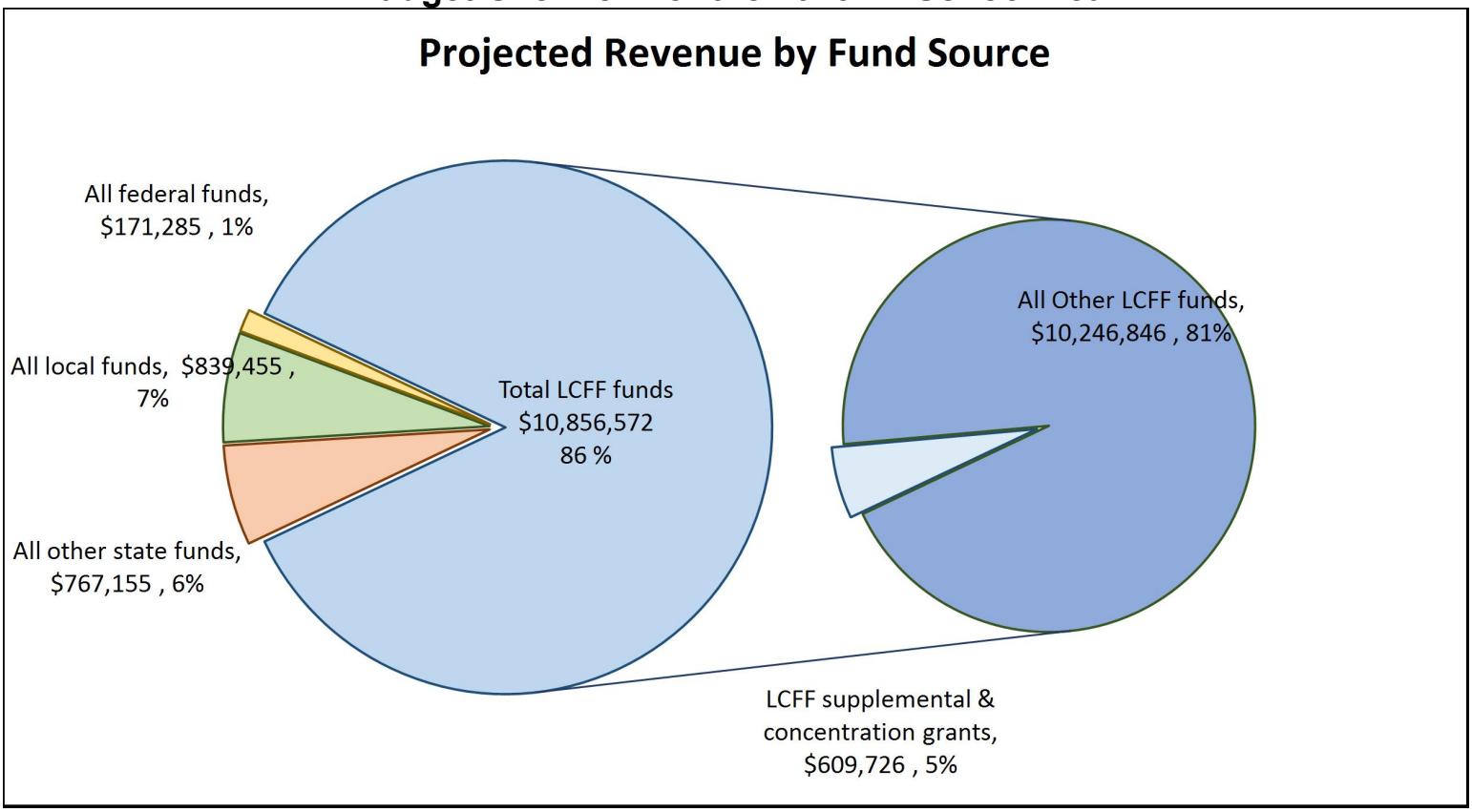
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kings River-Hardwick UESD
CDS Code: 16 63941 0000000
School Year: 2026-27
LEA contact information:
Cathlene Anderson
Superintendent
canderson@krhsd.k12.ca.us
559-584-4475

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

## Budget Overview for the 2026-27 School Year

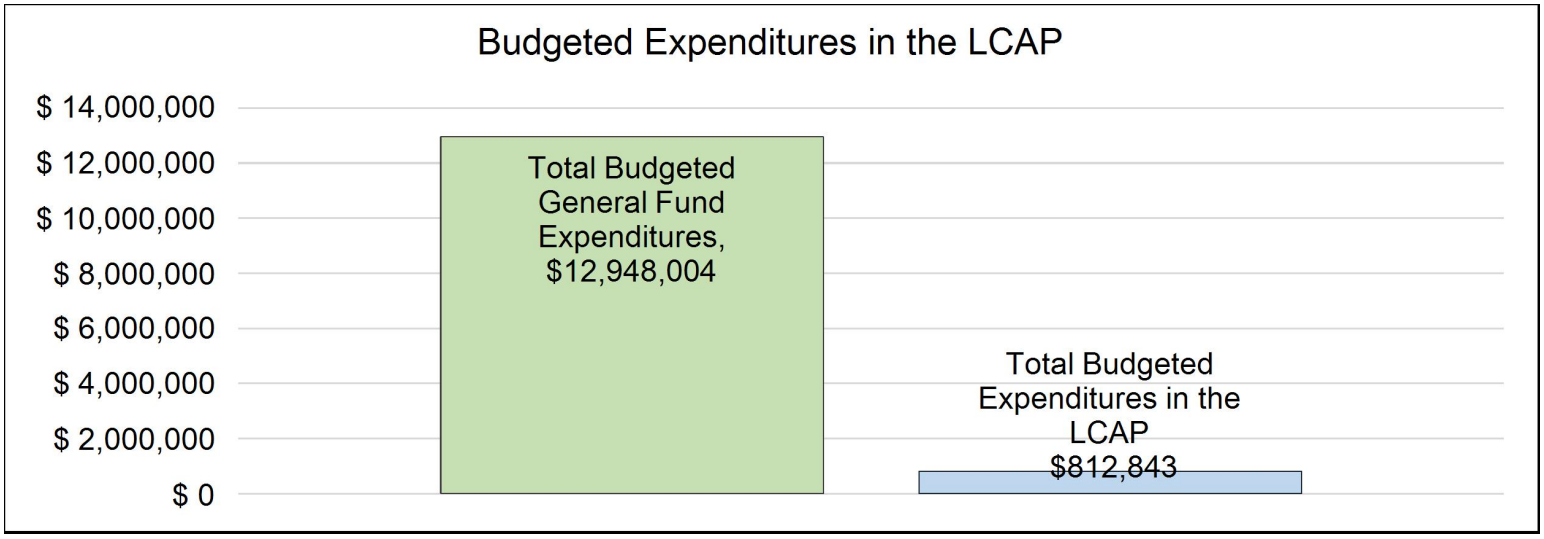



This chart shows the total general purpose revenue Kings River-Hardwick UESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kings River-Hardwick UESD is $12,634,467, of which $10,856,572.00 is Local Control Funding Formula (LCFF), $767,155.00 is other state funds, $839,455.00 is local funds, and $171,285.00 is federal funds. Of the $10,856,572.00 in LCFF Funds, $609,726.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Kings River-Hardwick UESD plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kings River-Hardwick UESD plans to spend $12,948,004.00 for the 2026-27 school year. Of that amount, $812,843.00 is tied to actions/services in the LCAP and $12,135,161 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

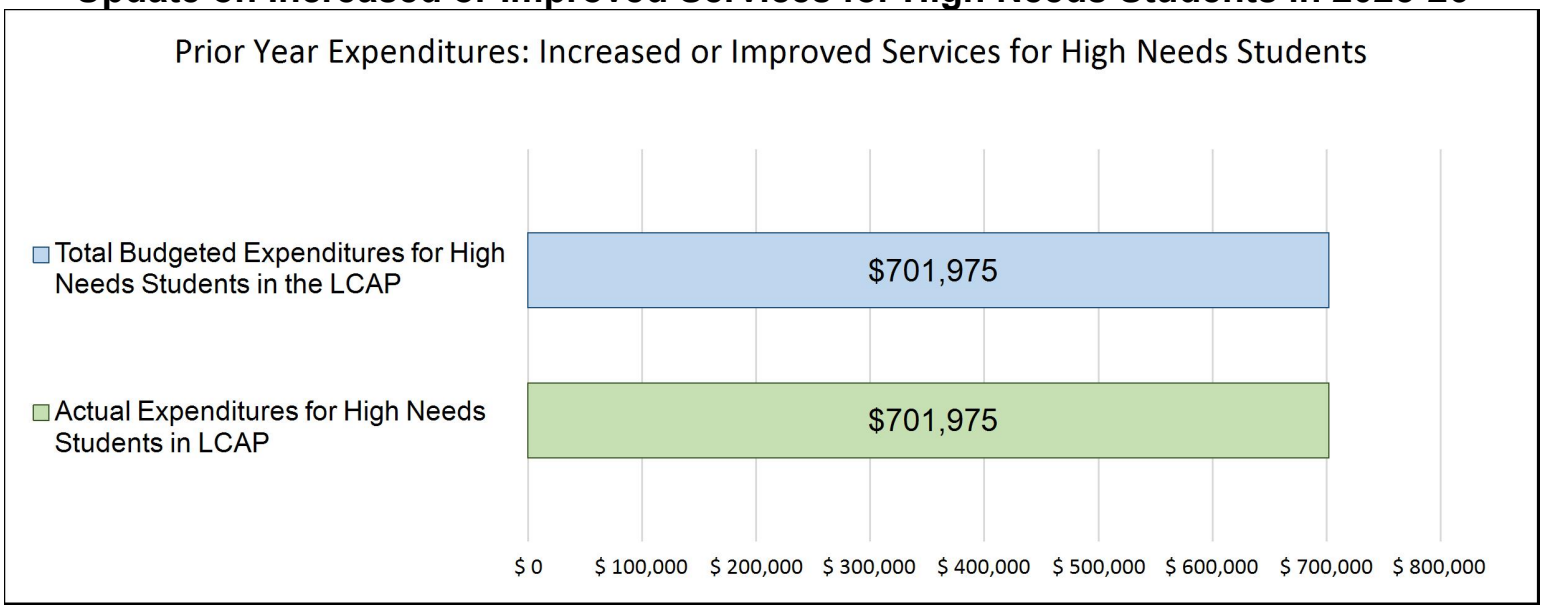
Expenditures not included in the LCAP include salaries, benefits, supplies, and other operating expenses for the district.

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

In 2026-27, Kings River-Hardwick UESD is projecting it will receive $609,726.00 based on the enrollment of Foster Youth, English learner, and low-income students. Kings River-Hardwick UESD must describe how it intends to increase or improve services for high needs students in the LCAP.  Kings River-Hardwick UESD plans to spend $713,000.00 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 Kings River-Hardwick UESD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kings River-Hardwick UESD 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, Kings River-Hardwick UESD's LCAP budgeted $701,975.00 for planned actions to increase or improve services for high needs students. Kings River-Hardwick UESD actually spent $701,975.00 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 |
|---|---|---|
| Kings River-Hardwick UESD | Cathlene Anderson<br>Superintendent | canderson@krhsd.k12.ca.us<br>559-584-4475 |

# Plan Summary [2026-27]

## General Information

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

The Kings River-Hardwick School District is a one school Charter District. Kings River-Hardwick Elementary is a California Distinguished School.
Kings River-Hardwick seeks to maintain a traditional small school atmosphere while promoting high expectations in a safe, friendly environment.
Our areas of focus are academics, social relationships, behavior, character, and physical and emotional well-being.

The district motto: "Teaching children to lead the way" is lived daily in taking to heart the challenge of preparing children to communicate effectively; gather, use, and produce information; make informed responsible decisions; respect the rights of others; become life-long learners; productive citizens; and enthusiastically embrace challenges and responsibilities. Placed in the context of creating professional learning communities, these concepts are encouraged by the support of parents and families, drawing its standards from the traditional small school atmosphere so cherished by the charter community.

It was held by all stakeholders in the initial charter petition, and continues to be held today, that being a charter sets the school district apart and makes it even more special in the educational community it serves. The district's status as a charter district has become a core value in our school system and represents a clear and encouraging call to a can-do spirit and willingness to pursue what is best for children.

Mission Statement: The Kings River-Hardwick Union Elementary School District-wide Charter, recognizing the value of every child, will continually strive to inspire students to learn and grow beyond their potential by:

* Fostering a collegial team atmosphere between home, community, and school for the benefit of each student
* Insuring a quality education and positive learning experience
* Providing instruction that meets the individual needs of each student
* Developing the learning and social skills necessary for life-long learning
* Facilitating and open-door policy allowing all people concerned with the well-being of each child to share their ideas about improving the district

The Kings River-Hardwick Union Elementary School District-wide Charter parents, staff, and students believe in:
* Fostering a collaborative team atmosphere with the community which benefits the students
* Nurturing student success within a safe school environment
* Preserving the traditional small school atmosphere
* Promoting high expectations
* Enabling all students to learn by recognizing each student learns differently
* Promoting parental involvement as an essential element of a quality educational experience

The Charter fosters a secure, friendly, environment in which students experience a wide variety of learning activities through increased technology usage (one-to-one devices in all grades 3rd-8th); lab specific and hands-on science (STEM) activities; music; art; agriculture; enrichment; and competitive athletics, as well as the fundamentals of basic academic programs. The district believes that an educated person in the 21st century is a confident, life-long learner who can communicate effectively, think creatively, reason logically, manage resources efficiently, and contributes their talents, strengths, and abilities as a productive citizen.

The Charter believes that learning occurs best when:
* Instructional activities are meaningful and, where appropriate, integrated
* Expectations and accountability are high
* Assessments are used as a diagnostic tool to guide instruction and as an accountability tool to ensure academic mastery
* Curriculum and instruction reflect a rich and appropriate balance of direct instructions, reading, and activities that provide real-life application
* Parents are involved in the educational process
* Students are respected and their input is acknowledged, valued, and promoted
* Students are given opportunities to make responsible decisions
* Students feel safe and secure in their learning environment
* Student learning is enriched by access to technology, field trips, exposure to the visual and performing arts, and extra-curricular activities

Students Served

The Kings River-Hardwick Union Elementary Charter School District, located at 10300 Excelsior Avenue, Hanford, California, is dedicated to serving all students who reside in the district's boundaries within Kings County, as well as students from outside the district's boundaries who enter the district through an inter-district charter agreement. The district's unduplicated count is currently 32%.

# Reflections: Annual Performance

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

SUCCESSES:

The district is extremely proud of the high level of student achievement attained by our students. We achieved California Distinguished School status this year as a result of our exceptional student performance. All district students, including all subgroups, achieved academic success that exceeded that of state and most county averages.

2025 CAASPP Results ELA
All- 69.39%
EL- N/A
SED- 53.46%
SWD- 52.78%
W- 76.15%
H- 62.06%

State Results ELA
All- 48.82%
EL- 10.59%
SED- 38.23%
SWD- 16.95%
W- 61.8%
H- 38.84%

Kings County Results ELA
All- 46.37%
EL- 11.96%
SED- 39.91%
SWD- 14.6%
W- 60%
H- 41.94%

2025 CAASPP Results Mathematics
All- 67.42%
EL- N/A%
SED- 57.24%
SWD- 44.45%
W- 71.82%
H- 61.64%

State Results Mathematics
All- 37.3%
EL- 10.97%
SED- 26.19%
SWD- 13.1%
W- 51.01%
H- 25.74%

Kings County Results Mathematics
All- 31.99%
EL- 9.75%
SED- 26.27%
SWD- 10.95%
W- 46.18%
H- 27.6%

CAASPP- ELA distance from proficiency (CA Dashboard) 2024-2025:

All Students- 40.6 points above (increase 8.7points)
White- 49.3 points above (increase 9 points)
Hispanic- 29.5 points above (increase 11.2 points)
English Learners- 27.6 points above (increase 41.7 points)
SED- 16.5 points above (increase 5.1 points)
SWD- 0 points above (increase 1.9 points)

CAASPP- ELA distance from proficiency (CA Dashboard) 2024-2025: State

All Students- 8.1 points below
White- 23.8 points above
Hispanic- 33.7points below
English Learners- 59.9 points below
SED- 35.3 points below
SWD- 89.4 points below

CAASPP- Math distance from proficiency (CA Dashboard) 2023-2024:

All Students- 32.3 points above (increase 12.2 points))
White- 41.3 points above (increase 3.2 points)
Hispanic- 19.8 points above (increase 23.7 points)
English Learners- 3.4 points below (increase 71.6 points)
SED- 11.1 points above (increase 20.3 points)
SWD- 5 points below (increase 12.9 points)

CAASPP- Math distance from proficiency (CA Dashboard) 2023-2024: State

All Students- 42.4 points below
White- 6.2points below
Hispanic- 73.6 points below
English Learners- 86.1 points below
SED- 72.9 points below
SWD- 120.7 points below

As evidenced by the data above, all student subgroups, including SED and English Learners have made progress in ELA and Math, and district students are outperforming the state average in all subgroups.

The district also experienced impressive success in the area of Chronic absenteeism. Our chronic absenteeism rate made significant progress in 2023-24, declining by 6% to our current rate of 4.9%. We achieved our goal rate of 5.2% and now will continue to work to maintain or decrease this rate.

In addition, the district's EL reclassification rate increased to 25%, reaching our overall target goal of 25%.

Suspension Rates 2025 (CA Dashboard)
All- .1% (decrease .1%)
EL- 0% (decrease 2.8%)
SED- .3% (decrease 1.8%)
White- .3% (decrease 1%)
Hispanic- .2% (decrease .8%))
SWD- 0% (decrease 1.7%)

Suspension Rates 2025- (CA Dashboard)- State
All- 3.1%
EL- 3.2%
SED- 4%
White- 2.6%
Hispanic- 3.3%
SWD- 5.4%

The district is also proud off the progress it has made in decreasing student suspensions to less than 1%..

Also to be noted, the district's expulsion rate is currently 0%.

As we reflect on our progress and successes this year, we remain committed to refining our strategies, monitoring student progress, and collaborating with our community partners to ensure every student continues to receive a high quality, comprehensive education that supports the district's mission of "Teaching Children to Lead the Way."

CHALLENGES:

The district's greatest area of challenge continues to be closing the achievement gap for English Learners (EL) and Socioeconomically Disadvantaged (SED) students. Although SED and English Learners made notable increases in their ELA and mathematics achievement, there is still room for continued growth. The achievement of Socioeconomically Disadvantaged students remains a priority and is addressed in the current LCAP.

When reflecting upon the performance of English Learners, it is evident that EL student performance in ELA and math increased significantly, but still remains an area of focus since a performance gap still exists. One of the contributing challenges the district faces as a small, one school district, of approximately 850 students, is the very small number of EL students within the district. This small, typically fluctuating number of students in the EL subgroup, often causes volatility in our data from year to year. However, the district has given our EL students high priority in our LCAP in order to effectuate the greatest growth possible for this student group.

An additional challenge the district faced in 2024-25 was a rise in student Chronic Absenteeism. The district is finding it challenging to achieve and maintain a steady level of chronic absenteeism from on year to the next. After a significant decline in chronic absenteeism in 2023-24, the district experienced an unusual increase of 4.3% in 2024-25, bringing our rate up to 9.2%. The district will continue to focus on the importance of consistent school attendance, and the positive impact being at school every day has on overall student learning and achievement. We have also added stricter attendance requirements for participation in extracurricular activities, and increased good attendance incentives to encourage students to come to school each and everyday.

EL Progress Indicator
58.3% making progress (increase of 33.3%)

EL Progress Indicator- State
46.4% making progress

LREBG Funds- The these funds are not reflected in the 2026-2027 LCAP, since no LREBG funds will be spent in 26-27. Future LREBG funds received will be reflected in future District LCAPs beginning with the 2027-28 LCAP.

# Reflections: Technical Assistance

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

The LEA is not currently receiving technical assistance.

# 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.

The LEA has no schools 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.

The LEA has no schools identified for CSI.

### *Monitoring and Evaluating Effectiveness*

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

The LEA has no schools identified for CSI.

# 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 |
|---|---|
| As part of the approval process, many groups have been engaged and involved in the development, implementation, review and update of the 2025-2026 LCAP for 2026-2027. As a single school district we continued our strategic decision to incorporate our Federal Title I funding into our LCAP as part of the LCAP document and aligned our Title I actions with the LCAP goals. | Time was spent with District and Site Administration, Director of Business Services, and County Consultants to complete the task of streamlining the LCAP goals into a more succinct plan, focused on LCAP goals and actions that support the academic and social-emotional needs of our unduplicated students. Approximately 31% of our student population is unduplicated, representing our English Learners and Socioeconomically Disadvantaged students. |
| The Superintendent shared LCAP related information and data to the community and community members had the opportunity to provide input on the LCAP during board meetings held in September, October, November, December, January February, March, April, May and June. | During board meetings presentations were shared regarding progress towards LCAP goals and metrics, including student academic and social-emotional progress, student and family engagement, and the enhancement of art, music, agricultural science and other enrichment programs. |
| District and site administrators discussed 2025-2026 and 2026-2027 LCAP goals, actions, metrics, services, and program options. Discussions took place throughout the year during bi-weekly admin meetings. | These meetings provide the opportunity for reflection on progress towards attainment of goal, progress monitoring, and analysis of what is working and areas for improvement. The ongoing dialogue during these meetings enable pivots to made as needed to ensure student success. |
| The Superintendent met with the School Site Council (SSC), District and Parent Advisory Committee, (DAC/PAC) which includes parents or legal guardians of current students with disabilities, certificated personnel, classified personnel and administrative personnel; Student Advisory Council (SAC) which is composed of middle school students; and District English Learner Advisory Committee (DELAC) in September, November, February, April, and May. In addition, | In each of these educational partner groups updates are shared regarding LCAP goals, actions, metrics and progress made towards attainment of these goals. In addition, time is built into the meetings for discussions and gathering feedback from attendees. A translator is available at each meeting to ensure equitable access. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| parents have input in programs and services through attendance at five Parent Booster Club meetings. | |
| The Superintendent and Director of Business and Personnel Services met with representatives of the Kings River-Hardwick Teacher's Association (KRHTA) on August 14th, 2025. The Superintendent and Principal also met with the entire teaching staff during twice-monthly faculty meetings throughout the school year. | As a one school district, opportunities for engagement and feedback with faculty and staff are ongoing. During these meetings information regarding our LCAP goals, metrics, and progress was shared. Both local and state metric data was shared and feedback was gleaned during open discussions during these meetings. |
| The district collaborated with the Kings County Office of Eduction, Assistant Superintendent of Special Education/SELPA Director on April 16, 2026, to review special education supports. SELPA feedback indicated our LCAP addressed all student groups and we specifically included metrics for our special education students in order to monitor progress in the areas of academics, access to music and enrichment classes, along with attendance. | The Superintendent attends monthly SELPA Governance Council and SEPA Advisory Council meetings. In addition, a LCAP consultation meeting was held with the KCOE Assistant Superintendent of Special Education/SELPA Director to discuss how students with disabilities were incorporated into our LCAP goals, along with review of SWD performance on LCAP metrics. |
| Surveys were collected from pupils, parents and teachers regarding safety (school climate) and school connectedness (student engagement). 52% of parents submitted the survey. 85.5% of survey participants felt a strong sense of safety and school connectedness. | The surveys were shared with staff and students via email, and parent surveys were available online. |

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

The feedback provided from our educational partners influenced the goals and actions in the adopted LCAP for our unduplicated student populations in the following ways: The feedback supported the need for the district to continue to invest in social emotional supports ( Actions 2.1 and 2.2), academic intervention supports, including professional development and paraprofessional supports ( Actions 1.1, 1.2 and 1.5), In addition, in the area of academic intervention supports, the feedback supported the need to add an Intervention Teacher to the instructional intervention team (Action 1.5). The feedback also supported the need to continue to support academic enrichment opportunities including the library media center and music program (Actions 1.3 and 1.4). The feedback received also supported maintaining the streamlined LCAP in order to make it more easily understood by our educational partners. The LCAP goals continue to include one focused on academic outcomes and one focused on social emotional outcomes. In addition, only actions contributing to increased or improved services for our unduplicated students (English Learners (EL) and Socioeconomically Disadvantaged students (SED) are included in the LCAP. However, all eight state metrics are included and will be monitored and reported each year to ensure all of our students are thriving and succeeding.
During School Site Council (SSC), District English Learner Advisory Committee (DELAC), District/Parent Advisory Committee (DAC/PAC) and Student Advisory Council (SAC) meetings, all groups shared the need to invest in social emotional supports, including maintaining the school psychologist (Action 2.1) and Director of Student Services (Action 2.1) positions, in addition to other social emotional support positions not listed in the LCAP. Additionally, both groups continued to support ongoing reading and math intervention and tutoring programs to continue progress towards closing the achievement gaps for our students. (Actions 1.1, 1.2 and 1.5). Ongoing professional development

(Action 1.1) was also noted as an area of continued need in all content areas, including STEM/STEAM. All groups, including students, expressed the need to sustain and expand when possible, academic enrichment opportunities such as the library media center and visual and performing arts programs, including music. (Actions 1.3 and 1.4). DELAC also appreciated the district's continued commitment to providing staff and resources to support English learners in furthering their English language proficiency.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Maximize student achievement and success. The district will continue to increase student achievement, with a focus on narrowing the achievement gap for English learners and low income students. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The District has developed this goal to ensure the academic success of all students. According to our Dashboard data, approximately 34% of our student population comprises the school/district unduplicated count of English learners and low income students. Both our English learners' and low income students' academic performance levels fall below the performance level of our student population as a whole. The district's goal is to increase the academic performance of all students and narrow the achievement gap for both of these student subgroups.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | State Priority 2 and 4: Implementation of State Standards and Pupil Achievement<br><br>2A. Implementation of the academic content and performance standards adopted by the state board. | CAASPP- ELA distance from proficiency (CA Dashboard) 2022-2023:<br><br>All Students- 31.1 points above<br>White- 37.7 points above<br>Hispanic- 21.6 points above | CAASPP- ELA distance from proficiency (CA Dashboard) 2023-2024:<br><br>All Students- 32 points above<br>White- 40.4 points above | CAASPP- ELA distance from proficiency (CA Dashboard) 2024-2025:<br><br>All Students- 40.6 points above<br>White- 49.3 points above | CAASPP- ELA distance from proficiency (CA Dashboard) 2026-2027:<br><br>All Students- 36 points above<br>White- 42 .7 points above | CAASPP- ELA distance from proficiency:<br><br>All Students- (increased +9.5 points)<br>White- (increased + 11.6 points) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 4A. Statewide Assessments CAASPP<br><br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard) | English Learners- 20.9 points below<br>SED- 9.3 points above<br>SWD- 1.9 points below | Hispanic- 18.3 points above<br>English Learners- 14.1 points below<br>SED- 11.5 points above<br>SWD- 2 points below | Hispanic- 29.5 points above<br>English Learners- 27.6 points above<br>SED- 16.5 points above<br>SWD- 0 points above | Hispanic- 26.6 points above<br>English Learners- 10.9 points below<br>SED- 19.3 points above<br>SWD- 3 points above | Hispanic- (increase + 7.9 points)<br>English Learners- (increase +48.5 points)<br>SED- (increased + 7.2 points)<br>SWD- (increased + 1.9 points) |
| 1.2 | State Priority 2 and 4: Implementation of State Standards and Pupil Achievement<br><br>2A. Implementation of the academic content and performance standards adopted by the state board.<br><br>4A. Statewide Assessments CAASPP<br><br>CAASPP- Math Academic Indicators distance from proficiency (CA Dashboard) | CAASPP- Math distance from proficiency (CA Dashboard) 2022-2023:<br><br>All Students- 12.4 points above<br>White- 28.1 points above<br>Hispanic- 5.1 points below<br>English Learners- 46.8 points below<br>SED- 15.9 points below<br>SWD- .8 points below | CAASPP- Math distance from proficiency (CA Dashboard) 2023-2024:<br><br>All Students- 20 points above<br>White- 38.1 points above<br>Hispanic- 3.9 points below<br>English Learners- 46.8 points below<br>SED- 9.2 points below<br>SWD- 17.9 points below | CAASPP- Math distance from proficiency (CA Dashboard) 2024-2025:<br><br>All Students- 32.3 points above<br>White- 41.3 points above<br>Hispanic- 19.8 points above<br>English Learners- 3.4 points below<br>SED- 11.1 points above<br>SWD- 5 points below | CAASPP- Math distance from proficiency (CA Dashboard) 2026-2027:<br><br>All Students- 17.4 points above<br>White- 33.1 points above<br>Hispanic- 10.1 points above<br>English Learners- 36.8 points below<br>SED- 5.9 points below<br>SWD- 4 points above | CAASPP- Math distance from proficiency:<br><br>All Students- (increase +19.9 points))<br>White- (increase +13.2 points)<br>Hispanic- (increase +14.7 points)<br>English Learners- (increase +43.4 points)<br>SED- (increase +27 points)<br>SWD- (decrease -4.2points) |
| 1.3 | State Priority 2 and 4: Implementation of State Standards and Pupil Achievement<br><br>2B. How the programs and services weill enable | ELPAC- 2022-2023:<br>28.57%- Proficient<br><br>English Learner Progress Indicator 2022-2023: | ELPAC- 2023-2024:<br>13.04%- Proficient<br><br>English Learner Progress Indicator 2023-2024: | ELPAC- 2024-2025:<br>26.32%- Proficient<br><br>English Learner Progress Indicator 2024-2025: | ELPAC- 2026-2027<br>30%- Proficient<br><br>English Learner Progress Indicator 2026-2027: | ELPAC- 2023-2024<br>decrease of -2.25% students scoring Proficient |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.<br><br>4E.. Statewide Assessments ELPAC<br><br>EL Progress Indicator (ELPI)<br>(CA Dashboard) | English Learners- 65% Made Progress | English Learners- 25% Made Progress | English Learners- 58.3% Made Progress | English Learners- 70% Made Progress | English Learner Progress Indicator<br><br>English Learners- (decrease - 6.7%) |
| 1.4 | State Priority 4: Pupil Achievement<br><br>F. EL Reclassification Rate- District / Aeries | EL Reclassification Rate 2022-2023<br><br>23% of EL students reclassified | EL Reclassification Rate 2023-2024<br><br>24% of EL students reclassified | EL Reclassification Rate 2024-2025<br><br>25% of EL students reclassified | EL Reclassification Rate 2026-2027:<br><br>26% of EL students reclassified | EL Reclassification Rate:<br><br>EL students reclassified- (increase +2%) |
| 1.5 | State Priority 1: Basic Services<br><br>A. Teacher Credentialing<br><br>(SARC data) | 100% of teachers are appropriately assigned in 2023-2024.<br><br>100% of teachers are appropriately credentialed in 2023-2024. | 100% of teachers are appropriately assigned in 2024-2025.<br><br>100% of teachers are appropriately credentialed in 2024-2025. | 100% of teachers are appropriately assigned in 2025-2026.<br><br>100% of teachers are appropriately credentialed in 2025-2026. | 100% of teachers are appropriately assigned in 2026-2027.<br><br>100% of teachers are appropriately credentialed in 2026-2027. | 100% of teachers appropriately assigned- (Met/Maintained) |
| 1.6 | State Priority 1: Basic Services<br><br>B.. Sufficient Access to Standards Aligned Materials | 100% of pupils are provided sufficient instructional materials | 100% of pupils are provided sufficient instructional materials | 100% of pupils are provided sufficient instructional materials | 100% of pupils are provided sufficient instructional materials | 100% of pupils provided sufficient instructional materials- (Met/Maintained) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Annual Textbook Resolution | | | | | |
| 1.7 | State Priority 1: Basic Services<br><br>C. Facilities Maintained in Good Repair<br><br>(FIT) | All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). | All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). | All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). | All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). | Facilities have a rating of "Good"-(Maintained) |
| 1.8 | State Priority 7: Course Access<br><br>A. Pupil Access to Courses<br>B. Programs and Services Unduplicated Students<br>C. Programs and Services Unduplicated Students<br><br>1st-6th Master Course List<br><br>Master Schedule/Course List 7th/8th<br><br>Site Administration Reports<br><br>SEIS Reports<br><br>MTSS Rubric- Self-Rating Tool | 1st -6th Grade Master Course List: Integrated studies that include; English, mathematics, social science (embedded), science (embedded), visual and performing arts, technology, health/physical education is provided to 100% of 1st-6th grade students.<br><br>7th-8th Master Schedule/Course List: Integrated English and career technical education; mathematics, social science, science, physical education, foreign language, applied arts, visual ad performing arts is provided to 100% of 7th-8th grade students. | 1st -6th Grade Master Course List: Integrated studies that include; English, mathematics, social science (embedded), science (embedded), visual and performing arts, technology, health/physical education is provided to 100% of 1st-6th grade students.<br><br>7th-8th Master Schedule/Course List: Integrated English and career technical education; mathematics, social science, | 1st -6th Grade Master Course List: Integrated studies that include; English, mathematics, social science (embedded), science (embedded), visual and performing arts, technology, health/physical education is provided to 100% of 1st-6th grade students.<br><br>7th-8th Master Schedule/Course List: Integrated English and career technical education; mathematics, social science, | 1st -6th Grade Master Course List: Integrated studies that include; English, mathematics, social science (embedded), science (embedded), visual and performing arts, technology, health/physical education is provided to 100% of 1st-6th grade students.<br><br>7th-8th Master Schedule/Course List: Integrated English and career technical education; mathematics, social science, | 1st -6th Grade Master Course List-100%(Met/Maintained)<br><br>7th-8th Master Schedule/Course List-100%(Met/Maintained)<br><br>100% English Learners receive daily Designated English Language Development support-(Met/Maintained)<br><br>100% of RSP students receive appropriate special education, speech, or health services, according to their IEPs-(Met/Maintained) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (High-quality, Differentiated Classroom Instruction; Systemic and Sustainable Change; Integrated Data System; Positive Behavioral Support.) | 100% of English Learners receive daily Designated English Language Development support.<br><br>100% of RSP students receive appropriate special education, speech, or health services, according to their IEPs.<br><br>MTSS Rubric Score: 9 | science, physical education, foreign language, applied arts, visual ad performing arts is provided to 100% of 7th-8th grade students.<br><br>100% of English Learners receive daily Designated English Language Development support.<br><br>100% of RSP students receive appropriate special education, speech, or health services, according to their IEPs.<br><br>MTSS Rubric Score: 10 | science, physical education, foreign language, applied arts, visual ad performing arts is provided to 100% of 7th-8th grade students.<br><br>100% of English Learners receive daily Designated English Language Development support.<br><br>100% of RSP students receive appropriate special education, speech, or health services, according to their IEPs.<br><br>MTSS Rubric Score: 10 | science, physical education, foreign language, applied arts, visual ad performing arts is provided to 100% of 7th-8th grade students<br><br>100% of English Learners receive daily Designated English Language Development support.<br><br>100% of RSP students receive appropriate special education, speech, or health services, according to their IEPs.<br><br>MTSS Rubric Score: 13 | MTSS Rubric Score- (Maintained +0 point) |
| 1.9 | State Priority 8: Other Pupil Outcomes<br><br>1st-3rd Grade Report Card Grades of "2" or higher out of "3" Report Card Grades of Credit | 1st-3rd Report Card Grades:<br>98% scored a "2" or higher in English (including embedded social science and science) and mathematics.<br><br>Students receiving "Credit" in Music, Art, | 1st-3rd Report Card Grades:<br>98% scored a "2" or higher in English (including embedded social science and science) and mathematics. | 1st-3rd Report Card Grades:<br>98% scored a "2" or higher in English (including embedded social science and science) and mathematics. | 1st-3rd Report card grades:<br>99% scored a "2" or higher in English (including embedded social science and science) and Mathematics. | 1st-3rd Report card grades:<br>98% scored a "2" or higher in English (including embedded social science and science) and Mathematics. (Maintained) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 4th-6th Grade<br>Report Card Grades of "2" or higher out of "3"<br>Report Card Grades of Credit<br><br>7th-8th Grade<br>Report Card Grades of "C" or higher<br>Report Card Grades of Credit | and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>4th-6th Report Card Grades:<br>98% scored a "2" or higher in English, mathematics, social science and science.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>7th-8th Report Card Grades:<br>98% scored a "C" or higher in English (including embedded CTE), social science and science.<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and | Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>4th-6th Report Card Grades:<br>98% scored a "2" or higher in English, mathematics, social science and science.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>7th-8th Report Card Grades:<br>98% scored a "C" or higher in English (including embedded CTE), | Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>4th-6th Report Card Grades:<br>98% scored a "2" or higher in English, mathematics, social science and science.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>7th-8th Report Card Grades:<br>98% scored a "C" or higher in English (including embedded CTE), | Students receiving "Credit" in Music, Art, and Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED 100%<br>SWD- 100%<br><br>4th-6th Report Card Grades:<br>98% scored a "2" or higher in English, mathematics, social science and science.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100%<br><br>7th-8th Report Card Grades:<br>98% scored a "C" or higher in English (including embedded CTE), | Students receiving "Credit" in Music, Art, and Physical Education.<br><br>All- 100%<br>Met/Maintained<br>EL- 100%<br>Met/Maintained<br>SED 100%<br>Met/Maintained<br>SWD- 100%<br>Met/Maintained<br><br>4th-6th Report Card Grades:<br>98% scored a "2" or higher in English, mathematics, social science and science. (Met/Maintained)<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All-100%<br>Met/Maintained<br>EL-100%<br>Met/Maintained<br>SED-100%<br>Met/Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100% | social science and science.<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100% | social science and science.<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100% | social science and science.<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br>SWD- 100% | SWD-100% Met/Maintained<br><br>7th-8th Report Card Grades: 98% scored a "C" or higher in English (including embedded CTE), social science and science. (Met/Maintained)<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and Health/Physical Education.<br><br>All- 100% Met/Maintained<br>EL-100% Met/Maintained<br>SED- 100% Met/Maintained<br>SWD- 100%Met/Maintained |
| 1.10 | State Priority 4: Pupil Achievement<br><br>A. Statewide Assessments CAST | CAST - Science Met/Exceeded Standard (CA Dashboard) 2022-2023:<br><br>All Students- 36.25%<br>White- 49.13% | CAST - Science Met/Exceeded Standard (CA Dashboard) 2023-2024: | CAST - Science Met/Exceeded Standard (CA Dashboard) 2024-2025 | CAST - Science Met/Exceeded Standard (CA Dashboard) 2026-2027:<br><br>All Students- 50% | CAST- Science Met/Exceeded Standard<br><br>All Students- (increase +1.52%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | CAST - Science Academic Indicators distance from proficiency (CA Dashboard) | Hispanic- 24.7%<br>English Learners- Too few students to report<br>SED- 26.38%<br>SWD- 30.76% | All Students- 37.84%<br>White- 41.66%<br>Hispanic- 29.33%<br>English Learners- Too few students to report<br>SED- 30.77%<br>SWD- 11.76% | All Students- 37.72%<br>White- 41.05%<br>Hispanic- 31.08%<br>English Learners- Too few students to report<br>SED- 21.74%<br>SWD- Too few students to report | White- 65%<br>Hispanic- 35%<br>English Learners- Too few students to report<br>SED- 35%<br>SWD- 35% | White- (decrease -8.08%)<br>Hispanic- (increase +6.38%)<br>English Learners- Too few students to report<br>SED- (decrease+ 4.64%)<br>SWD- Too few students to report |
| 1.11 | State Priority 4: Pupil Achievement<br><br>B. A-G Pass Rate<br>C. CTE<br>G.. AP Pass Rate<br>H. EAP | N/A | N/A | N/A | N/A | N/A |
| 1.12 | State Priority 2: State Standards<br><br>(Local Data) | 100% of K-6th students receive standards based report cards in 2023-2024. | 100% of K-6th students receive standards based report cards in 2024-2025. | 100% of K-6th students receive standards based report cards in 2025-2026. | 100% of K-6th students receive standards based report cards in 2026-2027. | K-6th students receive standards based report cards- 100% (Met/Maintained) |
| 1.13 | State Priority 2: State Standards<br><br>English Learner access to the California State Standards and English Language Development (ELD) Standards.<br><br>(Local Data) | 100% of English Learners have access to the California State Standards and ELD Standards in 2023-2024. | 100% of English Learners have access to the California State Standards and ELD Standards in 2024-2025. | 100% of English Learners have access to the California State Standards and ELD Standards in 2025-2026. | 100% of English Learners have access to the California State Standards and ELD Standards in 2026-2027. | 100% of English Learners have access to California Stat Standards and ELD Standards- (Met/Maintained) |

# Goal Analysis [2025-26]

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

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

Goal 1: Maximize student achievement and success. The district will continue to increase student achievement, with a focus on narrowing the achievement gap for English learners and low income students. This goal was fully implemented and resulted in increased student success and achievement.

Successes: Extensive professional development and support was provided for teachers in the areas of accelerating learning in mathematics and English language arts. The district participated in the CCEE grant funded cohort through the Tulare County Office of Education for the second year in a row, providing teachers with the opportunity to enhance their instructional craft and support the diverse learning needs of all students, including English Learners and Socioeconomically Disadvantaged students. This opportunity allowed for offsite and onsite convenings, as well as direct coaching and support in our district classrooms from TCOE consultants. These professional learning opportunities for teachers correlated into increased academic success for our students. In addition, all five actions listed below created a foundation for learning and engagement that supported the overall learning experience and subsequent success of our students.

Action 1.1 (Director of Student Services) - The Director of Student Services provided ongoing curriculum development, professional development, and coaching to support teachers and instructional aides/paraprofessionals in meeting the unique and diverse needs of English Learners and Socioeconomically Disadvantaged students. In addition, the Director of Student Services supported the unique academic and social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services including data analysis; coordination of intervention services and supports to address identified student needs; setup of MTSS; attendance monitoring and intervention; connecting with families; and planning and organizing parent engagement nights.

Action 1.2 (EL Identification and Coordination of Services) - EL identification and language acquisition and support services were coordinated to benefit EL students, including identification of EL and RFEP students who were not making sufficient progress in language acquisition or core content areas for intervention services. English learners received daily designated English language development support in addition to structured English immersion.

Action 1.3 (Music Specialist) - The Music Specialist provided enrichment learning opportunities in Music to expand students' exposure to the arts and enhance their learning experiences and outcomes. All students TK-6th received music instruction weekly. 7th & 8th grade students were able to select music as one if their electives for the year. TK-8th grade students performed winter musicals (4 shows over two nights) at the local historic Fox Theater in Hanford in December. Drumline, Choir, and Drama Club also performed during the winter performances as well as the Spring Show in April. Drumline also participated in various community events and rallies held at school.

Action 1.4 (Library Media Center) - A fully functioning Library Media Center was maintained for all students TK-8th to access throughout the year. The library is filled with a robust collection of literature and reading material for children of all ages and interests.

Action 1.5 (Title I Intervention) - Intervention/Title I services were provided to qualifying students. These intervention and support services were provided to students during the course of the regular school day as well as after school. Transportation was provided for students who

attended after school sessions. The greatest challenge experienced with after school intervention is parent support of their children staying after school to receive services. Many children participate in a myriad of outside activities after school such as sports, dance, cheer, gymnastics, etc. that parents prioritize. Therefore, it is a priority for the district to embed as much intervention into the school day as possible to ensure all students have access to support.

Challenges: The greatest challenge with implementation of this goal was getting parents to support the district's effort to provide extended learning opportunities for children who would have truly benefited from them. Many children have a myriad of outside activities after school such as sports, dance, cheer, gymnastics, and sometimes even caring for younger siblings who are not of school age, that parents prioritize over enabling their children to take part in intervention support services offered after school. Therefore, the district makes it a priority to embed as much intervention support into the school day as possible. In addition, regular school attendance is imperative to student learning, and is always a challenge, even when our attendance is looking good data wise. Those students who would benefit most from consistent attendance are often the students who unfortunately struggle with attendance.

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.

In Actions 1.1, 1.2, 1.3 and 1.4- There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In Action 1.5- Intervention/Title I Services a material difference was noted in % of funds expended for these services and materials. $80,000 was budgeted for the action and only $65,000 was expended. A decrease of -18.75%. This decrease in expenditures is due to the use of one time funds for purchase of materials in lieu of utilizing Title I funds.

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

Our metrics indicate that all five actions in Goal 1 were effective and supported student achievement and success in making progress towards this goal.

Action 1.1- (Director of Student Services): The Director of Student Services provided effective ongoing curriculum development, professional development, and coaching to support teachers and instructional aides/paraprofessionals in meeting the unique and diverse needs of English Learners and Socioeconomically Disadvantaged students. In addition, the Director of Student Services supported the unique academic and social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services including data analysis; coordination of intervention services and supports to address identified student needs; setup of MTSS; attendance monitoring and intervention; connecting with families; and planning and organizing parent engagement nights. English Learners- (increased +41.7 points) & SED- (increased + 5.1 points) in ELA. English Learners- (increased +71.6 points) & SED- (increase +20.3 points) in Math. The number of EL students reclassified also increased by 1%. The district's EPLI increased by 33.3% and students scoring proficient on the ELPAC increased by 13.28%. In reflecting on past and current data regarding EL student progress indicators, the district has discovered that the extremely small number of EL students in the district creates the potential for volatility in the data from one year to the next, as well as grade level by grade level.

Action 1.2- (EL Identification and Coordination of Services): EL identification and language acquisition and support services were effectively coordinated to benefit EL students, including identification of EL and RFEP students who were not making sufficient progress in language acquisition or core content areas for intervention services. English learners received daily designated English language development support in addition to structured English immersion. English Learners- (increased +41.7 points) in ELA and (increased +71.6 points) in Math. The number of EL students reclassified also increased by 1%. The district's EPLI increased by 33.3% and students scoring proficient on the ELPAC increased by 13.28%. In reflecting on past and current data regarding EL student progress indicators, the district has discovered that the extremely small number of EL students in the district creates the potential for volatility in the data from one year to the next, as well as grade level by grade level.

Action 1.3- (Music Specialist): The Music Specialist provided effective enrichment learning opportunities in Music to expand students' exposure to the arts and enhance their learning experiences and outcomes. All students TK-6th received music instruction weekly. 7th & 8th grade students were able to select music as one if their electives for the year. TK-8th grade students performed winter musicals (4 shows over two nights) at the local historic Fox Theater in Hanford in December. Drumline, Choir, and Drama Club also performed during the winter performances as well as the Spring Show in April. Drumline also participated in various community events and rallies held at school. Student learning outcomes support the effectiveness of this action as follows: English Learners- (increased +41.7 points) & SED- (increased + 5.1 points) in ELA. English Learners- (increased +71.6 points) & SED- (increase +20.3 points) in Math. The number of EL students reclassified also increased by 1%. The district's EPLI increased by 33.3% and students scoring proficient on the ELPAC increased by 13.28%. In reflecting on past and current data regarding EL student progress indicators, the district has discovered that the extremely small number of EL students in the district creates the potential for volatility in the data from one year to the next, as well as grade level by grade level. All students enrolled in Music received a grade of "Credit" on their report cards.

Action 1.4- (Library Media Center): A fully functioning Library Media Center was maintained for all students TK-8th to access throughout the year. The library is filled with a robust collection of literature and reading material for children of all ages and interests. Students having access to plenty of literature and reading material effectively supports student learning as reflected in student performance growth. Student learning outcomes support the effectiveness of this action as follows: English Learners- (increased +41.7 points) & SED- (increased + 5.1 points) in ELA. English Learners- (increased +71.6 points) & SED- (increase +20.3 points) in Math. The number of EL students reclassified also increased by 1%. The district's EPLI increased by 33.3% and students scoring proficient on the ELPAC increased by 13.28%. In reflecting on past and current data regarding EL student progress indicators, the district has discovered that the extremely small number of EL students in the district creates the potential for volatility in the data from one year to the next, as well as grade level by grade level.

Action 1.5- (Title I Intervention): Intervention/Title I services were provided to qualifying students. These intervention and support services were provided to students during the course of the regular school day as well as after school. Transportation was provided for students who attended after school sessions. The greatest challenge experienced with after school intervention is parent support of their children staying after school to receive services. Many children participate in a myriad of outside activities after school such as sports, dance, cheer, gymnastics, etc. that parents prioritize. Therefore, it is a priority for the district to embed as much intervention into the school day as possible to ensure all students have access to support. Intervention was effective overall with increased achievement noted for students served. English Learners- (increased +41.7 points) & SED- (increased + 5.1 points) in ELA. English Learners- (increased +71.6 points) & SED- (increase +20.3 points) in Math.

CAASPP- ELA distance from proficiency 2025:

All Students-  (increased +9.5 points)
White- (increased + 11.6 points)
Hispanic- (increase + 7.9 points)
English Learners- (increase +48.5 points)
SED- (increased + 7.2 points)
SWD-  (increased + 1.9 points)

All Students-  40.6 points above
White-  49.3 points above
Hispanic-  29.5 points above
English Learners-  27.6 points above
SED-  16.5 points above
SWD-  0 points above

CAASPP- Math distance from proficiency 2025:

All Students- (increase +19.9 points))
White- (increase +13.2 points)
Hispanic- (increase +14.7 points)
English Learners-  (increase +43.4 points)
SED-  (increase +27 points)
SWD- (decrease - 4.2points)

All Students-  32.3 points above
White-  41.3 points above
Hispanic-  19.8 points above
English Learners-  3.4 points below
SED-  11.1  points above
SWD-  5 points below

ELPAC- 2024-2025-  26.32% scored Proficient
increase of -13.28 % students scoring Proficient

English Learner Progress Indicator- 58.3% making progress

English Learners- (increased 33.3%)

EL Reclassification Rate: 25%

EL students reclassified- (increased +1%)

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.

Action 1.4- The allocation of funds for the Library Media Center was decreased 1by 19.34%, reflecting the expenditure of extra carryover of funds for materials from 2023-24 that were added to the allocation amount for materials in 2024-25. All funds were expended in 20224-25 so the new allocation amount represents the actual allocation with $0 carryover funds from the previous year for materials.

Action 1.5- As a result of analyzing implementation and student outcome data, there was a change made to Action 1.5- Intervention/Title I services will be provided to qualifying students. In order to more effectively serve Title 1 students, a .25 FTE Intervention Teacher has been added to this action. One of the greatest challenges we face in providing extended learning and intervention opportunities to students, is ensuring we have well-trained, adequate staff to provide these services to students during the regular school day.The addition of this credentialed teacher position will enhance and extend our current intervention program, effectuating greater student learning outcomes for students. The remainder of the planned actions for the coming year remained the same following our reflections on prior practice.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Director of Student Services | Director of Student Services to continue providing ongoing curriculum development, professional development, and coaching to support teachers and instructional aides/paraprofessionals in meeting the unique and diverse needs of English Learners and Socioeconomically Disadvantaged students. In addition, the Director of Student Services will support the unique academic and social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services such as data analysis; coordination of intervention services and supports to address identified student needs; setup of MTSS; attendance monitoring and | $361,492.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | intervention; connecting with families; planning and organizing parent engagement nights, etc. to enhance family engagement and promote ongoing community building.<br><br>a) Director of Student Services, 1 FTE<br>b) Release time for teachers for instructional planning and professional development<br>c) Materials and supplies<br><br>Addresses: Metric 1.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency<br><br>Addresses: Metric 1.2 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency<br><br>Addresses: Metric 1.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI)<br><br>Addresses: Metric 1.4 EL Reclassification Rate | | |
| **1.2** | EL Identification and Coordination of Services | Coordination of EL identification and language acquisition and support services, including identification of EL and RFEP students who are not making sufficient progress in language acquisition or core content areas for intervention services. Ensure English learners receive daily designated English language development support in addition to structured English immersion.<br><br>a.) Bilingual Tutor .52 FTE<br>b.) Intervention Assistant .52 FTE<br>c.) Instructional Aide .29 FTE<br><br>Addresses: Metric 1.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency<br><br>Addresses: Metric 1.2 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency | $101,774.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Addresses: Metric 1.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI)<br><br>Addresses: Metric 1.4 Pupil Achievement EL Reclassification Rate | | |
| **1.3** | Music Specialist | Music Specialist to provide enrichment learning opportunities in Music to expand students' exposure to the arts and enhance their learning experiences and outcomes.<br><br>a.) Music Specialist .56 FTE<br><br>Addresses: Metric 1.9 Other Pupil Outcomes<br>Report Card Grades of Credit | $62,305.00 | Yes |
| **1.4** | Library Media Center | Maintain fully functioning Library Media Center.<br><br>a.) Library Media Assistant- .52 FTE<br>b.) Technology Support Specialist- .72 FTE<br>c.) Materials and Supplies<br><br>Addresses: Metric 1.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency<br><br>Addresses: Metric 1.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI)<br><br>Addresses: Metric 1.4 Pupil Achievement EL Reclassification Rate | $129,238.00 | Yes |
| **1.5** | Title I Intervention | Intervention/Title I services will be provided to qualifying students.<br><br>a.) Instructional Aide- .41 FTE<br>b.) Materials and Supplies<br>c.) Indirect Costs<br>d.) Intervention Teacher- .25 FTE | $99,843.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | Addresses: Metric 1.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency<br><br>Addresses: Metric 1.2 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency<br><br>Addresses: Metric 1.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Provide a safe, nurturing and engaging learning environment. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district has developed this goal because the Dashboard data indicates our student average daily attendance, chronic absenteeism and suspension rates are areas where we are making progress, but need to continually monitor in order to maintain a safe, nurturing and engaging learning environment. Maintaining student connectedness to school is a critical factor in increasing student attendance and reducing chronic absenteeism. Investing in a Psychologist and Director of Student Services provides a system of support to help meet the social-emotional needs of our unduplicated students, including our English learners and low income students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | State Priority 5: Pupil Engagement<br><br>A. School Attendance Rate<br><br>Absenteeism Data (DataQuest) | Average Daily Attendance Rate 2022-23:<br><br>All Students- 96.3% | Average Daily Attendance Rate 2023-24:<br><br>All Students- 96% | Average Daily Attendance Rate 2024-25:<br><br>All Students- 96% | Average Daily Attendance Rate 2026-27:<br><br>All Students- 97.3% | Average Daily Attendance Rate-<br><br>All Students- (decreased -.3%) |
| 2.2 | State Priority 5: Pupil Engagement<br><br>B. Chronic Absenteeism Attendance Rates | Chronic Absenteeism Rate 2022-2023:<br><br>All Students- 10.7%<br>White- 8.8% | Chronic Absenteeism Rate 2023-2024:<br><br>All Students- 4.9% | Chronic Absenteeism Rate 2024-2025:<br><br>All Students- 9.2% | Chronic Absenteeism Rate 2026-2027:<br><br>All Students- 6.7% | Chronic Absenteeism Rate-<br><br>All Students- (declined -1.5%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (CA Dashboard) | Hispanic- 12.8%<br>English Learners- 14.3%<br>SED- 15.4%<br>SWD- 7% | White- 4.8%<br>Hispanic- 5.7%<br>English Learners- 8.6%<br>SED- 8.7%<br>SWD- 8% | White- 6.4%<br>Hispanic- 12.2%<br>English Learners- 8.7%<br>SED- 14.9%<br>SWD- 12.8% | White- 5.3%<br>Hispanic- 7.8%<br>English Learners- 8.3%<br>SED- 9.4%<br>SWD- 6% | White- (declined -2.4%)<br>Hispanic- (declined - .6%)<br>English Learners- (declined -5.6%)<br>SED- (declined -.5%)<br>SWD- (increased + 5.8%) |
| 2.3 | State Priority 6: School Climate<br><br>A. Pupil Suspension Rates<br>(CA Dashboard) | Suspension Rate 2022-2023:<br><br>All Students- 1.2%<br>White- 1.3%<br>Hispanic- 1%<br>English Learners- 2.9%<br>SED- 2.1%<br>SWD- 1.8% | Suspension Rate 2023-2024:<br><br>All Students- .2%<br>White- .3%<br>Hispanic- .2%<br>English Learners- 0%<br>SED- .3%<br>SWD- 0% | Suspension Rate 2024-2025:<br><br>All Students- .1%<br>White- 0%<br>Hispanic- .2%<br>English Learners- 0%<br>SED- 0%<br>SWD- 0% | Suspension Rate 2026-2027:<br><br>All Students- .5%<br>White- .5%<br>Hispanic- .5%<br>English Learners- .5%<br>SED- .5%<br>SWD- .5% | Suspension Rate-<br><br>All Students- (decrease -1.1%)<br>White- (declined -1.3%)<br>Hispanic- (declined -.8%)<br>English Learners- (declined -2.9%)<br>SED- (declined -2.1%)<br>SWD- (declined-1.8%) |
| 2.4 | State Priority 6: School Climate<br><br>B. Pupil Expulsion Rates<br>(DataQuest) | Expulsion Rate 2022-2023:<br><br>All Students- 0%<br>White- 0%<br>Hispanic- 0%<br>English Learners- 0%<br>SED- 0%<br>SWD- 0% | Expulsion Rate 2023-2024:<br><br>All Students- 0%<br>White- 0%<br>Hispanic- 0%<br>English Learners- 0%<br>SED- 0%<br>SWD- 0% | Expulsion Rate 2024-2025:<br><br>All Students- 0%<br>White- 0%<br>Hispanic- 0%<br>English Learners- 0%<br>SED- 0%<br>SWD- 0% | Expulsion Rate 2026-2027:<br><br>All Students- 0%<br>White- 0%<br>Hispanic- 0%<br>English Learners- 0%<br>SED- 0%<br>SWD- 0% | Expulsion Rate-<br><br>All Students- (maintained 0%)<br>White- (maintained 0%)<br>Hispanic- (maintained 0%)<br>English Learners- (maintained 0%)<br>SED- (maintained 0%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | SWD- (maintained 0%) |
| 2.5 | State Priority 5: Pupil Engagement<br><br>C. Middle School Drop Out Rate (Aeries) | Middle School Drop Out Rate 2022-2023: 0% | Middle School Drop Out Rate 2022-2023: 0% | Middle School Drop Out Rate 2024-2025: 0% | Middle School Drop Out Rate 2026-2027: 0% | Middle School Drop Out Rate- (maintained 0%) |
| 2.6 | State Priority 6: School Climate<br><br>C. Pupil, Parents and Staff surveys of safety and school connectedness (Local Data Surveys) | Local Survey Results 2023-2024:<br><br>Pupil, Parent and Staff safety and school connectedness satisfaction rate- 78%<br><br>New survey being developed for 2024/2025 school year at which point we will set new baseline data for the following category breakdowns:<br><br>Pupil Satisfaction Rate:<br>Safety- 78%<br>School Connectedness- 80%<br><br>Parent Satisfaction Rate:<br>Safety-78 %<br>School Connectedness- 65%<br><br>Staff Satisfaction Rate:<br>Safety- 80 % | Local Survey Results 2024-2025:<br><br>Pupil, Parent and Staff safety and school connectedness satisfaction rate- 84.5%<br><br>New survey being developed for 2024/2025 school year at which point we will set new baseline data for the following category breakdowns:<br><br>Pupil Satisfaction Rate:<br>Safety- 84%<br>School Connectedness- 87%<br><br>Parent Satisfaction Rate: | Local Survey Results 2025-2026:<br><br>Pupil, Parent and Staff safety and school connectedness satisfaction rate- 85.5%<br><br>New- UPDATED 2025. "Leader in Me" survey will be implemented for 2026/2027 school year at which point we will set new baseline data for the following category breakdowns:<br><br>Pupil Satisfaction Rate:<br>Safety- 85%<br>School Connectedness- 89% | Local Survey Results 2026-2027:<br><br>Pupil, Parent and Staff safety and school connectedness satisfaction rate- 95%<br><br>New-UPDATED 2025. "Leader in Me" survey will be implemented for 2026/2027 school year at which point we will set new baseline data for the following category breakdowns:<br><br>Pupil Satisfaction Rate:<br>Safety- 90%<br>School Connectedness- 90% | Local Survey Results-<br><br>Pupil, Parent and Staff safety and school connectedness satisfaction rate- (increased 6.5%)<br><br>Pupil Satisfaction Rate:<br>Safety- (increased 7%)<br>School Connectedness- (increased 9%)<br><br>Parent Satisfaction Rate:<br>Safety- (increased 8%)<br>School Connectedness- (increased 9%)<br><br>Staff Satisfaction Rate:<br>Safety- (increased +2%) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | School Connectedness- 80 % | Safety- 85%<br>School Connectedness- 71%<br><br>Staff Satisfaction Rate:<br>Safety- 82%<br>School Connectedness- 81% | Parent Satisfaction Rate:<br>Safety- 86%<br>School Connectedness- 74%<br><br>Staff Satisfaction Rate:<br>Safety- 82%<br>School Connectedness- 82% | Parent Satisfaction Rate:<br>Safety- 90%<br>School Connectedness- 80%<br><br>Staff Satisfaction Rate:<br>Safety- 95%<br>School Connectedness- 90% | School Connectedness- (increased +2%) |
| 2.7 | State Priority 3: Parental Involvement<br><br>A. Number of parents participating in decision-making councils<br><br>B. Attendance at Parent-Teacher Conferences<br><br>c. Parent Participation | Parent Involvement 2023-2024:<br><br>A. School Site Council and Parent Advisory Committee averaged five parents per meeting. Parent representatives included students with exceptional needs and English Learners.<br><br>DELAC averaged two parents per meeting.<br><br>B. Parent-Teacher Conference Attendance is at 100%.<br><br>C. 46% of parents submitted the Parent Survey. | Parent Involvement 2024-2025:<br><br>A. School Site Council and Parent Advisory Committee averaged seven parents per meeting. Parent representatives included students with exceptional needs and English Learners.<br><br>DELAC averaged two parents per meeting.<br><br>B. Parent-Teacher Conference | Parent Involvement 2025-2026:<br><br>A. School Site Council and Parent Advisory Committee averaged seven parents per meeting. Parent representatives included students with exceptional needs and English Learners.<br><br>DELAC averaged two parents per meeting.<br><br>B. Parent-Teacher Conference | Parent Involvement 2026-2027:<br><br>A. School Site Council and Parent Advisory Committee averaged ten parents per meeting. Parent representatives include students with exceptional needs and English Learners.<br><br>DELAC averaged three parents per meeting.<br><br>B. Parent-Teacher Conference | Parent Involvement-<br><br>A. School Site Council and Parent Advisory Committee. Parent representatives include students with exceptional needs and English Learners. (+ 2 parents per meeting)<br><br>DELAC- (maintained attendance)<br><br>B. Parent-Teacher Conference Attendance (Met/Maintained) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Attendance is at 100%.<br><br>C. 54% of parents submitted the Parent Survey. | Attendance is at 100%.<br><br>C. 52% of parents submitted the Parent Survey. | Attendance is at 100%.<br><br>C. 60% of parents submitted the Parent Survey. | C. Parent Survey- (increased +6%) |

# Goal Analysis [2025-26]

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

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

Goal 2: Provide a safe, nurturing and engaging learning environment. This goal was fully implemented and consistent with the district's commitment to ensuring a safe, nurturing and engaging learning environment.

Successes: Student social-emotional needs were able to be more fully supported with the staff and support systems the district was able to implement this year. These successes included an increase in students feelings of connectedness and safety at school. In addition, the district's already low suspension rate decreased, and there were zero expulsions.

Action 2.1 (Director of Student Services) - The Director of Student Services successfully provided support for the unique social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services such as data analysis; coordination of intervention services and supports to address identified student needs; setup of MTSS; attendance monitoring and intervention; connecting with families; planning and organizing parent engagement nights, etc. to enhance family engagement and promote ongoing community building and connectedness. Pupil suspension rates decreased -.1% to .1% overall, and there were no expulsions. In addition, Chronic Absenteeism rates dropped- 4.9% ind 23-24 which is a favorable win for our students. Although it increased again in 2024-25, many steps have been taken to throughout the school year, and our district preliminary calculations indicate we should see a significant decrease in Chronic Absenteeism in 25-26.

Action 2.2 (Psychologist) - Psychologist successfully provided counseling services and social emotional support for students. Pupil suspension rates decreased .1% to .1% overall, and there were no expulsions. Pupil satisfaction rate in Safety increased 1% to 85% and School Connectedness increased 2% to 89%.

Challenges: Chronic Absenteeism presented a substantial challenge in 2024-25. The district experienced an increase of 4.3% in students who were chronically absent. Therefore, in 2025-26 the district increased its focus on student attendance, and based on our district calculations, we expect to see improvement in this area. In 2026-27 the district will continue to focus on increasing student attendance and lowering the rate of chronic absenteeism. An additional challenge the district faced in successfully implementing this goal was having to

overcome the challenge of limited financial resources. In a small district, staff members often wear many hats in order to ensure the needs of students are met. In order to meet this challenge, the district supported student's social emotional needs in creative ways to ensure support was provided to all students who needed it, despite our limited number of staff.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Both actions in the goal were effective and supported student achievement and success.

Action 2.1 (Director of Student Services) - The Director of Student Services successfully and effectively provided support for the unique social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services such as data analysis; coordination of intervention services and supports to address identified student needs; setup of MTSS; attendance monitoring and intervention; connecting with families; planning and organizing parent engagement nights, etc. to enhance family engagement and promote ongoing community building and connectedness. Pupil suspension rates decreased 1% to .1% overall, and there were no expulsions.

Action 2.2 (Psychologist) - Psychologist successfully and effectively provided counseling services and social emotional support for students. Pupil suspension rates decreased 1% to .1% overall, and there were no expulsions. Pupil satisfaction rate in Safety increased 1% to 85% and School Connectedness increased 2% to 89%.

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.

Metric 2.6 Change/Update- As a result of analyzing implementation and student outcome data, there were no changes made to the planned goal, target outcomes, or actions for the coming year that resulted from reflections on prior practice. There was one change made to Metric 2.6. State Priority 6: School Climate- Pupil, Parents and Staff surveys of safety and school connectedness (Local Data Surveys): The district was accepted into the Small School District Grant for implementation of "Leader in Me" in the district for the next three years, beginning with the 2026-27 school year. The Leader in Me platform has embedded surveys that the district will utilize during the 26-27 school year. There is no cost associated with this update.

Action- 2.2-- The allocation of funds was increased by 11.44% to reflect the increase in cost for salary and benefits related to this action.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Director of Student Services | (This Action and Action 1.1 supports both Goal 1 & Goal 2. All costs associated with this action have been included under Action 1.1)<br><br>Director of Student Services to continue providing ongoing curriculum development, professional development, and coaching to support teachers and instructional aides/paraprofessionals in meeting the unique and diverse needs of English Learners and Socioeconomically Disadvantaged students. In addition, the Director of Student Services will support the unique academic and social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services such as data analysis; coordination of intervention services and supports to address identified student needs; setup of MTSS; attendance monitoring and intervention; connecting with families; planning and organizing parent engagement nights, etc. to enhance family engagement and promote ongoing community building.<br><br>a) Director of Student Services, 1 FTE<br>b) Release time for teachers for instructional planning and professional development<br>c) Materials and supplies<br><br>Addresses: Metric 2.2 Chronic Absenteeism Rates<br><br>Addresses: Metric 2.3 Pupil Suspension Rates<br><br>Addresses: Metric 2.4 Pupil Expulsion Rates | $0.00 | Yes |
| **2.2** | Psychologist | Psychologist to provide counseling services and social emotional support for students. | $58,191.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Addresses:  Metric 2.1 School Attendance Rates<br><br>Addresses:  Metric 2.2 Chronic Absenteeism Rates<br><br>Addresses:  Metric  2.3 Pupil Suspension Rates<br><br>Addresses:  Metric 2.4 Pupil Expulsion Rates<br><br>Addresses:  Metric 2.6:  School Climate<br>(Local Data Surveys of Student Connectedness) | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$609,726.00 | $0 |

**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 |
|---|---|---|---|
| 6.054% | 0.000% | $0.00 | 6.054% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Director of Student Services<br><br>**Need:**<br>It is evident there are significant disparities in achievement among different student groups. The data shows that English Learners (EL) and Socioeconomically Disadvantaged students (SED) are performing below proficiency levels in both ELA and | The Director of Student Services plays a crucial role in improving various aspects of education for English learners (EL) and students who are socioeconomically disadvantaged (SED). Some of the key areas they impact are as follows:<br><br>Pupil Achievement: Through mentorship, guidance, and encouragement, the Director of Student Services empowers students to take ownership of their learning, build confidence in their abilities, and strive for excellence. By | Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Mathematics on the CAASPP, as compared to all students.<br><br>Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 31.1 points above<br>English Learners- 20.9 points below<br>SED- 9.3 points above<br><br><br>Metric 1.2<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP- Math Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 12.4 points above<br>English Learners- 46.8 points below<br>SED- 15.9 points below<br><br><br>While some progress has been made by EL students, as indicated by the EL Progress Indicator (ELPI), there is still progress to be made in terms of reaching proficiency levels in English Language skills. In addition, although the reclassification rate is over 23%, there is still room for growth.<br><br>Metric 1.3<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments ELPAC | fostering a culture of high expectations and belief in student potential, they inspire EL and SED students to achieve academic success and reach their full potential.<br><br>The Director of Student Services will provide ongoing Professional Development to teachers and paraprofessionals on improving instruction. This professional development will equip educators with evidence-based instructional strategies tailored to the diverse needs of EL and SED students, focusing on effective lesson design and delivery, language development, content mastery, and social emotional learning.<br><br>In addition, the Director of Student Services will support the unique academic and social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services such as data analysis and coordination of targeted intervention services and supports to address specific individual student needs.<br><br>Multi Tiered Systems of Support (MTSS): The Director of Student Services will work together with administration and educational staff to strengthen the school's MTSS program that focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and alignment of systems necessary for academic, behavior, and social success. A strong MTSS program enables educators to quickly identify and match the needs of EL and LI students, ensuring students are able to achieve academic success and reach their full potential. | All Students- 36 points above<br>English Learners- 10.9 points below<br>SED- 19.3 points above<br><br><br>Metric 1.2<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP- Math Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 17.4 points above<br>English Learners- 36.8 points below<br>SED- 5.9 points below<br><br><br>Metric 1.3<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments ELPAC<br>EL Progress Indicator (ELPI)<br>(CA Dashboard)<br><br>English Learners- 70% Made Progress |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | EL Progress Indicator (ELPI)<br>(CA Dashboard)<br><br>ELPAC- 28.57% Proficient<br><br>English Learners- 65% Made Progress (ELPI)<br><br>Metric 1.4<br>State Priority 4: Pupil Achievement<br>F. EL Reclassification Rate<br><br>23% of EL students reclassified<br><br>In light of this data, the Director of Student Services plays a critical role in providing ongoing curriculum development, professional development, and coaching to support teachers and instructional aides/paraprofessionals in meeting the unique and diverse needs of English Learners and Socioeconomically Disadvantaged students.<br><br>Professional Development on improving instruction will equip educators with evidence-based instructional strategies tailored to the diverse needs of EL and SED students, focusing on effective lesson design and delivery, language development, content mastery, and social emotional learning.<br><br>In addition, the Director of Student Services will support the unique academic and social-emotional needs of English Learners and Socioeconomically Disadvantaged students through services such as data analysis and coordination of targeted intervention services | | Metric 1.4<br>State Priority 4: Pupil Achievement<br>F. EL Reclassification Rate<br><br>26% of EL students reclassified |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | and supports to address identified student needs.<br><br>To further support unduplicated students, the Director of Student Services will focus on setup and refinement of the MTSS program.<br><br>The Director of Student Services will strengthen connections with families through outreach activities such as organizing parent/family engagement nights to enhance family connectedness and promote ongoing community building.<br><br>Despite efforts to support our EL and SED students, a performance gap still exists. The Director of Student Services will play a critical role in equipping teachers and paraprofessionals to effectively provide intensive academic support, academic enrichment, and opportunities for language and content practice and mastery for unduplicated students. Their expertise will ensure students are able to achieve academic success and reach their full potential.<br><br>**Scope:**<br>Schoolwide | | |
| **1.3** | **Action:**<br>Music Specialist<br><br>**Need:**<br>Music programs in schools serve as a critical educational component that addresses the diverse needs of English Learners (EL), | A robust music program within schools plays a pivotal role in meeting the diverse needs of English Learners (EL), Socioeconomically Disadvantaged students (SED), and Students with Exceptional Needs (SWD). This educational component provides unique cognitive, emotional, and social benefits essential for the holistic | State Priority 8: Other Pupil Outcomes<br><br>1st-3rd Grade<br>Report Card Grades of "2" or higher |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Socioeconomically Disadvantaged students (SED), and Students with Exceptional Needs (SWD). Music education offers unique cognitive, emotional, and social benefits that are essential for the holistic development of these student groups. By fostering an inclusive and supportive learning environment, a music program can significantly enhance academic achievement, social integration, and personal growth.<br><br>English Learners face the dual challenge of mastering academic content while acquiring a new language. A music program supports EL students through:<br>1.) Language Development- Singing and musical activities enhance language skills, including vocabulary acquisition, pronunciation, and comprehension.<br>2.) Cultural Inclusion- Music programs that incorporate diverse cultural elements validate the backgrounds of EL students, promoting cultural pride and inclusivity.<br>3.) Engagement and Motivation- Music transcends language barriers, providing a motivating and engaging way to participate in school activities thus improving overall academic engagement.<br><br>Socioeconomically Disadvantaged students often face limited access to extracurricular activities and resources. A music program addresses these disparities through:<br>1.) Equal Access to Enrichment- Providing music education at school ensures all students, TK-8, regardless of socioeconomic | development of these student groups. By cultivating an inclusive and supportive learning environment, a music program significantly enhances academic achievement, social integration, and personal growth.<br><br>English Learners face the challenge of mastering academic content while acquiring a new language. Music aids in language development through singing and musical activities, promoting cultural inclusion and fostering engagement and motivation beyond language barriers.<br><br>Socioeconomically Disadvantaged student often lack access to extracurricular activities and resources. Music education bridges these disparities by ensuring equal access to enrichment opportunities, boosting self-esteem and confidence through participation, and fostering community and parental engagement through performance and events.<br><br>Students with Exceptional Needs require tailored educational approaches to address their unique strengths and challenges. Music programs support SWD by facilitating sensory and motor skills development, stimulating cognitive functions, and providing an inclusive platform for collaboration, thus reducing stigmatization and promoting social skills.<br><br>Although only approximately 34% of the school/district student population consists of unduplicated students, it is critical that these services be provided school-wide. Implementing a music program in school represents a strategic | Report Card Grades of Credit<br><br>98% scored a "2" or higher in English (including embedded social science and science) and mathematics.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br><br>4th-6th Grade<br>Report Card Grades of "2" or higher<br>Report Card Grades of Credit<br><br>98% scored a "2" or higher in English, mathematics, social science and science.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100% |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | status, have access to the benefits of arts education, including music.<br>2.) Boosting Self-Esteem and Confidence- Participation in music activities helps build self-confidence and a sense of accomplishment, which can positively impact academic and personal life.<br>3.) Community and Parental Engagement- Music programs often involve performances and events that encourage family and community participation, strengthening school-community connectedness.<br><br>Students with Exceptional Needs require tailored educational approaches that address their individual strengths and challenges. A music program benefits SWD through:<br>1.) Sensory and Motor Skills Development- Playing instruments and participating in rhythm activities improves fine motor skills and sensory integration.<br>2.) Cognitive and Academic Enhancement- Music education stimulates brain areas involved in mathematics, spatial reasoning, and memory, supporting academic achievement across all subject areas.<br><br>Implementing a music program in schools is a strategic investment in the future of English Learners, Socioeconomically Disadvantaged students, and Students with Exceptional Needs. Music education not only enriches the academic environment, but also addresses specific emotional, social, and cognitive needs of these diverse student populations. By fostering a nurturing and inclusive | investment in the future of diverse student populations. It not only enriches the academic environment, but also addresses specific emotional, social, and cognitive needs. By fostering a nurturing and inclusive atmosphere, a music program empowers students to overcome challenges, achieve academic success, and develop into well-rounded individuals. Therefore, it would be impractical not to extend these services school-wide<br><br>Additional research that supports the benefit of this action on unduplicated students includes research conducted by; DuFour; Fountas and Pinnell, Kagan, Parrish, Reeves, Kinsella, August and Hakuta; Lazarin; McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter and Cross; Alexander, Entwisle and Olson; DL Lowther; ISTE Standards; National Association for Music Education; and are believed to be the most effective use of funds received to meet the district's goals for its unduplicated students. | 7th-8th Grade<br>Report Card Grades of "C" or higher<br>Report Card Grades of Credit<br><br>98% scored a "C" or higher in English (including embedded CTE), social science and science.<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br><br>Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 36 points above<br>English Learners- 10.9 points below |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | atmosphere, a music program empowers students to overcome challenges, achieve academic success, and develop into well-rounded individuals.<br>State Priority 8:  Other Pupil Outcomes<br><br>1st-3rd Grade<br>Report Card Grades of "2" or higher<br>Report Card Grades of Credit<br><br>99% scored a "2" or higher in English (including embedded social science and science) and mathematics.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED-  100%<br><br><br>4th-6th Grade<br>Report Card Grades of "2" or higher<br>Report Card Grades of Credit<br><br>98% scored a "2" or higher in English, mathematics, social science and science.<br><br>Students receiving "Credit" in Music, Art, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED-  100% | | SED-  19.3 points above<br><br>Metric 1.1<br>State Priority 4:  Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students-  17.4 points above<br>English Learners-  36.8 points below<br>SED-  5.9 points below |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | 7th-8th Grade<br>Report Card Grades of "C" or higher<br>Report Card Grades of Credit<br><br>98% scored a "C" or higher in English (including embedded CTE), social science and science.<br><br>Students receiving "Credit" in Music, Art, or Ag Science, and Health/Physical Education.<br><br>All- 100%<br>EL- 100%<br>SED- 100%<br><br>Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 31.1 points above<br>English Learners- 20.9 points below<br>SED- 9.3 points above<br><br>Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - Math Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 12.4 points above<br>English Learners- 46.8 points below<br>SED- 15.9 points below | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Schoolwide | | |
| **1.4** | **Action:**<br>Library Media Center<br><br>**Need:**<br>A well-resourced school library staffed by a library media assistant and technology support specialist is essential for improving outcomes in English Language Arts (ELA) and language acquisition for English Learners (EL), and Socioeconomically Disadvantaged students (SED). This dedicated resource plays a crucial role in enhancing literacy, academic performance, and language skills.<br><br>A school library offers a wide range of books and educational materials that are crucial for improving literacy and academic skills. A library provides access to books and materials that can help close the achievement gaps that exist among unduplicated student groups, by supporting independent reading and offering a variety of genres and reading levels.<br><br>Libraries with a library media assistant and technology support specialist can provide specialized resources for EL student to support language acquisition. Targeted resources such as bilingual books, language learning software, and structured reading programs can enhance their English proficiency. A library media assistant can | Implementing a well-resourced school library staffed by a library media assistant and technology support specialist offer numerous benefits specifically for English Learners (EL), and Socioeconomically Disadvantaged students (SED). These benefits are critical for improving outcomes in English Language Arts (ELA) and language acquisition, addressing challenges these student populations face.<br><br>A school library provides access to a wide range of high-quality reading materials that support literacy development. By offering books and educational materials at various reading levels and interests, a library helps students improve their reading skills, vocabulary, and overall comprehension, which are essential for academic success.<br><br>For EL students, a library equipped with bilingual books, language learning software, and structured reading programs supports language acquisition. With 65% of EL students making progress according to the ELPI and a reclassification rate of 23%, these resources are critical in helping students develop proficiency in English, thus improving their performance in ELA and other subjects.<br><br>A library media assistant and technology support specialist can help support reading programs that cater to the individual needs of SED students who | Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 36 points above<br>English Learners- 10.9 points below<br>SED- 19.3 points above<br><br>Metric 1.3<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments ELPAC<br>EL Progress Indicator (ELPI)<br>(CA Dashboard)<br><br>English Learners- 70% Made Progress<br><br>Metric 1.4<br>State Priority 4: Pupil Achievement |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | guide students in selecting appropriate materials and using these resources effectively, contributing to higher reclassification rates.<br><br>A school library with a library media assistant and technology support specialist is a critical resource for improving outcomes in English Language Arts and language acquisition for Socioeconomically Disadvantaged students. By providing access to diverse and high-quality resources, offering targeted support for language acquisition, and creating a safe and supportive learning environment, a well-resourced library plays a pivotal role in enhancing literacy and academic achievement. Additionally, by promoting equity and inclusion through access to technology and culturally relevant materials, a library media assistant and technology support specialist ensure all student have the opportunity to thrive. This comprehensive support system is essential for closing the achievement gaps and fostering a love of reading and learning in all students.<br><br>Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 31.1 points above<br>English Learners- 20.9 points below<br>SED- 9.3 points above | may lack access to books at home. These programs encourage regular reading habits, critical thinking, and engagement with texts, all of which are key components of literacy development.<br><br>For unduplicated students who often face instability and challenges outside of school, a library provides a safe, quiet, and structured environment for studying, reading, and completing homework. This stability is crucial for fostering a sense of security and belonging, which positively impacts their academic and emotional well-being.<br><br>Library staff can help engage students with activities such reading challenges and author visits, making reading a fun and enjoyable activity. These initiatives can particularly motivate students from disadvantaged backgrounds who might not have had positive experiences with reading, fostering a lifelong love of learning.<br><br>A library media assistant can curate a collection of books and materials that reflect the diverse backgrounds of EL and LI students. This not only promotes inclusivity, but also helps students see themselves represented in the library's resources, fostering a deeper connection to their education.<br><br>Although only approximately 34% of the school/district student population consists of unduplicated students, it is critical that these services be provided school-wide. A school library is a vital resource for improving educational outcomes for unduplicated students. The library offers targeted literacy support, access to | F. EL Reclassification Rate<br><br>26% of EL students reclassified |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Metric 1.3<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments ELPAC<br>EL Progress Indicator (ELPI)<br>(CA Dashboard)<br><br>English Learners- 65% Made Progress<br><br>Metric 1.4<br>State Priority 4: Pupil Achievement<br>F. EL Reclassification Rate<br><br>23% of EL students reclassified<br><br>**Scope:**<br>Schoolwide | language acquisition resources, and structured reading programs that address the specific needs of these students. It provides a safe and supportive environment, personalized guidance, and promotes a love of reading. This comprehensive support system is essential for closing the achievement gaps in ELA and language acquisition, helping all students reach their full potential.<br><br>Additional research that supports the benefit of this action on unduplicated students includes research conducted by; Lance, Schwarz, Rodney, Kachel; International Literacy Association; DuFour; Fountas and Pinnell, Kagan, Parrish, Reeves, Kinsella, August and Hakuta; Lazarin; McCombs, Augustine, Schwartz, Bodilly, McInnis, Lichter and Cross; Alexander, Entwisle and Olson; DL Lowther; ISTE Standards; and are believed to be the most effective use of funds received to meet the district's goals for its unduplicated students. | |
| **2.1** | **Action:**<br>Director of Student Services<br><br>**Need:**<br>Metric 2.2<br>Priority 5: Pupil Engagement<br>B. Chronic Absenteeism Attendance Rates<br>All Students- 10.7%<br>English Learners- 14.3%<br>SED- 15.4%<br><br>Metric 2.3<br>Priority 6: School Climate<br>A. Pupil Suspension Rates<br>All Students- 1.2% | The Director of Student Services plays a crucial role in improving various aspects of education for English learners (EL) and students who are socioeconomically disadvantaged (SED). Some of the key areas they impact are as follows:<br><br>Attendance: The Director of Students Services can provide targeted support to identify and address barriers to attendance, such as transportation issues, health concerns, or family responsibilities. By building rapport and trust with students and families, they can encourage regular attendance through interventions tailored to individual needs. | Metric 2.2<br>Priority 5: Pupil Engagement<br>B. Chronic Absenteeism Attendance Rates<br>All Students- 6.7%<br>English Learners- 8.3%<br>SED- 9.4%<br><br>Metric 2.3<br>Priority 6: School Climate<br>A. Pupil Suspension Rates<br>All Students- .5%<br>English Learners- .5% |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Learners- 2.9%<br>SED- 2.1%<br><br>Metric 2.4<br>Priority 6: School Climate<br>B. Pupil Expulsion Rates<br>All Students- 0%<br>English Learners- 0%<br>SED- 0%<br><br>English Learners (EL) and students who are socioeconomically disadvantaged (SED) consistently exhibit higher rates of chronic absenteeism compared to the overall student population. This indicates a need for targeted support to address underlying factors contributing to absenteeism. By offering services tailored to the needs of these student groups, we can work towards improving attendance rates and ensuring all students have equal opportunities to benefit from their education.<br><br>EL and SED students exhibit higher rates of suspension compared to the overall student body. This shows that these student groups may face unique challenges related to behavior, adjustment, or social emotional factors that contribute to disciplinary actions. Providing targeted counseling and social emotional support services can help address underlying issues, reduce incidents of disruptive behavior, and promote positive behavior management strategies, thus improving overall school climate and student outcomes. | Suspensions and Expulsions: The Director of Student Services is adept at addressing underlying behavioral issues that may lead to disciplinary actions. Through counseling, conflict resolution techniques, and social skill development, they can help students navigate challenges, reduce incidents of disruptive behavior, and foster a positive school climate. In addition, they can connect students and families with additional support services within the district and greater community. | SED- .5%<br><br>Metric 2.4<br>Priority 6: School Climate<br>B. Pupil Expulsion Rates<br>All Students- 0%<br>English Learners- 0%<br>SED- 0% |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Our expulsion rates are currently at 0% for all student groups. However, it is important to implement proactive interventions and support services to prevent situations that might lead to expulsion. By addressing underlying behavioral and social emotional needs, we can mitigate the risk of more severe disciplinary actions and ensure students have the opportunity to learn and succeed in a safe and supportive environment.<br><br>**Scope:**<br>Schoolwide | | |
| **2.2** | **Action:**<br>Psychologist<br><br>**Need:**<br>Metric 2.1<br>Priority5: Pupil Engagement<br>A. School Attendance Rates<br><br>All Students- 96.3%<br><br>Metric 2.2<br>Priority 5: Pupil Engagement<br>B. Chronic Absenteeism Attendance Rates<br>All Students- 10.7%<br>English Learners- 14.3%<br>SED- 15.4%<br><br>Metric 2.3<br>Priority 6: School Climate<br>A. Pupil Suspension Rates<br>All Students- 1.2% | The school psychologist plays a crucial role in improving various aspects of education for English learners (EL) and students who are socioeconomically disadvantaged (SED). Some of the key areas they impact are as follows:<br><br>Attendance: The psychologist can provide targeted support to identify and address barriers to attendance, such as transportation issues, health concerns, or family responsibilities. By building rapport and trust with students and families, they can encourage regular attendance through interventions tailored to individual needs.<br><br>Suspensions and Expulsions: The psychologist is adept at addressing underlying behavioral issues that may lead to disciplinary actions. Through counseling, conflict resolution techniques, and social skill development, they can help students navigate challenges, reduce incidents of disruptive behavior, and foster a positive school climate. | Metric 2.1<br>Priority5: Pupil Engagement<br>A. School Attendance Rates<br><br>All Students- 96.3%<br><br>Metric 2.2<br>Priority 5: Pupil Engagement<br>B. Chronic Absenteeism Attendance Rates<br>All Students- 6.7%<br>English Learners- 8.3%<br>SED- 9.4%<br><br>Metric 2.3<br>Priority 6: School Climate<br>A. Pupil Suspension Rates |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | English Learners- 2.9%<br>SED- 2.1%<br><br>Metric 2.4<br>Priority 6: School Climate<br>B. Pupil Expulsion Rates<br>All Students- 0%<br>English Learners- 0%<br>SED- 0%<br><br>Metric 2.6<br>Priority 6: School Climate<br>C. Pupil surveys of safety and school connectedness<br>Pupil Satisfaction Rate:<br>Safety- Baseline % to be set in 2024-25<br>School Connectedness % to be set in 2024-25<br><br>English Learners (EL) and socioeconomically disadvantaged students(SED) consistently exhibit higher rates of chronic absenteeism compared to the overall student population. This indicates a need for targeted support to address underlying factors contributing to absenteeism. By offering services tailored to the needs of these student groups, we can work towards improving attendance rates and ensuring all students have equal opportunities to benefit from their education.<br><br>EL and SED students exhibit higher rates of suspension compared to the overall student body. This shows that these student groups may face unique challenges related to behavior, adjustment, or social emotional factors that contribute to disciplinary actions. | School Safety: The psychologist contributes to creating a safe and inclusive school environment by implementing proactive strategies for conflict resolution, bullying prevention, and crisis intervention. By promoting social-emotional learning and empathy, they help cultivate a culture of respect and mutual understanding among students and staff.<br><br>School Connectedness: The psychologist facilitates connections between students, families, and the school community by organizing outreach events, support groups, and extracurricular activities. By fostering a sense of belonging and inclusion, they enhance students' engagement, motivation, and overall well-being.<br><br>For EL and SED students who may face additional challenges and barriers, trauma, or socioeconomic disparities, the presence of dedicated professionals who understand their unique needs and cultural backgrounds is especially valuable. By providing targeted support and resources, the psychologist can help these students overcome obstacles, thrive academically and reach their full potential.<br><br>Although only approximately 34% of the school/district student population consists of unduplicated students, it is critical that these services be provided school-wide. A safe, positive, nurturing and engaging learning environment for all students is key to ensuring social-emotional and academic success for all students.Without a school-wide culture and climate | All Students- .5%<br>English Learners- .5%<br>SED- .5%<br><br>Metric 2.4<br>Priority 6: School Climate<br>B. Pupil Expulsion Rates<br>All Students- 0%<br>English Learners- 0%<br>SED- 0%<br><br>Metric 2.6<br>Priority 6: School Climate<br>C. Pupil surveys of safety and school connectedness<br>Pupil Satisfaction Rate:<br>Safety- Baseline % to be set in 2024-25<br>School Connectedness % to be set in 2024-25 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Providing targeted counseling and social emotional support services can help address underlying issues, reduce incidents of disruptive behavior, and promote positive behavior management strategies, thus improving overall school climate and student outcomes.<br><br>Our expulsion rates are currently at 0% for all student groups. However, it is important to implement proactive interventions and support services to prevent situations that might lead to expulsion. By addressing underlying behavioral and social emotional needs, we can mitigate the risk of more severe disciplinary actions and ensure students have the opportunity to learn and succeed in a safe and supportive environment.<br><br>Survey results indicate varying levels of satisfaction among students regarding safety and school connectedness. Although overall satisfaction rates are relatively high, there is plenty of room for growth. EL and SED students may face additional barriers to feeling safe and connected at school. By offering targeted counseling and social emotional services, we can address concerns, build trust, and foster a sense of belonging among all students, thereby enhancing overall satisfaction levels and promoting a positive school climate conducive to academic success and well-being. (A new survey will be administered during the 2024-25 school year to establish baseline data in this area.) | that is safe, positive, nurturing and engaging, it would be difficult for any isolated student group/s to flourish and succeed. Therefore, it would be impractical not to extend these services school-wide.<br><br>Additional research that supports the benefit of this action on unduplicated students includes research conducted by; Carey, J., & Dimmitt, C. (2012); Wilkerson, K., Perusse, R., & Hughes, A. (2013); Leon, A. Villares, E., Brigmann, G. , Webb, L., Peluso, P.(2011); and Berger, C. (2013); and are believed to be the most effective use of funds received to meet the district's goals for its unduplicated students. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Schoolwide | | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.2** | **Action:**<br>EL Identification and Coordination of Services<br><br>**Need:**<br>The data shows that EL students are significantly below proficiency levels in both ELA and Mathematics on the CAASPP.<br><br>Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 31.1 points above<br>English Learners- 20.9 points below<br><br>Metric 1.2<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP | Bilingual Tutors, Intervention Assistants, and Instructional Aides providing targeted support to English learner (EL) students can significantly enhance their academic performance, language proficiency, and overall educational outcomes.<br><br>These paraprofessionals possess specialized expertise in language acquisition and instructional strategies designed specifically for EL students. Through delivering targeted and differentiated instruction, they can address the unique linguistic and academic needs of EL students in both ELA and mathematics.<br><br>Through scaffolded instruction, explicit language modeling, and vocabulary development activities, ELD paraprofessionals can help EL students comprehend complex academic texts, express themselves fluently in oral and written communication, and engage effectively with mathematical concepts and problem-solving strategies. | Metric 1.1<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP<br>CAASPP - ELA Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 36 points above<br>English Learners- 10.9 points below<br><br>Metric 1.2<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments CAASPP |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | CAASPP- Math Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 12.4 points above<br>English Learners- 46.8 points below<br><br>ELD paraprofessionals are trained to address the unique linguistic and academic needs of EL students. They provide targeted instruction and support tailored to the language development and academic skill-building required to close these achievement gaps.<br><br>While progress has been made by EL students, as indicated by the EL Progress Indicator (ELPI), there is still distance to go in terms of reaching proficiency levels in English language skills.<br><br>Metric 1.3<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments ELPAC<br>EL Progress Indicator (ELPI)<br>(CA Dashboard)<br><br>English Learners- 65% Made Progress<br><br>ELD paraprofessionals specialize in language acquisition and proficiency development. They utilize researched-based instructional strategies and language development activities to accelerate EL students' progress in English language skills, including reading, writing, listening, and speaking. | ELD instruction focuses on developing the language skills necessary for academic success across content areas. By immersing EL students in language-rich learning environments and providing explicit instruction in language structures and conventions, ELD paraprofessionals support students in mastering the language demands of the CAASPP assessments in ELA and mathematics.<br><br>ELD paraprofessionals utilize ongoing assessment data to monitor EL students' progress in language acquisition and academic proficiency assessments, and progress monitoring tools, they identify areas of strength and areas needing improvement.<br><br>Based on assessment data, ELD paraprofessionals work with the Principal and Director of Students Services to design targeted interventions and provide individualized support to address specific language and academic challenges faced by EL students. By offering timely interventions and tailored support, they ensure that EL students are making continuous progress towards proficiency in both language and content knowledge.<br><br>ELD paraprofessionals serve as advocates for EL students, ensuring their voices are heard and their needs are addressed within the school community. They collaborate with classroom teachers, administrators, and families to advocate for equitable resources, accommodations, and support services for EL students. | CAASPP- Math Academic Indicators distance from proficiency (CA Dashboard)<br><br>All Students- 17.4 points above<br>English Learners- 36.8 points below<br><br>Metric 1.3<br>State Priority 4: Pupil Achievement<br>A. Statewide Assessments ELPAC<br>EL Progress Indicator (ELPI)<br>(CA Dashboard)<br><br>English Learners- 70% Made Progress<br><br>Metric 1.4<br>State Priority 4: Pupil Achievement<br><br>F. EL Reclassification Rate<br><br>26% of EL students reclassified |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Although notable progress continues to be made by EL students, the reclassification rate leaves room for improvement. ELD paraprofessionals play a critical role in preparing EL students for reclassification by providing intensive language support, academic enrichment, and opportunities for language practice and mastery. Their expertise ensures that EL students meet the criteria for reclassification, demonstrating proficiency in English language skills and academic content.<br><br>Metric 1.4<br>State Priority 4: Pupil Achievement<br><br>F. EL Reclassification Rate<br><br>23% of EL students reclassified<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Through mentorship, guidance and encouragement, ELD paraprofessionals empower EL students to take ownership of their learning, build confidence in their abilities, and strive for excellence. by fostering a culture of high expectations and belief in student potential, they inspire EL students to achieve academic success and reach their full potential. | |

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.

Kings River-Hardwick is spending Supplemental funds (a portion of the 7.079%) for limited actions in the 2026-2027 school year to increase the performance of our English Learners who comprise 2.4%, who are not making sufficient progress. Students in need will be identified and supported via extended learning opportunities, bilingual tutor support, a Library Media Center, instruction in music and technology, and the increased instructional effectiveness of classroom teachers who will be supported by on-going professional development for highly skilled implementation of state standards and student engagement, in addition to a Director of Student Services who will provide support in the areas of students' needs at each language development level, the pedagogy of systematic English language development instruction, and specially designed academic instruction in English (SDAIE) strategies to support ELs throughout the day in all content areas.

## 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.

We do not receive any concentration funds.

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

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $10,071,520.00 | $609,726.00 | 6.054% | 0.000% | 6.054% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $713,000.00 | $0.00 | $0.00 | $99,843.00 | $812,843.00 | $623,614.00 | $189,229.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Director of Student Services | English Learners Low Income | Yes | Schoolwide | English Learners Low Income | All Schools | | $216,492.00 | $145,000.00 | $361,492.00 | $0.00 | $0.00 | $0.00 | $361,492.00 | |
| 1 | 1.2 | EL Identification and Coordination of Services | English Learners Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Low Income | All Schools | | $101,774.00 | $0.00 | $101,774.00 | $0.00 | $0.00 | $0.00 | $101,774.00 | |
| 1 | 1.3 | Music Specialist | English Learners Low Income | Yes | Schoolwide | English Learners Low Income | All Schools | | $62,305.00 | $0.00 | $62,305.00 | $0.00 | $0.00 | $0.00 | $62,305.00 | |
| 1 | 1.4 | Library Media Center | English Learners Low Income | Yes | Schoolwide | English Learners Low Income | All Schools | | $103,986.00 | $25,252.00 | $129,238.00 | $0.00 | $0.00 | $0.00 | $129,238.00 | |
| 1 | 1.5 | Title I Intervention | Title I Students | No | | | All Schools | | $85,866.00 | $13,977.00 | | | | $99,843.00 | $99,843.00 | |
| 2 | 2.1 | Director of Student Services | English Learners Low Income | Yes | Schoolwide | English Learners Low Income | All Schools | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.2 | Psychologist | English Learners Low Income | Yes | Schoolwide | English Learners Low Income | All Schools | | $53,191.00 | $5,000.00 | $58,191.00 | $0.00 | $0.00 | $0.00 | $58,191.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $10,071,520.00 | $609,726.00 | 6.054% | 0.000% | 6.054% | $713,000.00 | 0.000% | 7.079 % | **Total:** | $713,000.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $101,774.00 |
| | | | | | | | | **Schoolwide Total:** | $611,226.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Director of Student Services | Yes | Schoolwide | English Learners Low Income | All Schools | $361,492.00 | |
| **1** | **1.2** | EL Identification and Coordination of Services | Yes | Limited to Unduplicated Student Group(s) | English Learners Low Income | All Schools | $101,774.00 | |
| **1** | **1.3** | Music Specialist | Yes | Schoolwide | English Learners Low Income | All Schools | $62,305.00 | |
| **1** | **1.4** | Library Media Center | Yes | Schoolwide | English Learners Low Income | All Schools | $129,238.00 | |
| **2** | **2.1** | Director of Student Services | Yes | Schoolwide | English Learners Low Income | All Schools | $0.00 | |
| **2** | **2.2** | Psychologist | Yes | Schoolwide | English Learners Low Income | All Schools | $58,191.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $781,975.00 | $766,975.00 |

| 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** | **1.1** | Director of Student Services | Yes | $338,945.00 | $338,945.00 |
| **1** | **1.2** | EL Identification and Coordination of Services | Yes | $95,395.00 | $95,395.00 |
| **1** | **1.3** | Music Specialist | Yes | $61,867.00 | $61,867.00 |
| **1** | **1.4** | Library Media Center | Yes | $154,236.00 | $154,236.00 |
| **1** | **1.5** | Title I Intervention | No | $80,000.00 | $65,000.00 |
| **2** | **2.1** | Director of Student Services | Yes | $0.00 | $0.00 |
| **2** | **2.2** | Psychologist | Yes | $51,532.00 | $51,532.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $592,740.00 | $701,975.00 | $701,975.00 | $0.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Director of Student Services | Yes | $338,945.00 | $338,945.00 | | |
| 1 | 1.2 | EL Identification and Coordination of Services | Yes | $95,395.00 | $95,395.00 | | |
| 1 | 1.3 | Music Specialist | Yes | $61,867.00 | $61,867.00 | | |
| 1 | 1.4 | Library Media Center | Yes | $154,236.00 | $154,236.00 | | |
| 2 | 2.1 | Director of Student Services | Yes | $0.00 | $0.00 | | |
| 2 | 2.2 | Psychologist | Yes | $51,532.00 | $51,532.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $9,489,481.00 | $592,740.00 | .007% | 6.253% | $701,975.00 | 0.000% | 7.397% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

### Metric(s) to Monitor Effectiveness

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

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

### Limited Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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