim Superintendent	julie.harrison@bassettusd.org 626 931 3000

Plan Summary 2026-2027

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.

Bassett Unified School District's first three goals in the Local Control Accountability Plan (LCAP) for 2024-2027 remain unchanged. Three broad goals focus on student learning, student well-being, and students graduating college and career ready. It is critical that students learn at the highest level, in a safe and welcoming environment, and to the degree that they are "prepared", as described by the College/Career Indicator, upon graduation. The 4th goal was an addition due to the qualification of Nueva Vista Continuation school in the Equity Multiplier program. The campus engaged around the needs for the site and developed the goal for the 26-27 school year. Nueva Vista did not qualify for Equity Multiplier this school year (25-26) and does not have outcomes in that regard.

This objective continues to be aligned to BUSD's mission to graduate College and Career Ready students.

Bassett USD is located in the City of La Puente, approximately 20 miles east of Los Angeles and serves a diverse group of students with the following vision and mission:

Vision
To be a community that prepares students for individual growth and success in life, college and career.
Mission
To meet the social, emotional, and academic needs of our student community, so they are ready to succeed and excel in college and life. We will dedicate and preserve available resources to offer equitable, engaging and rigorous learning opportunities. We will maintain safe and supportive learning environments to meet the needs of our entire student population. In this manner, we will prepare future global citizens in an expanding and diverse world of lifelong success.

The 2023-2024 Metrics and Dashboard set the LCAP development in motion and are explained below:

The 2024 Data Dashboard indicates the District's enrollment is 2,876 and that the student population is approximately 90.4% Socioeconomically Disadvantaged, 23.3% English Learners (EL), and 0.4% Foster Youth.
Student population is comprised of many ethnic backgrounds. For the 2023-24 school year, CDE DATAQUEST website reflects the following enrollment percentages:91.0% Hispanic/Latino, 5.0% Asian, 1.4% Filipino, and 1.3% African American, and less than 1.0% American Indian, Pacific Islander, White, and Two or More Races.

The 2025 Data Dashboard reports that BUSD serves students in Transitional Kindergarten through Grade 12 at 7 schools: 1 traditional high school, 1 continuation high school, 2 TK-5 schools, 2 TK-8 schools, and 1 middle school.

Bassett High School offers Early College Program/Dual Enrollment (college credit course in partnership with Mt. San Antonio College) and CTE pathways (Health Academy, Child Development, and Engineering) to all students.

Sunkist Elementary offers a Dual Immersion program and has successfully enjoyed an increase in enrollment.

Within the Bassett Unified School District, Nueva Vista Continuation High School met the criteria to receive Equity Multiplier Funds in 2024 based upon prior year non-stability rate greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. The school was not eligible for these funds in the 2025-2026 school year and again became eligible this year. Thus, the equity multiplier goal of 2024-2025 has returned in a new iteration for the 2026-2027 school year.

The Bassett Unified School District's Three-Year Strategic Plan (2024–2027) outlines a renewed commitment to student success, community engagement, and the continuous improvement of district operations. Developed collaboratively over six months by the Governing Board and Superintendent, the plan introduces a new vision and mission that emphasize academic rigor, emotional and social support, and safe learning environments. The strategic focus centers on four key areas: academics, finance, facilities, and communications—each supported by measurable goals, targeted actions, and accountability systems to ensure progress.

In academics, the plan aims to prepare students for each subsequent grade level and ultimately for college and career success. This includes a strong emphasis on standards-based instruction, teacher support through professional development, and evaluations to maintain high instructional quality. Additionally, the plan addresses inclusivity through a district-wide customer service campaign, parent engagement initiatives, and fostering student pride. Mental health and safety are prioritized with expanded access to support services, improved communication of resources, conflict resolution strategies, and social media awareness education.

Financial stability is another cornerstone, with goals to maintain balanced budgets, ensure competitive employee compensation, and rebuild community trust through transparent budget communication and responsible resource management. Simultaneously, facilities improvements are ongoing, including seismic safety upgrades, HVAC installations, and modernization projects funded by several bond measures. These updates are designed to create safe, secure, and inspiring school environments that support enrollment growth and reflect community pride.

Effective communication rounds out the strategic priorities, with plans to diversify platforms, rebrand the district, and build partnerships that promote student success. The plan emphasizes continuous review, flexibility, and transparency through regular progress updates and annual community reporting. Overall, it is a roadmap for sustainable growth that places student well-being and achievement at the center of every decision.

Reflections: Annual Performance

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

In this section you will see the reflection of 2025 Dashboard Data. Following the reflection on the 2025 Dashboard, you will find the 2023 Dashboard and local data that will remain unchanged throughout the LCAP cycle. Subsequent to that section you will find the Learning Recovery Emergency Block Grant unexpended funds information.

Based on the 2025 Dashboard data the following reflections are noted:

The 2025 results demonstrate incremental yet meaningful progress across core academic areas, with the strongest and most notable gains appearing in Science (CAST) and steady improvement across CAASPP ELA and Math. Science performance showed the largest year-over-year growth, increasing by +6.76 percentage points overall, with Low-Income students improving by +7.55, and LTEL students increasing by +6.25, marking the first upward movement for this subgroup in several years. Similarly, CAASPP Math reflected consistent gains across nearly all student groups, including a +2.91-point increase for English Learners, +2.73 for Hispanic students, and +2.39 for Low-Income students, demonstrating the early impact of strengthened instructional supports and intervention structures.

CAASPP ELA outcomes were more modest but still show positive movement among targeted student populations. While overall ELA performance remained essentially flat, specific groups made noteworthy progress, including EL students improving by +4.65 and SWD improving by +3.90, indicating that differentiated instructional practices and language development supports are beginning to close critical gaps. These upward trends reinforce that the district's targeted strategies, such as integrated and designated ELD, intensified Tier 1 scaffolding, and increased teacher collaboration, are gaining traction in several key areas.

At the same time, areas of concern remain and require focused attention. iReady Reading and Math scores declined across all reported subgroups, suggesting inconsistency in core instructional delivery, intervention implementation, or student engagement with the platform. Additionally, LTEL students continue to face persistent challenges, particularly in mathematics where performance decreased by, 2.79 percentage points, and in ELA where performance remains significantly below districtwide averages despite slight growth. These trends, combined with the fact that overall performance levels remain well below Year 3 LCAP targets (e.g., ELA rising from 43% toward a 62% target, and Math from 29% toward a 56% target), underscore the need for more accelerated and coherent improvement efforts.

Moving forward, the district must prioritize a tighter instructional focus, strengthened progress monitoring systems, and greater fidelity of implementation across all schools. Continued emphasis on data-driven decision-making, improved alignment between curriculum and diagnostics, and deeper support for teachers in delivering high-quality, standards-aligned instruction will be essential to accelerate growth. By maintaining a clear focus on instructional coherence, monitoring effectiveness of interventions, and responding quickly to student needs, the district is positioned to build on current momentum and drive more substantial academic gains in the coming year.

Recent Survey Data Shows the following results from partners for 2025-2026

Teacher surveys from 2026 reflect the following:
Teacher/TOSA survey results reflect the following percentage of respondents that "Strongly Agree or Agree" with:
96% - My students are aware of the Standards and expected performance levels for the content I teach.
93% - My school uses data from multiple measures to support student intervention.
96% - I feel connected at my school site (opportunities exist to participate in a positive school learning environment).
98% - I have adequate technology to effectively implement the CA Standards for the content areas I am responsible for teaching.

Classified Staff survey results from 2026 reflect the following percentage of respondents that "Strongly Agree or Agree" with:
100% - I feel safe at my school campus.
84% - I feel connected at my school campus.

Parent Survey results from 2026 reflect the following percentage of respondents that "Strongly Agree or Agree" with:
78% - My child feels safe at school with only 8% that disagree
82% - My child feels connected at school with only 1% that disagree
82% - Opportunities exist for my child to participate in a positive learning environment at school.
59% - My student's coursework is challenging with 36% indication "neutral"
84% - The school provides instructional technology such as devices and programs for students to enhance learning.
92% - Say they are aware of parent involvement opportunities

Challenges from the 2025 Data Dashboard Include:
The District received information regarding the need to serve our Long Term English Learners (LTEL) in a more comprehensive manner. Plans will be discussed in the Differentiated Assistance portion in the next section. However, noted in the reflection of annual performance it is pointed out that the LTEL students qualified for Differentiated Assistance in the areas of: Chronic Absenteeism and suspension. These areas had red indicators for LTEL students at the conclusion of the 2025 school year. Actions and services for LTELs are captured in Goal B Actions.

Red Indicators on the 2025 Dashboard by site:
Across the district, several student groups remain in the red performance level, indicating significant areas of need in both academic progress and student discipline. There were no red indicators for the following school sites: Van Wig elementary, Sunkist Elementary, Nueva Vista Continuation High School.

At Bassett Senior High School, English Learners and Long term English Learners show red performance in EL Progress, reflecting ongoing academic challenges.

Don Julian Elementary shows red indicators in Chronic Absenteeism for Homeless, and red indicators in Mathematics for students with disabilities.

Edgewood has a red indicator in suspension rates for homeless students.

Torch has a red indicator in chronic absenteeism for students with disabilities.

2023 Dashboard data from our Baseline year:
As part of our District reflection, the following information is included from the 2023 Dashboard data and will remain unchanged throughout the three year LCAP cycle. It has been copied from the 2024-2025 LCAP.

A review of the 2023 Dashboard data reflects the District's success in the annual performance level for English Learner Progress (ELPI) which increased by 9.0%. Additionally, performance levels in ELA and Mathematics indicate a Maintained status.

The lowest performance levels from the 2023 Dashboard will be included in each year's LCAP for the three year LCAP cycle. Dashboard data reflects the BUSD schools with the lowest performance level on one or more state indicators as:
Sunkist - Chronic Absenteeism (Goal B: Action 1 and Action 2)
Van Wig - EL Progress (Goal A: Action4)
NVHS - College/Career (Goal A: Action 1 and 2 and Goal C: Action 1)

The 2023 Dashboard data reflects the Student Groups within the District that received the lowest performance level on one or more state indicators as follows:
Students with Disabilities - ELA and Math (Goal A: Action 1 and 2) and College/Career (Goal C: Action 1 and 2)
English Learners - Math and College/Career (Goal A: Action 4 and Goal B: Action 3)
Homeless - Chronic Absenteeism (Goal B: Action 1 and Action 2)

The 2023 Dashboard data reflects the Student Groups within a school site that received the lowest performance level on one or more state indicators as follows:
Don Julian - Students with Disabilities - ELA and Math
Edgewood - Students with Disabilities - ELA and Math
Sunkist - Students with Disabilities - ELA, Math, and Chronic Absenteeism
English Learners - ELA and Chronic Absenteeism
Homeless, Socio-economically Disadvantaged, and Hispanic - Chronic Absenteeism
Van Wig - English Learners - EL Progress
Torch - Students with Disabilities - ELA and Math
Socio-economically Disadvantaged and Hispanic - Math
Bassett High - English Learners - ELA, Math, and College/Career
Socio-economically Disadvantaged and Hispanic - Math and College/Career
Students with Disabilities - College/Career
Nueva Vista Continuation - Socio-economically Disadvantaged and Hispanic - College/Career

Finally, our 2026-2027 LCAP includes and explanation for Learning Recovery Emergency Block Grant funding that will be carried over. Bassett Unified has unspent Learning Recovery Emergency Block Grant funding that will be included in Goal A for the 2026 -2027 school year. In accordance with EC 52064.4, the funding is tied to the action and services in Goal A, Action 9. The plan for spending was determined by the needs assessment feedback and is in alignment with community, staff, and administrative achievement goals and meets the allowable expense expectations set forth in the LREBG guidelines. The District's Needs Assessment identified that a literacy program was necessary along with data tracking to determine effectiveness of programs and interventions. i-Ready Results in English Language Arts, benchmark, STAR reading data, and Dashboard scores were evaluated as part of the needs analysis. The result is that the LREBG funding will be used to support school site early literacy TOSAs and instructional aides for in class small group support. The funding will also be used for data tracking and achievement cycle information for monitoring student growth and results. In addition, funding will be used for professional development of reading and literacy programs and material. This broad goal serves our K-12 students with the inclusion of special education populations. As noted in the spending allowances referenced from the CDE webpage, LREBG funds used fall under the following allowable expenses: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access. Additional LREBG finding is expected in 26-27 and 27-28. The District intends to spend this funding in the 27-28 school year LEA intends to spend the additional funds in 27-28, therefore the LEA plans to include the additional anticipated LREBG funds in 27-28 LCAP.

Reflections: Technical Assistance

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

Over the past two years, Bassett Unified School District has monitored and responded to multiple areas of Differentiated Assistance (DA) as identified on the 2023 and 2024 California School Dashboard. The District's initial DA designation in 2023 centered on English Learners (EL) and Students with Disabilities (SWD) who demonstrated low performance in Mathematics, English Language Arts (ELA), and the College and Career Indicator (CCI). In response, the District implemented a series of systemwide supports, including strengthened professional learning in ELA/ELD, specialized training for Special Education teachers, and expanded small-group instruction supported by Early Literacy and Instructional TOSAs. Additional supplemental programs, including ELLevation and Orton-Gillingham training, enhanced the District's capacity to provide targeted, evidence-based instruction aligned to state frameworks and EL needs. Counselors and Student Services staff also collaborated to ensure that every high school English Learner received and monitored a four-year plan to support postsecondary readiness.

As a result of this focused and collaborative work, the indicators identified for Differentiated Assistance on the 2023 Dashboard improved sufficiently to be removed from DA status on the 2024 Dashboard. This represents a significant achievement for BUSD and validates the effectiveness of the instructional, structural, and programmatic improvements implemented across the District. We will continue to monitor these metrics to ensure sustained progress.

The 2024 Dashboard brought a new lens to the performance of Long-Term English Learners (LTELs), as this was the first year LTELs were recognized statewide as a distinct student group. Once disaggregated, the data revealed multiple areas of need for LTELs, placing the group into Differentiated Assistance for CCI, Chronic Absenteeism, English Learner Progress Indicators, and CAASPP performance in both ELA and Math. In response, BUSD launched a range of instructional and support initiatives, including Language Acquisition Assistants for ELPAC preparation, expanded small-group academic interventions, strengthened CAASPP readiness efforts, and improved access to CTE Pathways, A-G courses, and dual enrollment opportunities. Additionally, the District implemented A2A attendance supports, increased counselor monitoring, and updated Special Education course sequences to ensure A-G opportunities for LTELs receiving special education services.

Current Year (2025) Update: DA Reductions and Newly Identified Needs

As we enter the 2025 planning year, BUSD is proud to report that nearly all areas previously identified for Differentiated Assistance in 2023 and 2024 have exited DA status due to measurable improvements in student achievement, progress, and access. This includes all DA indicators from 2023 and all but two indicators from 2024—an accomplishment that reflects the hard work of our students, staff, and school communities.

For 2025, the areas of Differentiated Assistance are:

LTEL Chronic Absenteeism
LTEL Suspension Rate, which rose above 6% and now qualifies for DA for the first time.
2025 Actions to Address LTEL Chronic Absenteeism and Suspension Rates

To directly address the continued DA designation for LTEL chronic absenteeism, the District is strengthening its multi-tiered system of attendance support. This includes:

Continued implementation of the A2A attendance program,
targeted outreach and home-school communication for LTEL families,
increased on-site intervention meetings using early warning indicators,
attendance incentives aligned to schoolwide PBIS systems, and
enhanced coordination between site administrators, counselors, and Student Services to ensure timely referrals to the School Attendance Review Team (SART) and School Attendance Review Board (SARB), when needed. Goal B Action 1

To address the newly identified DA designation for LTEL suspension rates, BUSD is expanding its restorative practices and behavior-support systems to ensure that LTEL students receive proactive, skill-building interventions before behaviors escalate. This includes:

Increasing staff training in restorative conversations, conflict resolution, and de-escalation strategies,
strengthening Tier I and Tier II Positive Behavioral Interventions and Supports (PBIS),
ensuring LTELs have access to counseling, social-emotional supports, and check-in/check-out systems,
monitoring LTEL discipline data monthly to identify patterns early, and
supporting schools in implementing alternatives to suspension, including restorative circles, mediation, and re-teaching of expectations. Goal B Action 3

Through these targeted actions, BUSD is committed to improving both attendance and behavioral outcomes for Long-Term English Learners and ensuring that the District continues its positive trend of exiting Differentiated Assistance categories while providing equitable, data-driven support to all students.
DA action numbers are as follows:
24-25 Identified DA and corresponding Actions
LTEL Chronic Absenteeism Goal B Action 1
LTEL Suspension Rates Goal B Action 3

23-24 Identified DA and corresponding Actions
LTEL CCI Goal C Action 1 and 2
LTEL Chronic Absenteeism Goal B Action 1
LTEL English Learner Progress Indicators Goal A Action 4
LTEL CAASPP performance in ELA Goal A Action 1
LTEL CAASPP performance in Math Goal A Action 2

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Other school personnel (Credentialed and Classified Staff), Local Bargaining Units (Classified and Teacher), Principals, and Administrators	Educational partners were involved in a series of meetings and surveys. In each meeting a summary was given of progress through power points. The mid year update was presented to all engagement groups as well as the school Board. Negotiating groups met with district representatives to provide feedback. May 2026 (BTA) and May 2026 (CSEA) Labor Partner meetings were held - representatives from the Bargaining/Executive Board attended. January/February 2026 - In consultation with each labor partner group, separate surveys were created and available for completion by respective labor partner groups. For each Educational Partner group, the District sends an invitation and a reminder. To provide information at each meeting, a PowerPoint presentation is made and resources (handouts) are provided. In smaller settings, round table discussions are followed with an opportunity to complete a feedback form.
District Parent Advisory Committee	Beginning in September through the month of March, the District held DELAC and DAC meetings as the year progressed. In addition to these meetings, two separate meetings were held to try to increase parent voice. At each meeting district data was shared and the LCAP process was dynamic. Parents were presented with powerpoint information and had opportunities for round table feedback and suggestions. A parent survey was deployed at the end of January to cast a wider net for parent input.
Student Advisory Committees	In January and February of 2026, a district representative met with student ambassadors from each of the 6-12 school sites. Students offered in person feedback through a series of questions and input sessions. Meetings were held at Bassett High School, Torch Middle School, Edgewood Academy and Don Julian. In addition, February/March 2025 - The CA Healthy Kids Survey was completed by students in Grades 5, 7, 9, and 11.
SELPA Director	In May 2026, the SELPA Director met with District representatives to discuss the LCAP requirements and data analysis for students with disabilities. District shared information regarding next steps and the SELPA Director shared some suggestions for the District to consider as plans are made to improve outcomes for Students with Disabilities.
NVHS - Equity Multiplier Educational Partners included: Site Leadership Team Parents Students Other educational partners	Meetings were held with each group listed under educational partner section. Discussions, collaboration, and planning focused on an analysis of site student data and the specific needs of students and staff at NVHS. Goal development summary: Various meetings (site leadership and Coffee with the Principal, etc.) and surveys contributed to gathering of information/feedback. Educational partners participated in the LCAP meetings throughout the year and collaborated with the Assistant Superintendent of Educational Services to align the Nueva Vista goals with district priorities.

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

Feedback from educational partners took place in many settings and forms. Survey were deployed to staff, students and parents. In person meetings were held with parents, staff, students, and specific groups such as the Principals, District Administration, District Parent Advisory Committee and the DELAC/PAC committee. Information gathered informed the development of LCAP intentions and associated budgets. Lists of engagement sessions and format are below in chart format.

Meeting feedback is captured here:

The student feedback from in person meetings was encouraging. Feedback gathered from both middle school and high school students at Bassett High School highlights a shared a continued appreciation for the supportive and caring staff, which contributes significantly to a positive and welcoming school environment. Students from grades 6–8 and high school reported feeling safe, valued, and comfortable approaching teachers and staff with concerns. These sentiments are consistent with the feedback from last year. However, there is a strong desire for more creative electives. Both groups of students also expressed a desire for a more engaging academic experience with fewer tests, specifically less time online learning, more hands-on or interactive learning, and opportunities for enrichment through the arts and academic challenges.

In terms of extracurricular and enrichment opportunities, students across both grade levels voiced an interest in expanding options. They want more sports, arts programs, and greater flexibility in choosing electives. They would like to see an expansion of after school opportunities. High school students specifically requested new programs such as cosmetology, while also praising existing offerings like ceramics, volleyball, culinary arts, Interact Club, the Wellness Center, and MESA. They would like to see a girl's flag football team and an expansion of wrestling in the middle school levels. Students recommended increasing resources for current programs—such as materials and equipment—and suggested more mental health check-ins and personalized support in classrooms in addition to what they already experience.

Students also offered a range of suggestions for strengthening school culture and enhancing their day-to-day experience. Many emphasized the need for greater inclusivity through the recognition of underrepresented groups and more cultural celebrations. Others requested expanded lunch choices, additional break opportunities, and more social activities such as free-dress days and field trips. High school students, in particular, recommended attendance-based incentives—like off-campus lunch privileges or special events—to boost motivation. They also called for stronger college and career preparation, including internships, financial literacy instruction, and more diverse career pathway options. Overall, their input reflects a student body that feels supported but eager for a more engaging, inclusive, and responsive school environment.

Parent surveys and meeting discussions similarly revealed clear priorities. Feedback gathered during LCAP sessions at Bassett High School pointed to the continued importance of positive reinforcement to encourage student participation. Parents recommended rewards for consistent attendance, including public recognition, school privileges, or prize-based incentives. They suggested using similar strategies to increase parent involvement, such as raffles, special event perks, or other fun motivators to bring families onto campus. Many also expressed that celebrating student accomplishments—through awards, assemblies, and graduation distinctions—can build school pride and deepen students' connection to their learning community.

Parents also highlighted the need for strengthened academic and emotional supports. They stressed the value of receiving timely feedback on student assessments and clearer communication about key academic programs—such as HOSA, Career Technical Education pathways, AP and college-level courses, and enrichment opportunities like Academic Decathlon. Providing more proactive promotion of these offerings can help families stay informed and engaged in their child's educational journey. In addition, parents underscored the importance of cultivating a school environment rooted in empathy, meaningful counselor-student connections, and consistent communication between home and school. These elements were viewed as essential for fostering student belonging, confidence, and emotional well-being.

Parents also pointed to several factors that make regular attendance difficult for many students. They shared that issues like helping care for siblings, unreliable transportation, and ongoing family stress can all impact a student's ability to be at school every day. Families urged schools to respond to these circumstances with understanding and flexibility. They also highlighted the importance of increasing student engagement through more interactive learning, improving communication with parents about attendance concerns, and putting supports in place that address these challenges directly. According to parents, these steps would not only strengthen attendance but also contribute to better overall student well-being.

Administrators, staff groups, and union representatives all expressed confidence in the direction of the current LCAP, noting that the added staffing, especially positions that support campus safety, should continue moving forward. Across groups, there was a strong push to reinforce behavioral supports districtwide, with particular interest in expanding restorative practices and strengthening MTSS. High school teams specifically requested a more formal and consistent restorative practices structure on their campus. Teachers also stressed the value of keeping the wide range of curriculum options offered through online platforms. Both unions reiterated that growing CTE and STEM pathways remains an important priority for students and the district.

Based on feedback, the following are suggestions that assisted in goal and action development of the LCAP

Student Support (Students, Parents, Staff)
Expand mental health services and implement restorative practices, especially at high schools.

Academic Growth (Students, Parents, Staff, Unions)

Offer more hands-on learning, reduce testing and online time, and grow CTE, STEM, and enrichment programs.

Extracurriculars (Students, Staff)
Increase sports, arts, and flexible electives; boost resources for existing clubs and programs.

School Culture (Students, Parents)
Support a more inclusive environment with cultural events, better lunch options, more social opportunities, and attendance-based rewards.

Parent Engagement (Parents)
Use incentives to boost family involvement; improve communication about academics and attendance; support families facing challenges.

Safety (Students, Staff, Administration)
Improve campus security with better door locks, gates and cameras.

Staffing & Training (Staff, Administration, Unions)
Continue with current staffing, and maintain online curriculum options.

Nueva Vista Equity Multiplier educational partner feedback prompted a focus on providing opportunities for students to meet the prepared status on the College and Career Indicator by ensuring students are provided opportunities to take CTE courses through our adult school partnership, increasing course A-G completion and through proficiency on the SBAC.

Effectiveness: Progress monitoring will take place through teacher feedback on professional learning, classroom observations, retention and attendance rates, and mobility rates.

Educational partners believe that there is a need to provide teachers with tools to redesign/reframe the practices; which will positively impact student attendance and engagement (increase CCI percentage of students at the "Prepared" level and reducing non-stability
rate).

In May, the DRAFT LCAP was presented at the LCAP District Advisory Committee/EL DAC (DELAC) meeting and an opportunity was provided for written questions to share with the Superintendent. The district did not receive questions/comments requiring a written response from the Superintendent. The DELAC group did complete their annual recommendations for the Board of Education
On the invitation to each of the educational partner meetings, the public was notified of the opportunity to provide feedback (written and oral) regarding the development of the LCAP (actions and expenditures). Before the end of each of the meetings, parents provided written feedback (via post-its or a group comment).

A draft copy of the LCAP 2026-2027 was available on the website with a link offering all educational partners an additional opportunity to provide feedback. Educational partners were encouraged to review and comment between the dates of May 30-June 9, 2026.

A public hearing was held on June 09, 2026 for additional feedback. The public was notified of the opportunity to submit written comments regarding the LCAP actions and expenses. A copy of the draft LCAP was available for review 10 days prior to the public hearing.

On June 23, 2026, at the regularly scheduled Bassett Unified School District Board of Education meeting, the local indicators were presented and the Board adopted the LCAP and the Budget.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will learn at high levels as measured by state assessments.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

Bassett Unified School District developed this goal as a result of data analysis and educational partner input.
2022/23 SBAC data for students who Exceeded or Met ELA Standard:
All: 43.31%
ELs: 17.19%
LI: 41.75%
SWD: 8.19%

Educational partner feedback contributed to this goal as they identified the need for small-group instruction, tutoring for struggling students, and promoting more classroom engagement between teachers and students.

The district implements PLC practices based upon the PLC cornerstone: "all students will learn at high levels".
"All" includes LI, EL, FY, and SWD. "High Levels" means attaining mastery of Standards and graduating prepared for college and/or career.

The district plans to improve ELA performance for English Learners through actions, including programs, resources, and services, and will monitor and measure progress through metrics listed below.

Measuring and Reporting Results

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

1	Percent of students - Grades 3-8 and 11 who met or exceeded standard in ELA on CAASPP (Priority 4) Data Source: CAASPP - ELPAC Public Reporting Site (caaspp-elpac.cde.org) Percent of students- Grades 2-8 who score At or Above Grade-level in iReady Diagnostic #3 - Reading (Priority #4) Data Source: iReady Diagnostic #3	SBAC 2023 A. All 43.31% B. EL 17.19% C. LI 41.75% D. SWD 8.19% E. LTEL 3.28% (SBAC 2024) iReady 2023/24 At or Above Grade-Level - Diagnostic #3 All - 43% EL - 22% SWD - 23%	SBAC 2024 A. All 41.94% B. EL 11.76% C. LI 40.55% D. SWD 12.09% E. LTEL N/A iReady 2024/25 At or Above Grade-Level - Diagnostic #3 All - 41% EL - 24% SWD - 15%	SBAC 2025 A. All 43.17% B. EL 12.54% C. LI 41.56% D. SWD 13.38% E. LTEL 4.55% iReady 2025/26 At or Above Grade-Level - Diagnostic #3 All 43% EL 26% SWD 16 %	SBAC 2026 A. All 62% B. EL 48% C. LI 60% D. SWD 39% E. LTEL 7% iReady At or Above Grade-Level - Diagnostic #3 All - 75% EL - 55% SWD - 50%	SBAC A. All (-0.14%) B. EL (-4.65%) C. LI (-0.19%) D. SWD +5.19% E. LTEL +1.27 iReady All 0% EL +4 % SWD (-7 %)

2	Percent of students in Grades 3-8 and 11 who meet or exceed standard in Math. (Priority 4) Data Source: CAASPP - ELPAC Public Reporting Site (caaspp-elpac.cde.org) Percent of students in Grades 2-8 who score At or Above Grade-level in iReady Diagnostic #3 - Math (Priority #4) Data Source: iReady Diagnostic #3	SBAC 2023 A. All 27.46% B. EL 8.09% C. LI 25.78% D. SWD 6.47% E. Hispanic 24.71% F. LTEL 3.28% (2024) iReady 2023/24 At or Above Grade-Level - Diagnostic #3 All - 35% EL - 36% SWD - 19% Hispanic - 33%	SBAC 2024 A. All 28.94% B. EL 11.53% C. LI 27.81% D. SWD 7.50% E. Hispanic 26.14% F. LTEL N/A iReady 2024/25 At or Above Grade-Level - Diagnostic #3 All - 33% EL - 20% SWD - 12% Hispanic - 31%	SBAC 2025 A. All 29.44% B. EL 11.00% C. LI 28.17% D. SWD 7.80% E. Hispanic 27.44% F. LTEL 6.07% iReady 2025/26 At or Above Grade-Level - Diagnostic #3 All 35% EL 23% SWD 14% Hispanic 33%	SBAC 2026 A. All 56% B. EL 43% C. LI 55% D. SWD 42% E. Hispanic 63% F. LTEL 7% iReady 2026 At or Above Grade-Level - Diagnostic #3 All - 70% EL - 70% SWD - 50% Hispanic - 70%	All SBAC scores increased by the following amounts A. All 1.98% B. EL 2.91% C. LI 2.39% D. SWD 1.33% E. Hispanic 2.73% F. LTEL 2.79% iReady scores dipped in every area All 0% EL (-13 %) SWD (-5 %) Hispanic 0%
3	Percent of students who met or exceeded standard in Science. (Priority 4) Data Source: CAASPP - ELPAC Public Reporting Site (caaspp-elpac.cde.org)	CAST 2023 A. All 20.43% B. EL 3.76% C. LI 18.76% D. SWD 3.00% E. LTEL 0%	CAST 2024 A. All 19.94% B. EL 1.68% C. LI 17.94% D. SWD 4.08% E. LTEL N/A	CAST 2025 A. All 27.19% B. EL 4.95% C. LI 26.31% D. SWD 4.55% E. LTEL 6.25%	CAST 2026 A. All 51% B. EL 37% C. LI 49% D. SWD 36% E. LTEL 7%	CAST 2023 to 2025 Comparison A. All +6.76% B. EL +1.19% C. LI +7.55% D. SWD +1.55% E. LTEL +6.25%

4	Percent of English Learners who progressed toward English proficiency measured by ELPAC. (Priority 4) Data Source: CA Dashboard (caschooldashboard.org)	ELPAC Summative 2023 48.2% of ELs progressed at least one ELPI Level 4.5% ELs Maintained ELPI Level 4 26.5% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 20.8% ELs Decreased at Least one ELPI Level 42.8% LTEL are making progress (2024)	ELPAC Summative 2024 41.7% of ELs progressed at least one ELPI Level 1.8% ELs Maintained ELPI Level 4 37.5% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 19% ELs Decreased at Least one ELPI Level ELPAC Summative 2024 LTEL N/A LTEL	ELPAC Summative 2025 44.2% of ELs progressed at least one ELPI Level 1.90% ELs Maintained ELPI Level 4 41.00% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 12.90% ELs Decreased at Least one ELPI Level ELPAC Summative 2025 LTEL 45.9% LTEL Making progress	ELPAC Summative 2026 70% of ELs progressed at least one ELPI Level 15% ELs Maintained ELPI Level 4 15% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H 0% ELs Decreased at Least one ELPI Level 52% LTEL making progress	-4.0% of ELs progressed at least one ELPI Level -2.6% ELs Maintained ELPI Level 4 +14.50% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H -7.90% ELs Decreased at Least one ELPI Level +3.1% LTEL making progress
5	Reclassification Rate (Priority 4) CALPADS reports 2.16 and 8.1	2022/23 15.7% (133 students) - based upon 847 ELs CALPADS EOY3 CALPADS Reports: 2.16 and 8.1	2023/24 11.71% (89 students) - based upon 671 total ELs CALPADS EOY3	2024/25 16.76% (124 students) - based upon 740 total ELs CALPADS EOY3	2026 35% of ELs Reclassification Rate	Reclass rates are down up 1.06%
6	Access to Standards - Aligned Instructional Materials (Priority 1) Data Source - Fall Williams Textbook Sufficiency Report	Fall 2023 - 100% per Williams Textbook Sufficiency Report	Fall 2024 - 100% per Williams Textbook Sufficiency Report	Fall 2025 - 100% per Williams Textbook Sufficiency Report	Fall 2026 - Maintain 100% per Williams Textbook Sufficiency Report	Zero Difference from Baseline

7	Fully Credentialed and Appropriately Assigned Teachers (Priority 1) Data Source - CalSASS Detail Report	2022/23 5 mis-assignments Data Source - CalSASS Detail Report	2023/24 15 mis-assignments Data Source - CalSASS Detail Report	2024/25 3 mis-assignments Data Source - CalSASS Detail Report	2026/27 0 mis-assignments 100% fully credentialed and appropriately assigned teachers Data Source - CalSASS Detail Report	2 less mis-assignments are noted
8	Access to and enrollment in a broad course of study. (Priority 7) Data Source: Enrollment in AP and Dual Enrollment courses (local data).	2023/24 100% of students have access to a broad course of study Local Audit - Master Schedules course offerings	2024/25 100% of students have access to a broad course of study Local Audit - Master Schedules course offerings	2025/26 100% of students have access to a broad course of study Local Audit - Master Schedules course offerings	2026 100% of students have access to a broad course of study Local Audit - Master Schedules course offerings	Zero Difference from Baseline.
9	Implementation of State Standards (Priority 2) Data Source: Local measure - Teacher/TOSA survey	100% Teacher/TOSA survey respondents are Very comfortable/Somewhat comfortable with the question: What is your overall comfort level in implementing the CA Standards for content area(s) you are responsible for teaching?	96% Teacher/TOSA survey respondents are Very comfortable/Somewhat comfortable with the question: What is your overall comfort level in implementing the CA Standards for content area(s) you are responsible for teaching?	97% Teacher/TOSA survey respondents are Very comfortable/Somewhat comfortable with the question: What is your overall comfort level in implementing the CA Standards for content area (s) you are responsible for teaching?	100% Teacher/TOSA survey respondents are Very comfortable/Somewhat comfortable with the question: What is your overall comfort level in implementing the CA Standards for content area(s) you are responsible for teaching?	Decrease of 3% of teacher/TOSA respondents that have an overall comfort level in implementing the CA Standards for content area(s) you are responsible for teaching

Goal Analysis for 2025-2026

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

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

Goal A Summary:

Bassett Unified School District (BUSD) continued to implement a comprehensive, multi-pronged strategy to improve student achievement with a strong focus on English Learners (EL), Long-Term English Learners (LTEL), and low-income students. This goal was partially driven by the district's identification for Differentiated Assistance based on performance indicators in English Language Arts (ELA), Math, and the College/Career Indicator (CCI) in the 23-24 school year. The district made significant progress in implementing our planned actions while adapting to needs as the year progressed.

Successful Implementation of the following Actions:
Goal A Action 1: Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students
Implementation: Action 1 was fully implemented through Professional Development and Instructional Support
The district strengthened the skills of teachers, instructional coaches (TOSAs), and administrators by providing continuous professional learning. These trainings focused on the ELA/ELD Framework, ELD Standards, and high-impact strategies designed specifically for English Learners (ELs) and Long-Term English Learners (LTELs). The Math and English Learner Task Forces were key in ensuring that professional development matched actual instructional needs.

Goal A Action 1: Targeted Academic Interventions
To better support EL and LTEL students, the district expanded academic assistance through small-group instruction delivered by teachers, intervention staff, and classroom aides, as well as Orton-Gillingham training and additional literacy programs designed to strengthen reading and language development.

Goal A Action 2: Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students
Action 2 was fully implemented. Math interventions were provided during the school day with support from instructional assistants and guidance from the Math Task Force. Both the Math and English Learner Task Forces helped ensure that professional learning was aligned with the instructional needs of students. Schools received instructional assistants who delivered small-group and one-to-one support, and all sites offered after-school math tutoring to reinforce learning. This year also included a full math curriculum adoption, and the district is looking forward to implementing the new program next year to further strengthen math instruction.

Goal A Action 5: Additional Resources (Technology and Library Access) - English Learner (EL) Students
Technology and Library Access
Action 5 was fully implemented. To support the academic and social-emotional needs of EL students, the district supplied devices, internet connectivity, and expanded access to library services. Library Media Technicians created safe, welcoming spaces where students could complete assignments and utilize learning resources. This action was carried out in full.

Goal A Action 6: Increase Academic Support for English Learners:
Action 6 was fully implemented. Family Engagement and Goal-Setting were part of this action for our EL students
EL families were invited to participate in ongoing parent nights and meetings to review academic data, understand reclassification criteria, and support their children's language acquisition goals. These events reinforced the home-school connection vital for EL student progress. They are standard practice now at our sites and greatly increase family participation.

Goal A Action 7 Base program (non-contributing) Access to standards aligned Instructional Materials was fully implemented.

Goal A Action 8 Base program (non-contributing) Fully credentialed and Appropriately assigned staff was partially implemented and reduced from 15 total mis-assignments in the last school year to only 3 in the 24-25 school year.

Implementation Challenges for the following Actions:
Goal A Action 3: Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students

Action 3 was partially implemented. Enrichment Opportunities - Low-income and EL students were offered science-based field trips and VAPA (Visual and Performing Arts) programs to deepen engagement and build social-emotional connections. We greatly increased these opportunities at one middle school and we have the plan to expand to the other two middle schools next year. This will be fully implemented when complete. These opportunities were designed to enrich the student experience beyond core academics. The intention of Action 3 is to provide out of classroom field trip experiences for students that are LI and EL. These students often do not have exposure to field trip opportunities outside of school. Although the vast majority of teachers embarked on multiple field trips this year, which is a key success, there were still many that decided not to take their classes for these enrichment opportunities. Although we made huge improvements in field trip activities, there is room for growth as we want 100% of students participating in class field trips.

Goal A action 4: English Learner (EL) Progress
Action 4 was partially implemented. A key strength of this year's work was the more intentional and coordinated support for English Learners across the district. The use of ELLevation software, combined with consistent progress monitoring by TOSAs and Language Assessment Assistants, allowed sites to better identify students who were struggling and intervene earlier. This year, Language Assessment Assistants also completed interim ELPAC exams, which helped students become more familiar with the assessment structure and expectations. As a result, we saw notable improvement in ELPAC performance and a slight increase in reclassification rates, demonstrating that these targeted supports are beginning to make an impact.

Schools also implemented English Learner Information Nights and partnered closely with their Language Assessment Assistants to ensure students were well-prepared for ELPAC testing. While participation improved, family engagement remained a challenge. Districtwide EL Parent Nights saw stronger attendance compared to previous years, but site-level engagement was inconsistent, with some schools achieving high turnout while others struggled due to families' work and scheduling conflicts.

This action also included individual EL progress monitoring meetings for students and families at every school. These meetings varied in impact across sites, but where they were implemented with fidelity, they contributed to clearer communication with families and supported higher reclassification outcomes. Continued improvement is needed to ensure each meeting effectively examines a student's language acquisition trajectory and provides actionable next steps.

Looking ahead, we expect these efforts to contribute to a continued rise in reclassification rates in 2026. The 2026–27 plan will expand on this work by adding targeted professional development for all staff focused on English Learners, including a specialized component addressing the needs of Long-Term English Learners, who remain in Differentiated Assistance from the 2023–24 school year. With strengthened implementation and deeper family engagement, the district is positioned to make more substantial progress in EL achievement and language proficiency.

Goal A Action 9 LREBG implementation: This action was fully implemented. The District Wide Needs Assessment identified that an early literacy program was necessary along with data tracking to determine effectiveness of programs and interventions. The LREBG funding was used to support school site literacy TOSAs and instructional aides for in class small group support. The funding was also be used for data tracking and achievement cycle information for monitoring student growth and results in the areas of local iReady data. In addition, funding was used for professional development of reading and literacy programs and material.

Struggling students received additional academic support and enriched lessons, as a result of District's ongoing focus on student progress towards grade level achievement, provided by District Literacy Tosas, Instructional Aides, and a district coordinator of data and metrics. The substantial difference in spending is due to the LREBG funding extending through 27-28 school year and the desire to implement this action for the next two years using carryover funding. Future allocations of LREBG will be reflected in future LCAP plans.

Modified Implementation:
None

Non-implemented Actions:
None

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.

BUSD experienced varying degrees of alignment between the planned expenditures and the actual spending, reflecting both operational and implementation realities throughout the year.

Expenditure Difference of contributing Actions:
Across Goal A, several actions serving English Learners (EL), Long-Term English Learners (LTEL), and Low-Income (LI) students showed both over- and under-expenditures. Increases in actual expenditures for Actions A.1 and A.6 were primarily driven by staffing costs and expanded instructional support. These included additional Language Assessment Assistant time, supplemental intervention assignments, and technology licenses to support ELA/ELD monitoring—resulting in A.1 exceeding its budget by approximately $200,000 and A.6 exceeding its plan by over $400,000.

Conversely, Actions A.2, A.3, and A.4 reflect lower actual costs due to delayed implementation of contracted services, unfilled positions, and adjustments in enrichment programming. For example, A.2 underspent by approximately $121,000 due to reduced tutoring hours and a slower rollout of supplemental math intervention services. Similarly, A.3 and A.4 underspent by $47,000 and $56,000, respectively, largely attributed to lower-than-anticipated material and staffing costs.

A significant variance occurred in Action A.5 (Technology and Library Access), which overspent by roughly $701,000. This increase resulted from one-time technology purchases, device replacements, and expanded software licenses connected to systemwide instructional access needs. These costs were accelerated into the year to address immediate instructional and assessment demands for EL students.

In contrast, a major underspend occurred in Action A.9 (Learning Recovery Emergency Block Grant – Literacy and Support), where expenditures were $2.27 million below budget. This was due to intentional budgeting of programs that are to extend into the 26-27 school year and the 27-28 school year. The plan as described was carried out and fully implemented.

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

Based on the analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal A. Each action is described below including progress from the baseline goals established in 2023.

Goal A Action 2: Based on the Metrics reported Action 2 with a focus on mathematics was partially effective. Action 2 was measured by SBAC mathematics scores and we saw a 1%-2.9% growth in all areas except LTEL. This means that most special groups gained in mathematics last school year. i-Ready did not show as much success remaining status quo for Al and Hispanic and dipping in SWD and EL. Action 2 complete results are as follows for SBAC and iReady:

Math SBAC and iReady Comparison Baseline Year to 2025

All SBAC scores increased by the following amounts
A. All 1.98%
B. EL 2.91%
C. LI 2.39%
D. SWD 1.33%
E. Hispanic 2.73%
F. LTEL - 2.79%

iReady scores dipped in EL and SWD, remained steady in All and Hispanic
All 0%
EL (-13 %)
SWD (-5 %)
Hispanic 0%

Goal A Action 3: This action was effective for all student groups, data shows effectiveness with every specialized group increasing. We believe the proper implementation of the curriculum had a large impact on success.
CAST Comparison Baseline Year to 2025
A. All +6.76%
B. EL +1.19%
C. LI +7.55%
D. SWD +1.55%
E. LTEL +6.25%

Goal A Action 5 and 6 were successful: We increased 1:1 support for EL students and increased supports in site monitoring, we experienced an in reclassification rates. In 2022-2023 the reclassification rate was 15.7% and it raised to 16.76% in 2024-2025. Engagement groups see the value in continuing this action.

The following Actions, based on the data presented after year 1, seem to have been effective or partially effective. Please see the results below:

Goal A Action 1: Increasing academic achievement evaluating SBAC and iReady in English Language Arts. i-Ready metrics showed growth as the year progressed showing improved results in all groups. The SBAC scores showed growth in two areas, SWD +5.19% LTELS also increased 1.27%. Overall scores dipped for EL -4.65% and LI -0.19% as seen below. Specific metrics as follows:

SBAC ELA scores Comparison Baseline Year to 2025
SBAC
A. All (-0.14%)
B. EL (-4.65%)
C. LI (-0.19%)
D. SWD +5.19%

E. LTEL +1.27
iReady
All 0%
EL +4 %
SWD (-7 %)

Goal A Action 4: This action was partially effective. A bright spot was the increase in LTEL making progress by 3.2% and +14.50% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H. Overall we saw a dip in performance of EL learners in the 2025 data Dashboard with fewer students maintaining an ELPI level of 4 (-2.6%). In addition 7.90% ELs Decreased at Least one ELPI Level. These are critical from year to year as we try to re-designate EL students. Our re-designation rate still rose from 11.7% to 16.7% in metric 5.
Progress from the 2023 baseline to 2025 results can be seen here:
-4.0% of ELs progressed at least one ELPI Level
-2.6% ELs Maintained ELPI Level 4
+14.50% ELs Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
-7.90% ELs Decreased at Least one ELPI Level
+3.2% LTEL making progress

Goal A Action 7 and 8: Base program (non-contributing) Access to standards aligned Instructional Materials was fully implemented and effective. All students had materials. Fully credentialed and Appropriately assigned staff was partially implemented due to only 3 total mis-assignments in the 24-25 school year. Staffing ratios were followed.

Goal A Action 9: LREBG (non-contributing) A.9 Learning Recovery Emergency Block Grant Literacy and Support was fully implemented. The performance period for the LREBG will sunset in 27-28 school year. For this reason, the LREBG allocation is budgeted over that time and reflects spending that took place in 25-26 school year. The goal had mixed effectiveness with bright spots in SWD +5.19% and LTEL +1.27 increasing CAASPP scores. Local benchmark data was also mixed based on school sites. iReady scores showed growth in only EL +4 % overall. The collective efforts of the TOSA and instructional aides is difficult to measure in the initial stages as the students are in TK- grade 2 and we expect to see result in the next assessment year cycle.

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

There are no changes to Goal A Description for the 26-27 school year.

The Actions in Goal A will remain unchanged for the upcoming year with the exception of removing language regarding DA from the 2023 school year. There were no additional metrics required as a result of Differentiated Assistance from the 2025 dashboard in goal 1, and therefore no new actions needed to be added to this goal.

There are areas that have fallen off of DA in Goal A. They are from the 2023 Dashboard and centered on English Learners (EL) and Students with Disabilities (SWD) who demonstrated low performance in Mathematics, English Language Arts (ELA) and CCI. The actions will be adjusted to remove the language focused on those groups with regard to DA. Although they are not officially monitored any further, we have decided that the metrics will remain in each action as a continued focus through the 26-27 school year.

Removed from DA
ELA achievement for EL, SWD in Goal A action 1
Math achievement for EL, SWD in Goal A Action 2
CCI, ELA and Math for EL and SWD Goal A action 4

In summary, while the outcomes for some actions showed mixed results, the district's approach will focus on strengthening internal structures—particularly assessment practices, progress monitoring, and staff collaboration—rather than modifying the actions themselves. These refinements are expected to enhance the effectiveness of the existing strategies within Goal A and support improved student achievement without shifting the established action items.

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	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	Bassett USD was identified for Differentiated Assistance (DA) based on LTEL dashboard metrics (2024). The District PD team will develop teacher, TOSA, and site administrator capacity by providing ongoing professional learning to enhance the knowledge and understanding of ELA/ELD Framework, ELD Standards, and evidence-based practices to target ELA standards and the unique language acquisition needs of English Learner students. English Learners and LTEL students will receive additional academic support and enriched lessons, as a result of District's ongoing focus on EL/LTEL professional learning, provided by District Coordinator, District TOSAs, and Early Literacy TOSAs. District team will plan with EL Task Force to provide PD that addresses the needs of EL and LTEL students. EL and LTEL students will receive additional academic support through small group instruction facilitated by classroom teacher, Interventionist TOSA, Early LiteracyTOSA, and Instructional Aides. EL and LTEL students will receive enriched lessons as a result of Orton Gillingham professional	$1,611,255.00	Yes

		learning opportunities and supplemental programs. This action is being provided on an LEA-wide basis to benefit all students including, LTEL students, who have been identified to receive differentiated assistance based on the 2024 CA Dashboard for the Academic indicator.		
2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Bassett USD was identified for Differentiated Assistance (DA) based on LTEL metrics from the 2024 dashboard for Math. Math Intervention teachers and Instructional Assistants will provide English Learners (EL) and Long-term English Learners (LTEL) with additional learning time and support to improve academic achievement in mathematics. Additional learning modalities and scaffolds (including small group instruction) will be provided to EL and LTEL students during the school day. Math Task Force will continue to collaborate with District ES team to identify engaging math strategies to share with site staff during professional learning team (PLT) meetings. EL and LTEL students will receive additional academic support and enriched lessons, as a result of District's ongoing focus on EL/LTEL professional learning, provided by District Coordinator, District TOSAs, and Early Literacy TOSAs. District team will plan with EL Task Force to provide PD that addresses the mathematical concepts/practices and unique language acquisition needs of EL and LTEL students. This action is being provided on an LEA-wide basis to benefit all students including ELTEL students who have been identified to receive differentiated assistance based on the CA Dashboard for the Academic indicator.	$640,645.00	Yes
3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	Low-income (LI) and English Learner (EL) students will be provided the opportunity to participate in science-based field trips and enriched VAPA opportunities. Site staff, including a traveling music teacher, will provide additional science-based experiences and access to visual and performing art programs for LI and EL students which will contribute to enriched opportunities for engagement and meaningful social/emotional connections. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	$163,090.00	Yes
4	A.4. English Learner (EL) and Long Term English Learner (LTEL) Progress	Bassett USD was identified for Differentiated Assistance (DA) based on the LTEL (2024) student groups in the areas of ELA, Math, and CCI. In addition to integrated and designated ELD, EL and LTEL students will receive enriched language acquisition opportunities and experiences from site staff as supported by ongoing professional learning provided by ES Coordinator, and District TOSAs, in collaboration with EL Task Force (site teachers). Professional learning will be based upon the English Language Development Standards and include support for vocabulary development/oral language practice. English Learner Task Force will monitor the progress of EL students and review data and identify struggling EL students and at risk LTEL students. TOSA Interventionists will use ELLevation program to support EL and LTEL progress monitoring; EL and LTEL students will receive targeted interventions and additional academic support as a result of this work. Language Assessment Aides will regularly schedule progress monitoring visits to assess students and support site monitoring practices. EL students will receive targeted interventions and additional academic support as a result of this work.	$245,056.00	Yes

		Parents of ELs will be provided an opportunity to attend site EL Parent Information Night(s); one in the Fall and one in the Spring. Parents of ELs will be Invited to attend EL parent, student, teacher meeting to review current data, discuss reclassification criteria, and for EL students to establish English acquisition goals. This action is being provided on an LEA-wide basis to benefit all students, including LTEL, who have been identified to receive differentiated assistance based on the CA Dashboard for the Academic and College/Career Indicators.		
5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	Based upon data analysis and educational partner input, the district will continue to provide technology support, devices, and internet access to English Learner (EL) students with both academic and social-emotional online programs. Library Media Technicians will continue to provide library access to EL students during and beyond the school day to provide a safe space for students to research and complete assignments. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	$1,368,804.00	Yes
6	A.6. Increase Academic Support - English Learners (EL) Students	Grades TK-5 English Learner (EL) students will be enrolled in classroom settings that bring forth opportunities for teachers to provide small group instruction, additional 1 to 1 support, increased engagement, and effective progress-monitoring practices. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	$4,662,941.00	Yes
7	A.7 Base Program: Access to Standards-aligned Instructional Materials	The district provides CCSS aligned instructional materials and resources (including textbooks and technology devices) to provide standards based instructional programs to all students, including unduplicated student groups.	$1,079,801.00	No
8	A.8 Base Program: Fully Credentialed and Appropriately Assigned Teachers	The district retains fully credentialed and appropriately assigned teachers to provide core instruction that meets state standards and ensure academic learning for all students, including low-income, foster youth, EL/LTELs, and SWD.	$8,442,430.00	No
9	A.9 Learning Recovery Emergency Block Grant Literacy and Support	Bassett USD received Learning Recovery Emergency Block Grant funding. The District Wide Needs Assessment identified that an early literacy program was necessary along with data tracking to determine effectiveness of programs and interventions. The LREBG funding will be used to support school site literacy TOSAs and instructional aides for in class small group support. The funding will also be used for data tracking and achievement cycle information for monitoring student growth and results in the areas of local iReady data. In addition, funding will be used for professional development of reading and literacy programs and material. This broad goal serves our K-3 students with the inclusion of special education populations. Research consistently shows that early literacy skills predict later reading success and overall academic achievement. The California Preschool Learning Foundations (PLF) and the English Language Arts/English Language Development (ELA/ELD) Framework emphasize the importance of and provide comprehensive guidance on fostering early literacy skills. USC's Reading and Literacy Authorization prepares educators to apply this research effectively, ensuring that children receive high-quality, evidence-based literacy instruction from the start—maximizing their chances for lifelong reading success.	$3,150,000.00	No

		Struggling students will receive additional academic support and enriched lessons, as a result of District's ongoing focus on student progress towards grade level achievement, provided by District Literacy Tosas, Instructional Aides, and a district coordinator of data and metrics. Struggling students will receive additional academic support through small group instruction facilitated by classroom teacher, Literacy TOSAs, and Instructional Aides. Struggling students students will receive enriched lessons as a result of Orton Gillingham professional learning opportunities and supplemental programs and USC Reading and Literacy Authorization training for staff. This action is being provided on an LEA-wide basis to benefit all students including students with disabilities, Hispanic, and Low Income based on the CA Dashboard for the Academic indicator. Metrics to measure effectiveness include local benchmark data and i-Ready assessments.		

Goal

Goal #	Description	Type of Goal
2	Bassett Unified School District will be safe, and student centered, for all as measured by parent, student, and staff surveys that indicate they feel more connected and safe at schools.	Broad Goal

State priorities addressed by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Upon consultation with educational partners and the analysis of various data points, the district remains committed to providing a safe and student-centered environment as a cornerstone for engagement and building relationships; a prerequisite to "all students learning at high levels".

Survey for students in Grade 5 indicate the following:
72% of respondents "Feel Safe" 'most or all' of the time; 28% need additional support in this area.
School connectedness indicates 69% feel connected, while 31% need support in this area.
Meaningful Participation indicate 39% responded 'most or all' of the time; while 61% need support in this area.

Survey for students in Grades 7, 9, and 11 indicate the following:
32-42% experienced chronic sadness/hopelessness
44-63% did not select 'agree or strongly agree' in the area of School Connectedness
48-71% did not select 'agree or strongly agree' with "I feel like I am part of this school".

During the district's educational partner engagement process, parents and students suggested access to sports for grades 3-8 to promote engagement and connectedness.

The District plans to improve student-centered environment (engagement and connectedness) through actions, including professional development, resources, and services, and will monitor to measure progress through the metrics listed below.

Metrics will measure student engagement (attendance and chronic absenteeism) and provide opportunities for engagement beyond the school day (after-school athletics), and the social-emotional well-being of students. Metrics include: attendance, suspension, expulsion, and graduation rate.

Measuring and Reporting Results

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

1	Attendance Rate (Priority 5) Data Source: CALPADS Report 14.2	2023 P2 Attendance Rate 92.88%	2024 P2 Attendance Rate 94.5%	2025 P2 Attendance Rate 94.5%	2026 Increase Attendance Rate to 97%.	Increase of 1.62%
2	Chronic Absenteeism Rate (Priority 5) Data Sources: Data Quest > Absenteeism Date > Chronic Absenteeism Rate LACOE Differentiated Assistance Convening Data Guide (2024)	2022/23 Chronic Absenteeism Rate 27.2% All Students 33.7% Homeless 31.9% SWD 23.5% Foster Youth 22.2% EL 27.8% HI 27.5% SED 30.8% LTEL (2024)	2023/24 Chronic Absenteeism Rate 23.2% All Students 32.3% Homeless 27.7% SWD 0% Foster Youth 20.5% EL 24.0% HI 24.0% SED LTEL N/A	2024/25 Chronic Absenteeism Rate 16% All Students 35.9% Homeless 20.10% SWD 28.30% Foster Youth 16.30% EL 16.70% Hispanic Latino 15.20% SED 31.4% LTEL	2026 Reduce Chronic Absenteeism Rate to: 8% All Students 8% Homeless Students 8% SWD 8% Foster Youth 8% EL 8% HI 8% SED 20% LTEL	Chronic Absenteeism Rate Decrease of 11.2% All Students that are chronically absent Increase 2.2% Homeless that are chronically absent Decrease of 11.8% SWD that are chronically absent Increase of 4.8% Foster Youth that are chronically absent Decrease of 5.9% EL that are chronically absent Decrease of 11.1% HI that are chronically absent Decrease of 12.3% SED that are chronically absent Increase of 0.6% LTEL that are chronically absent
3	Suspension Rate (Priority 6) Data Source: DataQuest - Suspension and Expulsion Data > Suspension Rate	2023 0.0% Suspension Rate 9.8% Suspension Rate LTEL (2025) DataQuest	2024 1.94% Suspension Rate DataQuest	2025 2.7% Suspension Rate DataQuest	2026 Maintain a 0.0% Suspension Rate Reduce to 0.0% Suspension Rate for LTEL	Increase of 2.7% Suspension Rate
4	Expulsion Rate (Priority 6) Data Source: DataQuest - Suspension and Expulsion Data > Expulsion Rate	2023 0.0% Expulsion Rate DATAQUEST	2024 0% Expulsion Rate DATAQUEST	2025 0% Expulsion Rate DATAQUEST	2026 Maintain 0% Expulsion Rate	No difference or change from baseline

5	High School Graduation Rate (Priority 5) Data Source: CA School Dashboard	2023 86.1% Districtwide High School Graduation Rate 79.2% EL High School Graduation Rate 85.8% Hispanic High School Graduation Rate 86.5% SED High School Graduation Rate CA Dashboard	2024 97.5% Districtwide High School Graduation Rate 94.4% EL High School Graduation Rate 97.8% Hispanic High School Graduation Rate 97.8% SED High School Graduation Rate CA Dashboard	2025 96.4% Districtwide High School Graduation Rate 95.1% EL High School Graduation Rate 97.8% Hispanic High School Graduation Rate 96.6% SED High School Graduation Rate CA Dashboard	2026 96% Districtwide High School Graduation Rate 96% EL High School Graduation Rate 96% Hispanic High School Graduation Rate 96% SED High School Graduation Rate CA Dashboard	+10.3% Districtwide High School Graduation Rate +15.9% EL High School Graduation Rate +12% Hispanic High School Graduation Rate +10.1% SED High School Graduation Rate Graduation Rates increased across the board
6	High School Dropout Rate (Priority 5) Data Source: DataQuest Four-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome	2023 Four-Year Adjusted Cohort Outcome 14 dropouts out of 222 cohort students = 6.3% HS Dropout Rate DataQuest	2024 Four-Year Adjusted Cohort Outcome 6 dropouts out of 236 cohort students = 2.5% HS Dropout Rate DataQuest	2025 Four-Year Adjusted Cohort Outcome 1 dropout out of 193 cohort students = 0.5% HS Dropout Rate DataQuest	2026 Four-Year Adjusted Cohort Outcome Reduce HS Dropout Rate to 2%	Drop out rates decreased by 5.8%
7	Middle School Dropout Rate (Priority 5) Data Source: CALPADS Fall 1 Report 8.1c - Student Profile List	2023 1% Middle School Dropout Rate CALPADS	2024 0% Middle School Dropout Rate CALPADS	2025 0% Middle School Dropout Rate CALPADS	2026 Reduce Middle School Dropout Rate to 0% CALPADS	-1% Goal met

8	Parent Input - Decision Making (Priority 3) Data Source: Local measure - Parent Survey	2024 Parent Survey 86% of parent participants (200 participants) in the 2024 Parent survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".	2025 Parent Survey 97.3% of parent participants (248participants) in the 2025 Parent survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".	2026 Parent Survey 92% of parent participants (147 participants) in the 2026 Parent survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".	2027 Parent Survey Increase to 100% of parent participants in the Parent Survey agree with the statement: "I am aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school".	Increase of 6% of parents that are aware of parent involvement opportunities like ELAC, School Site Council, and Coffee with the Principal, that I can attend and participate in making decisions for the school.
9	Parent Participation - UDP Programs (Priority 3) Data Source: Local Measure - Parent Survey	2024 EL Parent Survey 79% of EL Parent Survey (Spanish) respondents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.	2025 EL Parent Survey 97.3% of EL Parent Survey (Spanish) respondents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.	2026 EL Parent Survey 97% of EL Parent Survey (Spanish) respondents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.	2027 EL Parent Survey Increase to 100% of EL Parent Survey (Spanish) respondents, Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.	An increase of 18% of parents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities.
10	School Safety and Connectedness (Priority 6) Data Source: Local Measures: STUDENTS: CA Healthy Kids Survey (CHKS) TEACHERS: Teacher/TOSA Survey PARENTS: Parent Survey	Students - 2024 CHKS Of the students that participated in the 2023/24 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time': I feel like I am part of this school: Grade 5 - 69% Grade 7 - 52% Grade 9 - 29% Grade 11 - 35% Of the students that participated in the	Students - 2025 CHKS Of the students that participated in the 2024/25 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time': I feel like I am part of this school: Grade 5 - 63% Grade 7 - 41% Grade 9 - 39% Grade 11 - 40% Of the students that participated in the	Students - 2026 CHKS Of the students that participated in the 2025/26 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time': I feel like I am part of this school: Grade 5 - 58% Grade 7 - 52% Grade 9 - 43% Grade 11 - 55% Of the students that participated in the 2025/26 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time':	2027 - CHKS Of the students that participate in the CHKS survey, the number who reply 'Yes, most [or all] of the time' to the following questions, will increase to 100% for all grades. I feel like I am part of this school School is perceived as Very Safe or Safe TEACHERS: 2026/27 Teacher/TOSA Survey I feel safe at my school site - 95% Strongly Agree/Agree with this statement I feel connected at my school site - 100% Strongly	The number below indicates the percent of change from the baseline for students that replied 'Yes, most [or all] of the time': I feel like I am part of this school: Grade 5 (-11%) Grade 7 0% Grade 9 +14% Grade 11 +20% Of the students that participated in the CHKS survey, the number below indicates the percent change of students that replied 'Yes, most [or all] of the time': School is perceived as Very Safe or Safe Grade 5 (-4%) Grade 7 +9% Grade 9 +22%

		2023/24 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time': School is perceived as Very Safe or Safe Grade 5 - 72% Grade 7 - 51% Grade 9 - 34% Grade 11 - 45% TEACHERS: 2024 Teacher/TOSA Survey I feel safe at my school site - 85% Strongly Agree/Agree with this statement I feel connected at my school site - 97% Strongly Agree/Agree with this statement PARENTS: 2024 Parent Survey My child(ren) feel safe at this school - 94% Strongly Agree/Agree with this statement My child(ren) feel connected at school - 96% Strongly Agree/Agree with this statement	2024/25 CHKS survey, the number below indicates the percent that replied 'Yes, most [or all] of the time': School is perceived as Very Safe or Safe Grade 5 - 66% Grade 7 - 46% Grade 9 - 36% Grade 11 - 26% TEACHERS: 2025 Teacher/TOSA Survey I feel safe at my school site - 84% Strongly Agree/Agree with this statement I feel connected at my school site - 94% Strongly Agree/Agree with this statement PARENTS: 2025 Parent Survey My child(ren) feel safe at this school - 78% Strongly Agree/Agree with this statement My child(ren) feel connected at school - 78% Strongly Agree/Agree with this statement	School is perceived as Very Safe or Safe Grade 5 - 68% Grade 7 - 60% Grade 9 - 56% Grade 11 - 57% TEACHERS: 2026 Teacher/TOSA Survey I feel safe at my school site - 82% Strongly Agree/Agree with this statement I feel connected at my school site - 96% Strongly Agree/Agree with this statement PARENTS: 2026 Parent Survey My child(ren) feel safe at this school - 78% Strongly Agree/Agree with this statement My child(ren) feel connected at school - 82% Strongly Agree/Agree with this statement	Agree/Agree with this statement PARENTS: 2026/27 Parent Survey My child(ren) feel safe at this school - 100% Strongly Agree/Agree with this statement My child(ren) feel connected at school - 100% Strongly Agree/Agree with this statement	Grade 11 +12% TEACHERS: percent change from baseline I feel safe at my school site - (-3%) Strongly Agree/Agree with this statement I feel connected at my school site - (-1%) Strongly Agree/Agree with this statement PARENTS: 2024 Parent Survey percent change from baseline My child(ren) feel safe at this school (-16%) Strongly Agree/Agree with this statement My child(ren) feel connected at school (-14%) Strongly Agree/Agree with this statement

11	Facilities in 'Good' Repair as measured by Facility Inspection Tool (FIT) - (Priority 1) Data Source: Fall Facilities Inspection Tool (or equivalent)	2023/24 Sites received zero Williams Complaint forms regarding facilities. School Accountability Report Card: School Facility Good Repair Status - Facilities Inspection Tool (FIT) Overall facility rating of Good (or above) for all school sites.	Sites received zero Williams Complaint forms regarding facilities.	Sites received zero Williams Complaint forms regarding facilities.	2026/27 Sites will receive zero Williams Complaint forms regarding facilities. School Accountability Report Card: School Facility Good Repair Status - Facilities Inspection Tool (FIT) Overall facility rating of Good (or above) for all school sites.	Baseline maintained
12	College/Career Rate (Priority 4) Data Sources: CA Dashboard: College/Career Indicator	Students in the "Prepared" level on the College/Career Indicator 2023 All Students: 30% English Learners (EL): 3.8% LTEL 4.9% (2024)	Students in the "Prepared" level on the College/Career Indicator 2024 All Students: 31% English Learners (EL): 6.8% LTEL N/A	Students in the "Prepared" level on the College/Career Indicator 2025 All Students: 43% English Learners (EL): 18.3% LTEL 18.2%	Students in the "Prepared" level on the College/Career Indicator 2026 All Students: 70% English Learners (EL): 70% of ELs LTEL 30%	Students in the "Prepared" level on the College/Career Indicator 2024 All Students: Increase of 13% English Learners (EL): Increase of 14.5% LTEL 13.3%

Goal Analysis for 2025-2026

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.

All planned actions under Goal B were fully implemented as designed, with no substantive differences between planned activities and actual implementation during the reporting year. The district executed all intended strategies related to attendance, chronic absenteeism reduction, student engagement, social-emotional learning, school climate, and parent engagement with fidelity across all school sites.

Implementation of Action B.1 (Attendance and Chronic Absenteeism Reduction) included full deployment of the Attendance to Achievement (A2A) system, Saturday attendance recovery programming, targeted outreach to families of Homeless and LTEL students, and ongoing coordination with site-based health and student services staff. These components were implemented consistently throughout the year, supporting districtwide improvements in attendance and reductions in chronic absenteeism for most student groups.

Action B.2 (Social-Emotional Learning and Student Well-Being) was fully implemented through counseling services, SEL curriculum integration (Second Step and Thrively), targeted small-group supports, and ongoing parent engagement activities. School counselors and teachers delivered SEL instruction and support as planned, with no deviations from the intended design.

Action B.3 (Belonging and Well-Being Enhancement Initiative) was also fully implemented, including expanded use of school safety monitors, community liaisons, and school climate supports across all sites. The action was implemented with fidelity, and in alignment with prior year reflections, LTEL students were added as an explicitly monitored subgroup within the action's metrics to strengthen oversight of belonging and engagement outcomes.

Action B.4 (Elementary Athletic Engagement Program) was fully implemented as designed, providing structured after-school athletic and wellness opportunities to promote student engagement and school connectedness at the elementary level.

Action B.5 (Parent Engagement Enhancement Initiative) was fully implemented through the Family Leadership Institute, Parent Academy sessions, bilingual outreach efforts, and ongoing communication strategies designed to increase parent participation and engagement in school decision-making.

While implementation was consistent and complete across all actions, the district did experience ongoing challenges related to the intensity of needs among specific student groups, particularly Long-Term English Learners, Homeless youth, and Foster Youth. These challenges were reflected in persistent disparities in chronic absenteeism and suspension rates for these groups, despite full implementation of planned supports.

Overall, the district experienced significant successes in implementation fidelity and broad student outcome improvements, including increased attendance, reduced chronic absenteeism for most groups, higher graduation rates, and increased parent engagement. These successes indicate that the district's planned actions were implemented effectively and at scale, while also highlighting the continued need for targeted refinement to better support the highest-need student subgroups.

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

There were no extensive material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal B actions. All expenditures were implemented as planned, and spending remained aligned with the original LCAP budget assumptions for each action.

Within Goal B, expenditures remained relatively aligned with plan. Actions supporting mental health, attendance, and student wellness showed minor variances, with B.1, B.2, and B.3 staying close to projections. Notable differences include B.4 (Athletics Program), which overspent by approximately $30,000 due to increased student participation and expanded equipment needs, and B.5 (Parent Engagement), which doubled its planned cost as schools increased translation services, outreach events, and family engagement staffing to support EL families.

Overall, all resources were deployed in alignment with the approved budget and service design, and no adjustments were required due to implementation barriers, cost variations, or programmatic changes.

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

Overall Reflection on Goal Progress

Bassett USD showed strong progress in several key engagement metrics during the year. Attendance increased by +1.62%, and there were significant reductions in chronic absenteeism for most student groups, including:

All Students: -11.2%
Students with Disabilities (SWD): -11.8%
English Learners (EL): -5.9%
Hispanic/Latino (HI): -11.1%
Socioeconomically Disadvantaged (SED): -12.3%

Additionally, the graduation rate increased by +10.3% overall, with subgroup gains for:

EL: +15.9%
HI: +12%
SED: +10.1%

Parent engagement indicators also showed notable improvement:

Parent Decision-Making Awareness: +6%
EL Parent Engagement (unduplicated pupil survey): +18.3%

Suspension rates
Despite these successes, the district continues to see rising suspension rates (+2.7%) and increased with LTELS having a suspension rate of 9.8% in 2025. We struggle to get to the 0% goal that was the baseline at the outset of our plan. Engagement goals are effective at keeping suspensions low, but we have not attained 0%.

Chronic absenteeism is up for a few high-needs subgroups, including:

Homeless: +2.2%

Foster Youth: +4.8%
Long-Term English Learners (LTEL): +0.6%

Action-by-Action Evaluation
Action B.1 — Increase Attendance & Reduce Chronic Absenteeism

Focus Groups: Homeless students, LTEL students
Actions: A2A attendance monitoring, parent notifications, Saturday Academy, health office supports, targeted staff outreach.

Effectiveness Rating: Partially Effective(With Data)

Positive Outcome Data:

Attendance Rate: +1.62%
Chronic Absenteeism Reductions:
All Students: -11.2%
SWD: -11.8%
EL: -5.9%
HI: -11.1%
SED: -12.3%

Target-Group Concerns:

Homeless: chronic absenteeism increased by +2.2%
Foster Youth: chronic absenteeism increased by +4.8%
LTEL: chronic absenteeism increased by +0.6%
Interpretation:

The systemwide attendance improvements demonstrate that the district's attendance strategies are working for most students. However, the target groups for this action did not experience improvement, indicating that Saturday Academy, A2A notifications, and outreach procedures were not intensive enough for the barriers faced by Homeless and LTEL populations.

Conclusion:

Action B.1 led to broad districtwide success, but was only partially effective for the high-needs groups identified, prompting the addition of LTEL-specific metrics for the upcoming LCAP cycle.

Action B.2 — Strengthen Social-Emotional Well-Being and SEL Implementation

Focus Groups: English Learners
Actions: SEL curriculum implementation, counseling groups, assemblies, staff SEL training, parent SEL workshops.

Effectiveness Rating: Partially Effective(With Data)

Positive Outcome Data:

Chronic Absenteeism (EL): -5.9%
Parent Decision-Making Engagement: +6%
EL Parent Participation (UPP Survey): +18.3%

Areas of Concern:

Suspension Rate (Districtwide): increased by +2.7%
LTEL Suspensions: increased (baseline 9.8%)
SWD & Homeless Suspensions: increased
Interpretation:

Attendance and engagement gains among EL students suggest that SEL supports are positively impacting the learning environment. However, the rise in suspension rates—especially for LTEL and other vulnerable groups—indicates that SEL supports alone were not sufficient to reduce Tier 2 and Tier 3 behavior needs.

Conclusion:

The action improved engagement and reduced absenteeism for ELs, but was not effective in reducing suspensions, signaling the need for more targeted behavioral interventions.

Action B.3 — Belonging and Well-Being Initiative (Safety Monitors & Community Liaisons)

Focus Groups: EL, Homeless, SWD
Actions: Increased monitor supervision, expanded community liaison support, climate-building events.

Effectiveness Rating: Partially Effective to Ineffective(With Data)

Positive Outcome Data:

Contributions to overall chronic absenteeism reductions for most students.
Improvements in parent engagement (+6% and +18.3%).

Areas of Concern:

Suspension Rates Increased Across Multiple High-Needs Groups:
LTEL
Homeless
SWD

Districtwide Suspension Rate: +2.7%
Interpretation:

While the presence of monitors and liaisons likely strengthened student connectedness and improved attendance, the increase in suspensions indicates that supervision and climate structures alone did not sufficiently reduce serious or repeated behavioral incidents.

Conclusion:

The action supported positive climate shifts but failed to meet behavior-related goals, making it partially effective at best and ineffective in reducing suspensions.

Action B.4 — Elementary Athletic Engagement Program

Focus Groups: EL, Low-Income, Homeless
Actions: After-school sports, recess leagues, wellness challenges.

Effectiveness Rating: Partially Effective(With Data)

Positive Outcome Data:

Overall chronic absenteeism reductions, strongly evident at the elementary level:
All Students: -11.2%
SED: -12.3%
HI: -11.1%
Positive parent engagement increases (+6% and +18.3%).

Ongoing Concerns:

Homeless and LTEL chronic absenteeism increased, also affecting secondary levels.
Suspension increases were not mitigated by elementary engagement efforts.
Interpretation:

The program appears to have been beneficial for elementary students and contributed to improved attendance and engagement. However, because the action is elementary-only, it did not impact the rising disengagement at secondary levels, where LTEL, SWD, and Homeless students experienced poorer outcomes.

Conclusion:

Effective for younger students, but limited in scope; expansion to middle and high schools may be necessary.

Action B.5 — Parent Engagement Initiative (EL Families)

Actions: FLI leadership program, Parent Academy, workshops, bilingual communication strategies.

Effectiveness Rating: Highly Effective(With Data)

Outcome Data:

Parent Decision-Making Participation: +6%
Parent Engagement Among Unduplicated Families: +18.3%
Strong correlations between increased engagement and reductions in districtwide chronic absenteeism.
Interpretation:

Expanded parent programming (FLI, workshops, academies) significantly increased parent knowledge, participation, and trust—particularly among EL families. These increases likely contributed to improvement in attendance and engagement for many subgroups.

Action B.5 was highly effective, exceeded expected outcomes, and should be continued and expanded.

Action B.6 was fully implemented and effective

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

Based on a review of prior year outcomes and Differentiated Assistance (DA) findings, the district made targeted refinements to strengthen alignment of Goal B actions with the needs of Long-Term English Learners (LTELs) and improve the consistency of monitoring across engagement and climate indicators.

A key revision was made to Action B.3 (Belonging and Well-Being Enhancement Initiative). In the prior plan, this action primarily focused on English Learners (EL) as the targeted student group for monitoring school connectedness, climate, and belonging supports. Following reflection on student outcome data—particularly increases in suspension rates and ongoing engagement challenges for LTEL students—the district expanded Action B.3 to explicitly include LTEL students as a monitored subgroup. This change ensures that LTEL students are now directly tracked within Action B.3 metrics and expected outcomes for school belonging, engagement, and behavior, rather than being captured only within broader EL indicators.

In addition, the district established a new 2025 baseline year for LTEL suspension rates within the Goal B metric structure. This addition allows for more accurate year-to-year comparison and progress monitoring specific to LTEL disciplinary outcomes moving forward. It is noted that chronic absenteeism baselines for LTEL students were already established in prior years under Action B.1, and therefore no changes were made to those existing attendance-related metrics.

It is also important to note that LTEL students were previously incorporated into Action B.1 (Increase Attendance and Reduce Chronic Absenteeism) as part of the district's Differentiated Assistance efforts focused on chronic absenteeism. There are no changes to LTEL inclusion within B.1; rather, the updated structure in B.3 expands monitoring to include school climate and suspension-related outcomes for LTEL students in addition to attendance.

Overall, these refinements strengthen the coherence of Goal B by ensuring LTEL students are consistently monitored across both attendance and school climate indicators, while also improving the district's ability to evaluate progress using a clearly defined baseline for suspension outcomes beginning in 2025.

There were no areas of DA that were removed from goal B for the 26-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students, LTEL	Bassett USD was identified for Differentiated Assistance (DA) based on the LTEL student group for ELA (2024). The District Student Services team at Bassett USD will administer a Saturday morning attendance recovery program specifically designed for students experiencing homelessness or designated as LTEL. The program aims to help them catch up on missed educational opportunities. Site health office assistants and Health Office Techs provide essential support and health services to HOM students, ensuring that they have the necessary resources to maintain regular school attendance. The Student Services Department, site counselors, and clinical therapists organize parent engagement training sessions. These sessions are directed toward families of HOM and LTEL students and enhance parental involvement and support. The Student Services department will provide specialized training to site office staff, liaisons, and school safety monitors to meet the specific needs, conditions, and circumstances of homeless families, aiming to support a positive impact on student attendance and reduce absenteeism. The Student Services team will launch The Achievement Initiative, incorporating an Attendance Management System (AMS) named A2A (Attendance to Achievement) to streamline attendance tracking and communication across all campuses. This system will automate weekly attendance notifications to families, ensuring they receive timely updates. The initiative adopts a positive reinforcement strategy to enhance student attendance through encouragement and celebration, specifically supporting vulnerable groups such as students experiencing homelessness. This action is being provided on an LEA-wide basis to benefit all students, specifically students experiencing homelessness, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	$775,181.00	Yes
2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	Bassett USD's school counselors will provide expanded support services to English Learner (EL) students. These services include: 1. Targeted support through small group sessions that address common emotional struggles such as anxiety and isolation, specifically prevalent among vulnerable student groups. 2. Regular progress monitoring check-ins involving the student, their teachers, and family members to ensure a comprehensive approach to each student's well-being. 3. Organization of well-being activities at sites with students in grades TK – 8th, such as assemblies and college-going morning chants, aimed at fostering a positive educational environment and promoting a college-going mindset. Furthermore, the Social-Emotional Learning (SEL) program at Bassett USD, delivered by classroom teachers, aims to enhance all students' social and emotional well-being. This district-wide initiative is designed to: 1. Equip classroom teachers with tailored SEL curricula, such as Second Step for TK-4th grade	$1,464,897.00	Yes

		students and Thrively for 5th through 12th grade students, to effectively address the age-appropriate needs of EL students. 2. Integrate SEL seamlessly into daily classroom activities, to ensure SEL is a core aspect of the educational experience for EL students and to provide consistent support in developing crucial emotional and social skills. 3. Actively involve parents and the community in the SEL process through workshops and informational sessions, enhance home support for EL students, and use regular assessments to monitor and adjust SEL strategies as needed. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.		
3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students, Long Term English Learners	Bassett USD will maintain increased hours of school safety monitors and campus monitors to serve English Learner (EL) and Long Term English Learners (LTEL) students in grades TK -8th grade. These monitors provide additional social-emotional support, specifically targeting EL students and LTEL. Additionally, the district has employed Site Community Liaisons to create a warm, welcoming school atmosphere. These liaisons enhance the social-emotional well-being of EL and LTEL students and families, ensuring adequate communication and that each student attends regularly and feels integrated and valued in their educational environment. These strategic staffing enhancements by Bassett USD aim to foster a more inclusive and supportive educational environment. They are designed to ensure that EL and LTEL students receive adequate support and feel a strong sense of belonging within their school community. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities and students experiencing homelessness, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	$1,339,005.00	Yes
4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Bassett USD will implement a Comprehensive Wellness Program at elementary schools to enhance a sense of belonging for English Learner (EL) students, which will positively impact academic performance and preparedness for college/career. The events will be coordinated by after-school sports coaches who will provide structured and supportive environments for EL student groups. The program will offer regular athletic practices and competitive games after school, promoting routine and community belonging among EL students. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.	$50,900.00	Yes
5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	The District will continue to partner with Education Achievement Services to jointly host the annual Family Leadership Institute (FLI). The family leadership institute provides learning opportunities to parents and community member that will support family leadership in the home, increase school attendance and student achievement, and to enhance strategic communication efforts to English learner (EL) families. District and Site staff will utilize diverse methods, such as phone calls, text messages, and school marquees to effectively disseminate critical educational information to families of EL students. The District will also host a Parent Academy, offering resources and workshops tailored to meet the community's needs. Sessions will be available in both English and Spanish. This event aims	$77,506.00	Yes

		to provide educational and engaging sessions to parents of ELs and to show student achievements across various disciplines, including art, music, and technology. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, at the lowest performance level on the CA Dashboard for the Academic and College/Career Indicators.		
6	B.6 Base Program - Facilities	The district continues to maintain facilities in good repair to provide environments that are clean, welcoming, and safe for all students, staff, and community, to provide an environment that is conducive to learning.	$1,219,711.00	No

Goal

Goal #	Description	Type of Goal
3	Students will graduate college and career ready based on California Dashboard Indicators and CCI measures.	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

The 2023 California Dashboard College and Career Indicator reports 30.0% of Bassett students are Prepared for success after high school. The District is committed to increasing the number of English Learner students who are Prepared for college/career as measured by the CCI on the CA Dashboard.

During the educational partner engagement process, parents and students communicated that implementation of a 4-year plan and quarterly monitoring (a-g check-in) for each high school student is needed. Other suggestions included: additional support/tutoring for struggling students, summer college internships, college nights/mixers, and more college visits.

The District plans to increase the percentage of Prepared English Learners through implementation of the 4-year plan with a-g quarterly check-ins at both high schools and hosting student college nights/mixers, and increasing the number of college visits. Additional metrics include: AP pass rate, EAP, a-g completion, and CTE completion.

Measuring and Reporting Results

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

1	a-g Completion (Priority 4) - Met UC/CSU Requirements CA Dashboard - CCI Met UC/CSU Requirements	2023 27.4% of All students (61 students) Met UC/CSU Requirements 1.3% of EL students (3 students) Met UC/CSU Requirements 25.6% of LI students (57 students) Met UC/CSU Requirements 0.4% of SWD students (1 student) Met UC/CSU Requirements 3.6% of Homeless students (8 students) Met UC/CSU Requirements **% of FY students - Student group is below minimum size for reporting. 4.9% LTEL (2024)	2024 31.9% of All students (75 students) Met UC/CSU Requirements 10.3% of EL students (7 students) Met UC/CSU Requirements 30.2% of LI students (67 students) Met UC/CSU Requirements 6.3% of SWD students (2 student) Met UC/CSU Requirements 23.1% of Homeless students Met UC/CSU Requirements **% of FY students - Student group is below minimum size for reporting. N/A LTEL CA Dashboard	2025 32.8% of All students (61 students) Met UC/CSU Requirements 14% of EL students (8 students) Met UC/CSU Requirements 34.1% of LI students (58 students) Met UC/CSU Requirements 16.7% of SWD students (5 student) Met UC/CSU Requirements 24.4% of Homeless students (11 students) Met UC/CSU Requirements **% of FY students - Student group is below minimum size for reporting. 11.3% of LTEL students (5) Met UC/CSU Requirements	2026/27 Increase percent of a-g Completion [UC/CSU eligible] Met UC/CSU Requirements based on CA Dashboard: 40% of All students Met UC/CSU Requirements 40% of EL students Met UC/CSU Requirements 40% of LI students Met UC/CSU Requirements 40% of SWD Met UC/CSU Requirements 40% of Homeless students Met UC/CSU Requirements 10% of LTEL students Met UC/CSU Requirements	5.4% increase of All students Met UC/CSU Requirements 12.7% increase of EL students Met UC/CSU Requirements 8.5% increase of LI students Met UC/CSU Requirements 16.3% increase of SWD students Met UC/CSU Requirements 20.8% increase of Homeless students (8 students) Met UC/CSU Requirements **% of FY students - Student group is below minimum size for reporting. 6.4% increase LTEL

2	CTE Pathway Completion (Priority 4) Data Source: CA School Dashboard	2023 CA Dashboard 6.7% of All students (15 students) completed at least one CTE pathway course with a C- or above 0.9% of EL students (2 students) completed at least one CTE pathway course with a C- or above 6.7% of LI students (15 students) completed at least one CTE pathway course with a C- or above 1.8% of SWD students (4 student) completed at least one CTE pathway course with a C- or above 0.4% of Homeless students (1 student) completed at least one CTE pathway course with a C- or above	2024 CA Dashboard 3.3% of All students (8 students) completed at least one CTE pathway course with a C- or above 1.4% of EL students (1 students) completed at least one CTE pathway course with a C- or above 2.6% of LI students (6 students) completed at least one CTE pathway course with a C- or above 0% of SWD students (1 student) completed at least one CTE pathway course with a C- or above 0% of Homeless students (0 student) completed at least one CTE pathway course with a C- or above	2025 CA Dashboard 16.9% of All students (14 students) completed at least one CTE pathway course with a C- or above 18.2% of EL students (2 students) completed at least one CTE pathway course with a C- or above 17.9% of LI students (14 students) completed at least one CTE pathway course with a C- or above 0% of SWD students (0 student) completed at least one CTE pathway course with a C- or above 18.8% of Homeless students (3 student) completed at least one CTE pathway course with a C- or above	2026/27 CA Dashboard Increase percent of students who complete at least one CTE pathway course with a C- or above to: 30% of All students will complete at least one CTE pathway course with a C- or above 30% of EL students will complete completed at least one CTE pathway course with a C- or above 30% of LI students will complete completed at least one CTE pathway course with a C- or above 30% of SWD will complete completed at least one CTE pathway course with a C- or above 30% of Homeless students will complete completed at least one CTE pathway course with a C- or above	2024 CA Dashboard Difference from Baseline 10.2% increase of All students completed at least one CTE pathway course with a C- or above 17.3% increase of EL students completed at least one CTE pathway course with a C- or above 11.2% increase of LI students completed at least one CTE pathway course with a C- or above 1.8% decrease of SWD students completed at least one CTE pathway course with a C- or above 18.4% increase of Homeless students (1 student) completed at least one CTE pathway course with a C- or above

3	Both CTE and a-g Completion (Priority 4) Data Source: CA School Dashboard	2023 CA Dashboard 1.8% of ALL students (4 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of EL students (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 1.8% of LI students (4 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of SWD (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of Homeless (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better	2024 CA Dashboard 1.2% of ALL students (3 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 1.4% of EL students (1 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.9% of LI students (4 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of SWD (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% of Homeless (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better	2025 CA Dashboard 7.2% of ALL students (14 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 3.3% of EL students (2 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 7.9% of LI students (14 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0% of SWD (0 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 4.1% of Homeless (2 sts) Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better	2026 CA Dashboard Increase number of students who complete both CTE and a-g Completion to 30 students (1 cohort) to include 100% of participants by student group.	Difference from baseline CA Dashboard 2023 5.4% increase of ALL students Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 3.3% increase of EL students Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 6.1% increase of LI students Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 0.0% change of SWD Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better 4.1% increase of Homeless Met UC/CSU requirements AND completed at least one CTE Pathway with C- or better
4	AP Exams (Priority 4) Data Source: CollegeBoard Reporting Site "Equity and Excellence Report"	2023 College Board 33.06% of exams taken received a score of 3 or higher (40 scores of 3 or above / 172 exams taken).	2024 College Board 38.3% of exams taken received a score of 3 or higher (79 scores of 3 or above / 206 exams taken).	2025 College Board 43.06% of exams taken received a score of 3 or higher (93 scores of 3 or above / 216 exams taken).	2026 College Board 45% of exams taken received a score of 3 or higher	10% increase from the baseline in AP pass rates.
5	Early Assessment Program (EAP) -	2023 CAASPP (Grade 11) - EAP rate as measured by Grade 11 CAASPP	2024 CAASPP (Grade 11) - EAP rate as measured by Grade 11 CAASPP scores	2025 CAASPP (Grade 11) - EAP rate as measured by Grade 11 CAASPP	2026/27 CAASPP (Grade 11) Increase EAP rate as measured by Grade 11	Rate comparison from 2023 baseline to 2024 data dashboard Current Difference from Baseline

Percentage of students prepared for college - ELA & Math (Priority 4) Data Source: CAASPP - ELPAC Public Reporting Site	scores of Met or Exceeded Standard All Students - ELA 26.58% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 27.85% Conditionally Ready (Met) CAASPP 2023- Grade 11 All Students - MATH 5.11% Ready (Exceeded) CAASPP 2023 - Grade 11 13.62% Conditionally Ready (Met) CAASPP 2023 - Grade 11 English Learner Students - ELA 3.85% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 13.46% Conditionally Ready (Met) CAASPP 2023- Grade 11 English Learner Students - MATH 0.0% Ready (Exceeded) CAASPP 2023 - Grade 11 5.77% Conditionally Ready (Met) CAASPP 2023 - Grade 11 Low-Income - ELA 22.33% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30.10% Conditionally Ready (Met) CAASPP 2023- Grade 11 Low-Income - MATH 2.45% Ready (Exceeded)	of Met or Exceeded Standard All Students - ELA 25.93% Ready (Exceeded) ELA Standard CAASPP 2024 - Grade 11 29.63% Conditionally Ready (Met) CAASPP 2024- Grade 11 All Students - MATH 4.97% Ready (Exceeded) CAASPP 2024 - Grade 11 20.50% Conditionally Ready (Met) CAASPP 2024 - Grade 11 English Learner Students - ELA 0% Ready (Exceeded) ELA Standard CAASPP 2024 - Grade 11 15.38% Conditionally Ready (Met) CAASPP 2024- Grade 11 English Learner Students - MATH 0% Ready (Exceeded) CAASPP 2024 - Grade 11 15.38% Conditionally Ready (Met) CAASPP 2024 - Grade 11 Low-Income - ELA 25.69% Ready (Exceeded) ELA Standard CAASPP 2024 - Grade 11 29.86% Conditionally Ready (Met) CAASPP 2024- Grade 11 Low-Income - MATH 5.59% Ready (Exceeded)	scores of Met or Exceeded Standard All Students - ELA 17.92% Ready (Exceeded) ELA Standard CAASPP 2025 - Grade 11 25.25% Conditionally Ready (Met) CAASPP 2025- Grade 11 All Students - MATH 12.83% Ready (Exceeded) CAASPP 2025 - Grade 11 16.61% Conditionally Ready (Met) CAASPP 2025 - Grade 11 English Learner Students - ELA 6.06% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 9.09% Conditionally Ready (Met) CAASPP 2023- Grade 11 English Learner Students - MATH 2.86% Ready (Exceeded) CAASPP 2023 - Grade 11 8.57% Conditionally Ready (Met) CAASPP 2023 - Grade 11 Low-Income - ELA 28.64% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 21.36% Conditionally Ready (Met) CAASPP 2023- Grade 11 Low-Income - MATH 10.24% Ready (Exceeded) CAASPP 2023 - Grade 11 14.15% Conditionally Ready (Met) CAASPP 2023 - Grade 11	CAASPP scores of Met or Exceeded Standard All Students - ELA 40% Ready (Exceeded) ELA Standard CAASPP - Grade 11 30% Conditionally Ready (Met) CAASPP - Grade 11 All Students - MATH 30% Ready (Exceeded) CAASPP - Grade 11 15% Conditionally Ready (Met) CAASPP - Grade 11 English Learner Students - ELA 40% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30% Conditionally Ready (Met) CAASPP 2023- Grade 11 English Learner Students - MATH 30% Ready (Exceeded) CAASPP 2023 - Grade 11 15% Conditionally Ready (Met) CAASPP 2023 - Grade 11 Low-Income - ELA 40% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30% Conditionally Ready (Met) CAASPP 2023- Grade 11 Low-Income - MATH 30% Ready (Exceeded) CAASPP 2023 - Grade 11 15% Conditionally Ready (Met) CAASPP 2023 - Grade 11	CAASPP (Grade 11) - EAP All Students - ELA -8.66% Ready (Exceeded) -2.60% Conditionally Ready (Met) All Students - MATH +7.72% Ready (Exceeded) +2.99% Conditionally Ready (Met) English Learner Students - ELA +2.21% Ready (Exceeded) -4.37% Conditionally Ready English Learner Students - MATH +2.86% Ready (Exceeded) +2.80% Conditionally Ready (Met) Low-Income - ELA +6.31% Ready (Exceeded) ELA Standard -8.74% Conditionally Ready (Met) Low-Income - MATH +7.79% Ready (Exceeded) +2.39% Conditionally Ready (Met)

		CAASPP 2023 - Grade 11 11.76% Conditionally Ready (Met) CAASPP 2023 - Grade 11	CAASPP 2024 - Grade 11 22.38% Conditionally Ready (Met) CAASPP 2024 - Grade 11			
6	State Seal of Bi-literacy - Other Pupil Outcomes (Priority 8) Data Source: DataQuest - Four-Year ACGR Outcomes	New metric in 2022 - Earned State Seal of Bi-literacy All Students - 10% (24 students) EL Students - 1.9% (1 student) LI Students - 10.1% (23 students)	New metric in 2024 - Earned State Seal of Bi-literacy All Students - 10.1% (22 students) EL Students - 1.5% (1 student) LI Students - 9.6% (20 students)	2025 Earned State Seal of Bi-literacy All Students - 21.7% (42 students) EL Students - 8.3% (5 student) LI Students - 22.7% (40 students)	Earned State Seal of Bi-literacy 2026/27 All Students - 60% of eligible students EL Students - 60% of eligible students LI Students - 60% of eligible students	Difference from Baseline All Students - 11.7% increase EL Students - 6.4% increase LI Students - 12.6% increase

Goal Analysis for 2025-2026

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.

All planned actions under Goal C (College and Career Readiness for English Learner and Long-Term English Learner students) were fully implemented with fidelity, with one noted exception. The district successfully implemented college and career enrichment activities, CTE pathway supports, counseling structures, early college awareness programs, and family engagement opportunities as outlined in the LCAP. The only deviation from full implementation was that the CTE Showcase was not held as originally planned due to scheduling and coordination constraints; however, all other components of the CTE and college/career programming were delivered as intended.

Implementation of Action C.1 (College and Career Enrichment)

Action C.1 was fully implemented and included college campus visits, MESA programming, College Bound Senior Tours, access to the College and Career Resource Center, restorative practices supports, credit recovery opportunities, and continued implementation of the "No Excuses University" program at the TK–8 level. High school counseling supports were consistently provided through A–G planning meetings, quarterly student progress reviews, and structured 4-year academic planning. Parent engagement efforts, including A–G information nights and bilingual outreach, were also fully executed. These activities were delivered consistently across sites and provided students with multiple points of access to postsecondary awareness and planning supports.

Implementation of Action C.2 (CTE Pathways)

CTE pathway programming at the high school level and Project Lead the Way (PLTW) STEM coursework at the middle school level were fully implemented. Students engaged in hands-on learning experiences aligned to career technical education pathways, including exposure to engineering, computer science, and biomedical fields. These programs operated as designed and provided consistent opportunities for career exploration and skill development for English Learner students.

Challenges and Successes in Implementation

Overall implementation was strong and consistent across both actions. A primary implementation challenge was the inability to fully execute the planned CTE Showcase, which limited one intended opportunity for students to publicly demonstrate CTE learning and for families to engage directly with pathway outcomes. Despite this, the district successfully maintained all other CTE-related opportunities and continued to expand student participation in pathway coursework.

A key success in implementation was the consistent delivery of college and career exposure activities and the integration of counseling supports that strengthened student access to A–G planning and postsecondary awareness. The district also maintained strong participation in enrichment programs such as MESA and NEU, reinforcing a coherent college-going culture across grade levels.

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

Goal C expenditures varied more significantly. C.1 (College and Career Enrichment) overspent by approximately $152,000, reflecting expanded college prep opportunities and participation, increased transportation for college-readiness events, and additional programmatic support for EL and LTEL students. Conversely, C.2 (CTE Pathways) underspent by nearly $189,000, primarily due to low enrollment in CTE courses lowering the need for teaching positions and slight delayed materials purchasing.

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

An analysis of implementation outcomes indicates that the district's Goal C actions were partially effective overall, with stronger impacts observed in career technical education participation, A–G completion, and biliteracy outcomes, and more mixed results in college readiness (EAP/ELA performance). The effectiveness of each action is described below.

Action C.1 – College and Career Enrichment (EL and LTEL Students)

Effectiveness: Effective

Action C.1 provided broad access to college awareness, academic planning, counseling, enrichment programming, and credit recovery supports for English Learner and Long-Term English Learner students. Outcome data shows clear gains in access and pathway completion indicators, but inconsistent academic readiness outcomes in ELA.

Key Outcomes
A–G Completion (UC/CSU Requirements):
All Students: +5.4% increase
EL Students: +12.7% increase
Low-Income Students: +8.5% increase
SWD: +16.3% increase
Homeless Students: +20.8% increase
LTEL Students: +6.4% increase

Dual A–G + CTE Completion:
All Students: +5.4% increase
EL Students: +3.3% increase
Low-Income Students: +6.1% increase
Homeless Students: +4.1% increase
SWD: 0.0% change

State Seal of Biliteracy:
All Students: +11.7% increase
EL Students: +6.4% increase
Low-Income Students: +12.6% increase

EAP Readiness (ELA/Math – Grade 11 CAASPP):
All Students ELA Ready: -8.66% decrease
EL ELA Ready: +2.21% increase
Low-Income ELA Ready: +6.31% increase
Math Ready (All Students): +7.72% increase
EL Math Ready: +2.86% increase
Low-Income Math Ready: +7.79% increase
Analysis of Effectiveness

Action C.1 was effective in expanding access to college and career pathways, as evidenced by growth in A–G completion, CTE participation, and biliteracy outcomes across nearly all student groups. The strongest gains were observed among EL, SWD, and Homeless students, indicating that counseling, enrichment, and credit recovery structures are increasing pathway access.

However, effectiveness is less consistent in academic readiness outcomes, particularly in ELA performance, where All Students experienced an 8.66% decline in “Ready” status and a 2.60% decline in “Met” status. While EL and Low-Income students showed gains in “Ready” levels, declines in “Met” levels suggest that students are being exposed to pathways

but not consistently achieving higher academic proficiency thresholds.

Overall, Action C.1 is considered effective, with strong improvements in access and completion outcomes but mixed academic readiness results.

Action C.2 – CTE Pathways (EL Students)
Effectiveness: Effective with Areas of Concern

Action C.2 focused on increasing access to CTE and STEM learning opportunities through high school CTE pathways and middle school PLTW coursework. Outcome data demonstrates significant gains in participation and pathway completion, particularly for English Learner students.

Key Outcomes
CTE Pathway Completion (at least one course, C- or better):
All Students: +10.2% increase
EL Students: +17.3% increase
Low-Income Students: +11.2% increase
Homeless Students: +18.4% increase
SWD: -1.8% decrease
Dual CTE + A–G Completion:
All Students: +5.4% increase
EL Students: +3.3% increase
Low-Income Students: +6.1% increase
Homeless Students: +4.1% increase
SWD: 0.0% change
Analysis of Effectiveness

Action C.2 was highly effective in increasing student engagement in CTE coursework, with the most significant gains observed among EL students (+17.3%) and Homeless students (+18.4%). These results indicate that expanded access to STEM and career pathway courses is successfully increasing participation and completion rates for targeted student groups.

However, effectiveness is partially limited for Students with Disabilities, who experienced a 1.8% decline in CTE pathway completion, and showed no measurable growth in dual pathway completion. This suggests that while access has expanded systemwide, additional differentiation is needed to ensure equitable participation for SWD students.

Overall, Action C.2 is considered effective, with strong gains in CTE participation and completion, but with targeted gaps that require continued refinement for specific 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.

There are no changes to Goal C Description for the 26-27 school year.

The Actions in Goal C will remain unchanged for the upcoming year with the exception of removing language regarding DA from the 2023 school year. There were no additional metrics required as a result of Differentiated Assistance from the 2025 dashboard in Goal C, and therefore no new actions needed to be added to this goal.

There are areas that have fallen off of DA in Goal C. They are from the 2023 Dashboard and centered on English Learners (EL) and Students with Disabilities (SWD) who demonstrated low performance on CCI. The actions will be adjusted to remove the language focused on those groups with regard to DA. Although they are not officially monitored any further, we have decided that the metrics will remain in each action as a continued focus through the 26-27 school year.

Removed from DA
CCI EL and SWD Goal C action 1
CCI EL and SWD Goal C action 2

While the outcomes for some actions showed mixed results, the district's approach will focus on strengthening internal structures—particularly assessment practices, progress monitoring, and staff collaboration—rather than modifying the actions themselves. These refinements are expected to enhance the effectiveness of the existing strategies within Goal C and support improved student achievement without shifting the established action items.

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	C.1 College and Career Enrichment - English Learners (EL) and Long Term English Learner (LTEL) Students	Bassett USD was identified for Differentiated Assistance (DA) based on Long Term English Learner (LTEL) student group performance in College and Career Indicator (CCI) on the 2024 dashboard. Based upon data analysis and educational partner input, EL students will be provided opportunities to enhance college and career enrichment through programs and events such as: 1. College campus visits 2. MESA program events 3. College Bound Senior Tour 4. College and Career Resource Center @ BHS 5. CTE Showcase 6. Restorative Practices 7. Credit Recovery EL students in grades TK - 8 will continue to participate in the 'No Excuses University' (NEU) program (conference, membership, operating expenses) to increase college/career preparedness awareness and set expectations of higher education. A Spanish I (high school credit) middle school class will continue to provide early opportunity to complete a-g requirements to EL students, increasing college mindset and providing early access	$185,900.00	Yes

		and opportunity to college and career programs. Parents of EL students will be invited to attend site a-g College Preparation Parent Information Night(s); one in the Fall and one in the Spring. High school counselors and a-g Counselor will meet with EL students in grades 9 - 12 to discuss a-g criteria, establish a-g college/career preparation 4 year plan, and meet quarterly with every EL student to review and monitor student progress with their 4-year plan. District will partner with charter buses to provide college visits without time restrictions within a school day. The MESA program will be provided to students in grades 9-12 as an after school program to increase exposure in math, engineering, science, and technology to EL students . MESA is a college and career preparation engine that propels student diversity and achievement in science, technology, engineering and math. BUSD EL students will receive increased exposure, expectations, and increased access to higher education. This action is being provided on an LEA-wide basis to benefit all students, including LTELs, who have been identified to receive differentiated assistance based on the CA Dashboard for the College and Career indicator.		
2	C.2 CTE Pathways - English Learners (EL) Students	Bassett High School CTE pathways program will provide EL students with a variety of academically engaging options to provide students with enrichment opportunities and to support high expectations for college and career success. Torch Middle School will continue to offer a STEM course using Project Lead the Way curriculum to provide EL students with academic enrichment options and varying engagement opportunities. PLTW curriculum includes pathways in computer science, engineering, and biomedical science where students learn problem-solving strategies, critical and creative thinking, and how to communicate and collaborate through hands-on activities, projects, and problems reflective of real-world scenarios and careers. This action is being provided on an LEA-wide basis to benefit all students, including students with disabilities, based on the CA Dashboard for the College and Career indicator.	$563,615.00	Yes

Goal

Goal #	Description	Type of Goal
4	By June 2027, the percent of NVHS' Low-Income (LI), Hispanic (HI), and All students will increase preparedness for college/career by 10% as measured by the College/Career Indicator (CCI) on the CA Dashboard. Goal based on 2025 Dashboard performance.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5

An explanation of why the LEA has developed this goal.

Goal 4 was identified as part of the Equity Multiplier Focus and relevant consultation with our educational partners. The consultation process revealed a lack of understanding on the CCI requirements and ensuring students at Nueva Vista High School also be provided with CTE programs and a focus of A-G completion, not just completing graduation requirements. While there are not underlying issues with educator credentialing, staff educator retention at Nueva is a challenge due to the fact that only three teachers are employed and often prefer to transfer to a larger site after the first or second year. The goal is to hire continuation specific staff that prefer a small setting moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	College and Career Indicator	2025 CA Dashboard indicates the following percentage of students at the CCI "Approaching Prepared" level: All 3.4%			"Approaching Prepared" level: All 10% "Prepared" level 10%	

Goal Analysis for 2025-2026

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

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

Goal 4 is new for the 26-27 school year

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.

Not applicable

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

Not applicable

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.

None. This is a new goal for 26-27.

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	Goal D - Professional development and increased student course opportunity; leading to an increase in percent of students PREPARED for College/Career.	Nueva Vista Continuation High School (NVHS) will provide professional learning experiences to rethink and reframe the current pedagogical model at NVHS. Teachers will be provided with professional learning and tools to redesign the current teaching and learning practices at NVHS. Additionally, professional development will be provided to ensure lessons are integrated with high impact instructional strategies and building confidence through achievement. NVHS Equity Multiplier goal is to increase the percent of Low-Income and Hispanic students at the "Prepared" level as measured by the College/Career Indicator (CCI) on the CA Dashboard and to decrease the stability rate for our student population. Professional development for our staff and specialized lessons in advanced collaborative solutions achievement teams. In this manner we will also focus our efforts on providing opportunities for students to meet the prepared status on the College and Career Indicator by ensuring students are provided opportunities to take CTE courses through our adult school partnership, increasing A-G completion and through proficiency on the SBAC. Although the student population is too show on most dashboard indicators, the suspension rates are orange indicating a 6.2% suspension rate and a need for more student engagement.	$72,283.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,133,194.00	$1,707,035.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.12%	0.00%	$0.00	41.12%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Actions 1 and 2	The District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for EL CAASPP (Reading, Math) and College and Career Indicator. CAASPP results in Reading: All students: Met/Exceed: 43% EL: Met/Exceed: 17% Although the local assessment (iReady) indicates an increase in student performance, EL performance levels are: ELs: Reading 22% At or Above Grade-level ELs: Math 36% At or Above Grade-level. Educational partner feedback (EL students) indicated we need to increase meaningful participation and shared the following due to the langauge barriers of ELs. EL student need consist of hands on learning, project-based activity, and various forms of demonstrating mastery of standards and concepts: -More detailed/deeper teaching for better understanding. Less curriculum that only consists of memorization. -I want to learn more from teacher knowledge and experiences rather than a website/online textbook. -More assistance for English Learners. -Many students learn best through hands on learning. I think classrooms should be a bit more interactive.	To address these needs, the District's professional learning focus for 2024/25 will be to increase the capacity of educators in the area of ELA/ELD framework, ELD standards, ELD instruction and will continue to implement evidence-based practices/strategies to target the needs of EL/LTELs students in both ELA and Mathematics. Additionally, the District will hire an Early Literacy TOSA for each TK-5 and TK-8 school site to support early literacy and increase small group instruction. The Early Literacy TOSAs will join the teacher, Interventionist TOSAs, and Instructional Assistants in providing small-group and 1:1 instruction with a focus on literacy. Math Intervention teachers and Instructional Assistants will continue to support EL/LTELs and students by providing additional learning time and small group instruction. EL/LTEL students will participate in field trips and visual and performing arts activities to enrich learning opportunities that contribute to academic achievement in ELA and mathematics. The District's music teacher will serve EL/LTEL students to provide enrichment opportunities and foster engaging and social-emotional connections, which will contribute to the academic achievement of EL/LTEL students. To maximize the impact of these actions in improving student academic achievement throughout the District, these actions are being provided on an LEA-wide basis.	The District will monitor the progress of EL/LTEL students by conducting DATA CHATS after each iReady Diagnostic (3 per year). Goal 1 - Metric #1 and #2

Goal 1: Action 3	2022/23 results for the CA Science Test (CAST) indicate the following percentages of students who MET or EXCEEDED Standard: All students: 20.43% Low Income: 18.76% English Learners: 3.76% Low Income and English Learner students performed below all students in the District. Based on our needs assessment, the following needs have been identified based on the unique needs of our Low-income and English Learner (EL) student group. Students need more opportunities to engage in real life Science, Technology, Engineering, and Arts, and Mathematical (STEAM) experiences.	To address these needs, Low-Income (LI) and English Learner (EL) students will be provided the opportunity to participate in science-based field trips and enriched VAPA opportunities. Site staff, including a traveling music teacher, will provide additional science-based experiences and access to visual and performing art programs for LI and EL students which will contribute to enriched opportunities for engagement and meaningful social/emotional connections. The District expects these actions to lead to significant increase in student performance in Science for LI and EL students as these actions are focused on meeting their needs. To maximize the impact of these actions in improving student academic achievement in Science throughout the District, these actions are being provided on an LEA-wide basis.	The District will monitor the progress of LI and EL students by the increase in CAST performance. Metric #3

Goal 1: Action 4	The District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for English Learner (EL) students on the CAASPP (Reading, Math) and College and Career Indicator. 2023 CAASPP results for English Learner students: Reading - Met/Exceeds All students: 43% EL students: 17% Math - Met/Exceeds All students: 27% EL students: 8% EL Progress (ELPAC) 48% progressed one ELPI level 5% Maintained ELPI level 4 27% Maintained ELPI level 1, 2L, 2H, 3L, 3H 21% Decreased at least one level Although the local assessment (iReady) indicates an increase in student EL student performance, the EL percentages At/Above Grade-level are: Reading - 22% Math - 36% Educational partner feedback indicated the need for the following: -More assistance for English Learners based upon data analysis and collaboration during ongoing meetings. Educational partner feedback (Other staff) identified the need to maintain instructional assistants to support ELs in the areas of ELA, Math, and ELD.	To address these needs, the District's professional learning focus will be to increase the capacity of educators in the area of ELA/ELD framework, ELD standards, ELD instruction and will continue to implement evidence-based practices/strategies to target the unique needs of EL students in ELA, Math, and the acquisition of English (vocabulary development and oral language practice). EL students will have additional opportunities and experiences to enrich the language acquisition process. Instructional Assistants will support small group and 1:1 instruction to support EL students both academically and in the acquisition of English. An additional focus will be placed on monitoring the progress of EL students as both a new software (ELLevation) and the EL Task Force members monthly meetings. As a result, targeted interventions will be implemented based on the data analysis and progress monitoring. This action is being provided on an LEA-wide basis to maximize their impact in overall academic achievement for all students including low-income, Hispanic, students with disabilities student groups at the lowest performance level on the CA Dashboard for the Math Indicator.	The District will monitor the progress of EL students by conducting DATA CHATS after each iReady Diagnostic (3 per year). Goal 1 - Metric #1 and #2 Progress monitoring will be completed by the EL Task Force (teachers), software (ELLevation), and Language Assessment Aides who will increase opportunities to review EL student performance data and provide interventions in a timely manner, as needed. Goal A - Metric #4

Goal 1: Action 5 and 6	The District was identified for Differentiated Assistance based upon 2023 CA Dashboard lowest performance rating for EL students CAASPP (Reading, Math) and College and Career Indicator. CAASPP results in Reading: All students: Met/Exceed: 43% EL: Met/Exceed: 17% Although the local assessment (iReady) indicates an increase in student performance, EL student performance levels are: ELs: Reading 22% At or Above Grade-level ELs: Math 36% At or Above Grade-level. Educational partner feedback (low-income students) indicated we need to increase meaningful participation and shared the following due to data analysis of SBAC scores, Chronic Absenteeism, and CHKS (climate) surveys and the unique nees, conditions, and circumstances of EL students: -More detailed/deeper teaching for better understanding. Less curriculum that only consists of memorization. -I want to learn more from teacher knowledge and experiences rather than a website/online textbook. -More assistance for English Learners. -Many students learn best through hands on learning. I think classrooms should be a bit more interactive.	To address these needs, the District will support EL students with technological resources to provide access to core and supplemental programs; including staff who work with EL students. Additionally, the District will maintain access to the school library to provide additional resources, a quiet location, and time for EL students to complete school work . Educational partner surveys (parents and staff) indicate high percentages of participants who Strongly Agree/Agree in this area; the district will continue to provide technological resources for low-income students. Additional teachers and instructional assistants will support small group instruction for EL students in the areas of ELA and Math to increase impactful learning and meaningful participation. This action is being provided on an LEA-wide basis to maximize their impact in overall academic achievement for all students including low-income, Hispanic, students with disabilities student groups at the lowest performance level on the CA Dashboard for the Math Indicator.	The District will monitor the progress of EL students by conducting DATA CHATS after each iReady Diagnostic (3 per year) to ensure small group instruction and technological resources, for core and supplemental programs, are contributing to improved performance for EL students. Goal 1 - Metric # 1

Goal 2: Action 1	CALPADS Report 14.2 indicates of the 27% of all students that are chronically absent, 92% are Low Income (LI) students. Based on our needs assessment, the following needs have been identified for our Low-income student group. Low income students need more health services support and additional opportunities to mitigate their absenteeism.	To address these needs, the District will offer Saturday morning attendance recovery program to provide missed educational opportunities, specifically for Low Income (LI) students . The site health office assistants/health office tech provide essential support and health services to LI students, ensuring that they have the necessary resources to maintain regular school attendance. Parent engagement training sessions, directed toward LI families, will enhance parental involvement. Specialized training will be provided by Student Services to site office staff, community liaisons, and school safety monitors to support the specific needs of LI students, aiming to provide a positive impact on student attendance and reduce absenteeism. The District will also partner with an attendance management system named A2A (Attendance to Achievement) to streamline attendance tracking and communication across all campuses. This system will automate weekly attendance notifications to families, ensuring they receive timely updates. The initiative adopts a positive reinforcement strategy to enhance student attendance through encouragement and celebration, specifically supporting LI students. This action is being provided on an LEA-wide basis to maximize their impact in overall academic achievement for all students including homeless, English Learners, Hispanic, and students with disabilities student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism Indicator.	The District will incorporate quarterly Data Chats with site attendance team to analyze A2A data and monitor strategies/interventions to increase attendance and reduce chronic absenteeism of LI students. Goal 2 - Metric 1 and 2

Goal 2: Action 2 and 3	2023 CA Dashboard indicates the following percentages for the District's: Graduation Rate: 86.1% All Students 79.2% English Learners (EL) CCI Prepared Rate: 30.0% All Students 3.8% English Learners (EL) Based on our needs assessment, the following needs have been identified for the English Learner (EL) student group. Students need additional support to prepare for high school graduation and understand requirements for college preparedness. EL student's unique needs include language barriers and social emotional issues in adapting to bicultural environment at home and at school.	To address these needs, Counselors will provide expanded support services to EL students through small group sessions, progress monitoring, support well-being activities and the incorporation of SEL lessons into daily curriculum that will foster a positive educational environment that meets the unique needs of ELs. Additionally, the District will ensure each site is staffed with school safety monitors and site community liaisons to support a warm, welcoming environment for EL students and their families. This action is being provided on a school-wide basis to maximize the impact in graduation rate and College/Career Indicator (CCI) for all students including low-income, Hispanic, and students with disabilities student groups at the lowest performance level on the CA Dashboard for the CCI.	We expect these actions will have a significant impact on increasing the Graduation Rate, College/Career preparedness rate, and the social-emotional well being of EL students. Goal 2: Metric 2, Metric 5, and Metric 12
Goal 2: Action 4	Data indicates that 33.7% of Homeless students are Chronically Absent in comparison to All students at 27.2%. Educational Partner survey (parents) requested after-school sports for homeless student group to incentivize improved attendance and academic performance. Based on our needs assessment, the following needs have been identified for the homeless student group. Students need additional opportunities to engage in after school activities which would otherwise not be available due to housing instability. Providing after school activities will promote students regular attendance.	To address these needs, Bassett USD will implement a Comprehensive Wellness Program at elementary schools, coordinated by after-school sports coaches. These coaches will provide a structured and supportive environment for homeless students. The program will offer regular athletic practices and competitive games after school, promoting routine, community, and a sense of belonging among participating homeless students; contributing to a reduction in absences. It is likely that other elementary students participation in athletic engagement program will benefit in meaningful participation and connectedness. Therefore, his action is being provided on an school-wide basis to benefit all student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.	Chronic Absenteeism Goal 2: Metric 2

Goal 2: Action 5	2024 English Learner Parent Survey 79% of EL Parent Survey (Spanish) respondents Strongly Agree/Agree with statement: I am aware of how to get involved with parent activities and how to participate in decision making opportunities. Based on our needs assessment, the following needs have been identified for the English Learner student group. Spanish speaking parents of EL students need more access to workshops and additional opportunities to engage and be part of decision making with school partners.	To address these needs, the District will host an annual Parent Academy to focus on the needs of parents of English Learners. The District will also partner with Educational Achievement Services, Inc. (EAS) to host an annual Family Leadership Institute (FLI) for parents of EL students. The FLI will provide eight communication strategies and nine family leadership lessons to support parents of EL students. This action is being provided on an LEA-wide basis to benefit all parents who would like to have more opportunities to be more involved with decision making activities at school.	We expect that these actions will increase awareness of how to become an involved parent leader in activities and decision-making opportunities for parents of ELs. Goal 2: Metric 9
Goal 3: Action 1 and 2	2023 CA Dashboard a-g Completion/Met/UC/CSU requirements 27.4% of All students (61 sts) Met UC/CSU Requirements 1.3% of EL students (3 sts) Met UC/CSU Requirements 25.6% of LI students (57 sts) Met UC/CSU Requirements 2023 CA Dashboard 6.7% of All students (15 students) completed at least one CTE pathway course with a C- or above 0.9% of EL students (2 students) completed at least one CTE pathway course with a C- or above 6.7% of LI students (15 students) completed at least one CTE pathway course with a C- or above College Board reports 33% of AP exams taken in 2023, 33% received a score of 3 or higher. 2023 CAASPP (Grade 11) - EAP rate as measured by Grade 11 CAASPP scores of Met or Exceeded Standard All Students - ELA 26.58% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 27.85% Conditionally Ready (Met) CAASPP 2023- Grade 11 All Students - MATH 5.11% Ready (Exceeded) CAASPP 2023 -	To address these needs, the District will implement a College/Career Indicator (CCI) Preparedness Program. Counselors will meet quarterly with each EL/LTEL and low-income student to ensure they are on track to meet a-g and/or CTE requirements. Additionally the District will continue to support programs that promote a college going culture (i.e. No Excuses University and MESA program) and provide a charter bus for college site visits. Parents of EL/LTELs and low-income students will be invited to a Fall and a Spring College Preparation Information Night at each site where a-g requirements and CTE pathway information will be shared. As it is likely that other high school students performing below proficient levels may benefit from these actions, these actions are being provided on an school-wide basis to benefit all student groups at the lowest performance level on the CA Dashboard for the College/Career Indicator.	We anticipate that the progress monitoring program for a-g requirements will increase EL and low-income students completion of a-g requirements and CTE pathways. Goal 3: Metric 1 and 2 Additionally, we expect that these services will result in an increase in the percentage of EL and low-income students scoring 3 or higher on AP exams and an increase in the percentage of grade 11 EL and low-income students that perform at an Exceeds level on ELA and Math CAASPP will increase. Goal 3: Metric 4, and 5. We expect these actions will have a significant impact on a-g requirements, CTE pathways, AP scores, and EAP results of EL and low-income students as these actions are focused on addressing the unique needs of both the EL and LI student groups.

	Grade 11 13.62% Conditionally Ready (Met) CAASPP 2023 - Grade 11 English Learner Students - ELA 3.85% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 13.46% Conditionally Ready (Met) CAASPP 2023- Grade 11 English Learner Students - MATH 0.0% Ready (Exceeded) CAASPP 2023 - Grade 11 5.77% Conditionally Ready (Met) CAASPP 2023 - Grade 11 Low-Income - ELA 22.33% Ready (Exceeded) ELA Standard CAASPP 2023 - Grade 11 30.10% Conditionally Ready (Met) CAASPP 2023- Gr 11 Low-Income - MATH 2.45% Ready (Exceeded) CAASPP 2023 - Grade 11 11.76% Conditionally Ready (Met) CAASPP 2023-Gr 11 Based on our needs assessment, the following needs have been identified for our Low-income and English Learner (EL) student group. Students need more support in preparing for college and additional opportunities and exposure toward various CTE Pathways.		

Limited Actions

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

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

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.

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.

All Bassett USD schools have a high concentration (above 55%) of foster youth, English learners, and low-income students and all will receive additional classified staff who will provide direct services to students.
Bassett USD intends to use the additional concentration grant add-on funding to increase the number of instructional aides to provide direct services to UPP students at all school campuses, providing small group instruction, additional time and support in the area of early literacy and numeracy to TK-3 students and ELA/MATH interventions for students in grades 4-12. This will be reflected in Goal 1, Actions 1, 2, and 4.

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	1:23
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$31,939,675.00	$13,133,194.00	41.12%	0.00%	41.12%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$13,148,795.00	$3,222,283.00	$10,741,942.00	$0.00	$27,113,020.00	$12,641,080.00	$14,471,940.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	English learner (EL), Student with Disabilities (SWD), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$1,356,383	$254,872	$1,611,255	$0	$0	$0	$1,611,255	0.00%
1	2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Long-term English learner, Low Income, English learner (EL), Student with Disabilities (SWD)	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	Ongoing	$427,835	$212,810	$640,645	$0	$0	$0	$640,645	0.00%

1	3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income	All Schools	Ongoing	$5,100	$157,990	$163,090	$0	$0	$0	$163,090	0.00%
1	4	A.4. English Learner (EL) and Long Term English Learner (LTEL) Progress	English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$183,641	$61,415	$245,056	$0	$0	$0	$245,056	0.00%
1	5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$1,229,851	$138,953	$1,368,804	$0	$0	$0	$1,368,804	0.00%
1	6	A.6. Increase Academic Support - English Learners (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$4,277,555	$385,386	$4,662,941	$0	$0	$0	$4,662,941	0.00%
1	7	A.7 Base Program: Access to Standards-aligned Instructional Materials	All	No				Ongoing	$0	$1,079,801	$0	$0	$1,079,801	$0	$1,079,801	0.00%
1	8	A.8 Base Program: Fully Credentialed and Appropriately Assigned Teachers	All	No				Ongoing	$0	$8,442,430	$0	$0	$8,442,430	$0	$8,442,430	0.00%
1	9	A.9 Learning Recovery Emergency Block Grant Literacy and Support	All	No				25-26 to 27-28	$1,068,119	$2,081,881	$0	$3,150,000	$0	$0	$3,150,000	0.00%
2	1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students, LTEL	Long-term English learner, Low Income, Homeless	Yes	LEA-wide	Low Income	All Schools	Ongoing	$763,225	$11,956	$775,181	$0	$0	$0	$775,181	0.00%
2	2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth	Specific Schools, All Schools	Ongoing	$1,356,751	$108,146	$1,464,897	$0	$0	$0	$1,464,897	0.00%
2	3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students, Long Term English Learners	Homeless, English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$1,339,005	$0	$1,339,005	$0	$0	$0	$1,339,005	0.00%

2	4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Homeless	Yes	Schoolwide	Low Income	Specific Schools, Don Julian, Edgewood, Sunkist, Van Wig	Ongoing	$25,000	$25,900	$50,900	$0	$0	$0	$50,900	0.00%
2	5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$77,506	$77,506	$0	$0	$0	$77,506	0.00%
2	6	B.6 Base Program - Facilities	All	No				Ongoing	$0	$1,219,711	$0	$0	$1,219,711	$0	$1,219,711	0.00%
3	1	C.1 College and Career Enrichment - English Learners (EL) and Long Term English Learner (LTEL) Students	Foster Youth, English learner (EL), Long-term English learner	Yes	Schoolwide	English learner (EL)	Specific Grade Spans, 9-12	Ongoing	$0	$185,900	$185,900	$0	$0	$0	$185,900	0.00%
3	2	C.2 CTE Pathways - English Learners (EL) Students	English learner (EL)	Yes	Schoolwide	English learner (EL)	Specific Schools, Bassett High, Nueva Vista Continuation High School, Torch Middle School, and 6-8 at Don Julian and Edgewood	Ongoing	$563,615	$0	$563,615	$0	$0	$0	$563,615	0.00%
4	1	Goal D - Professional development and increased student course opportunity; leading to an increase in percent of students PREPARED for College/Career.	All	No				2026-2027	$45,000	$27,283	$0	$72,283	$0	$0	$72,283	0.00%

2026-2027 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
$31,939,675.00	$13,133,194.00	41.12%	0.00% - No Carryover	41.12%	$13,148,795.00	0.00%	41.17%	**Total:**	$13,148,795.00
								LEA-wide Total:	$12,348,380.00
								Limited Total:	
								Schoolwide Total:	$800,415.00

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	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	LEA-wide	English learner (EL)	All Schools	$1,611,255.00	0.00%
1	2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$640,645.00	0.00%

1	3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$163,090.00	0.00%
1	4	A.4. English Learner (EL) and Long Term English Learner (LTEL) Progress	Yes	LEA-wide	English learner (EL)	All Schools	$245,056.00	0.00%
1	5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	$1,368,804.00	0.00%
1	6	A.6. Increase Academic Support - English Learners (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	$4,662,941.00	0.00%
2	1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students, LTEL	Yes	LEA-wide	Low Income	All Schools	$775,181.00	0.00%
2	2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	Yes	LEA-wide	English learner (EL), Foster Youth	Specific Schools, All Schools	$1,464,897.00	0.00%
2	3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students, Long Term English Learners	Yes	LEA-wide	English learner (EL)	All Schools	$1,339,005.00	0.00%
2	4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Yes	Schoolwide	Low Income	Specific Schools, Don Julian, Edgewood, Sunkist, Van Wig	$50,900.00	0.00%
2	5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	Yes	LEA-wide	English learner (EL)	All Schools	$77,506.00	0.00%

3	1	C.1 College and Career Enrichment - English Learners (EL) and Long Term English Learner (LTEL) Students	Yes	Schoolwide	English learner (EL)	Specific Grade Spans, 9-12	$185,900.00	0.00%
3	2	C.2 CTE Pathways - English Learners (EL) Students	Yes	Schoolwide	English learner (EL)	Specific Schools, Bassett High, Nueva Vista Continuation High School, Torch Middle School, and 6 -8 at Don Julian and Edgewood	$563,615.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$26,535,636.00	$25,381,365.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	$1,520,500.00	$1,721,255.00
1	2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	$650,645.00	$529,594.00
1	3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	Yes	$210,050.00	$163,090.00
1	4	A.4. English Learner (EL) and Long Term English Learner (LTEL) Progress	Yes	$301,200.00	$245,056.00
1	5	A.5. Additional Resources (Technology and Library	Yes	$859,348.00	$1,560,739.00

		Access) - English Learner (EL) Students			
1	6	A.6. Increase Academic Support - English Learners (EL) Students	Yes	$4,175,450.00	$4,579,690.00
1	7	A.7 Base Program: Access to Standards-aligned Instructional Materials	No	$1,079,801.00	$1,079,801.00
1	8	A.8 Base Program: Fully Credentialed and Appropriately Assigned Teachers	No	$8,442,430.00	$8,442,430.00
1	9	A.9 Learning Recovery Emergency Block Grant Literacy and Support	No	$3,150,000.00	$880,229.00
2	1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students, LTEL	Yes	$775,000.00	$775,681.00
2	2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	Yes	$1,645,600.00	$1,645,600.00
2	3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students	Yes	$1,605,675.00	$1,605,675.00
2	4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Yes	$20,000.00	$50,900.00
2	5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	Yes	$39,414.00	$77,506.00
2	6	B.6 Base Program - Facilities	No	$1,219,711.00	$1,219,711.00
3	1	C.1 College and Career Enrichment - English Learners (EL) and Long Term English Learner (LTEL) Students	Yes	$33,350.00	$185,900.00
3	2	C.2 CTE Pathways - English Learners (EL) Students	Yes	$807,462.00	$618,508.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$12,766,365.00	$12,643,694.00	$12,805,342.00	($161,648.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	A.1 Increase Student Achievement: ELA and ELD - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	$1,520,500.00	$1,520,500.00	0.00%	0.00%
1	2	A.2 Increase Student Achievement: Math - English Learners (EL) and Long-term English Learners (LTEL) Students	Yes	$650,645.00	$529,594.00	0.00%	0.00%
1	3	A.3 Enrichment Opportunities - Low Income (LI) and English Learner (EL) Students	Yes	$210,050.00	$163,090.00	0.00%	0.00%
1	4	A.4. English Learner (EL) and Long Term English Learner (LTEL) Progress	Yes	$301,200.00	$245,056.00	0.00%	0.00%
1	5	A.5. Additional Resources (Technology and Library Access) - English Learner (EL) Students	Yes	$859,348.00	$1,260,739.00	0.00%	0.00%
1	6	A.6. Increase Academic Support - English Learners (EL) Students	Yes	$4,175,450.00	$4,279,690.00	0.00%	0.00%

2	1	B.1 Increase Attendance and Reduce Chronic Absenteeism - Homeless students, LTEL	Yes	$775,000.00	$775,681.00	0.00%	0.00%
2	2	B.2 Social-emotional well-being and Implementation of Social-Emotional Learning (SEL) - English Learner (EL) Students	Yes	$1,645,600.00	$1,645,600.00	0.00%	0.00%
2	3	B.3 Belonging and Well-being Enhancement Initiative - English Learner (EL) Students	Yes	$1,605,675.00	$1,605,675.00	0.00%	0.00%
2	4	B.4 Elementary School Athletic Engagement Program - Low-Income (LI/Homeless) Students	Yes	$20,000.00	$50,900.00	0.00%	0.00%
2	5	B.5 Parent Engagement Enhancement Initiative - English Learner (EL) Students	Yes	$39,414.00	$77,506.00	0.00%	0.00%
3	1	C.1 College and Career Enrichment - English Learners (EL) and Long Term English Learner (LTEL) Students	Yes	$33,350.00	$33,350.00	0.00%	0.00%
3	2	C.2 CTE Pathways - English Learners (EL) Students	Yes	$807,462.00	$617,961.00	0.00%	0.00%

2025-2026 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)
$31,013,713.00	$12,766,365.00	0.00%	41.16%	$12,805,342.00	0.00%	41.29%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).