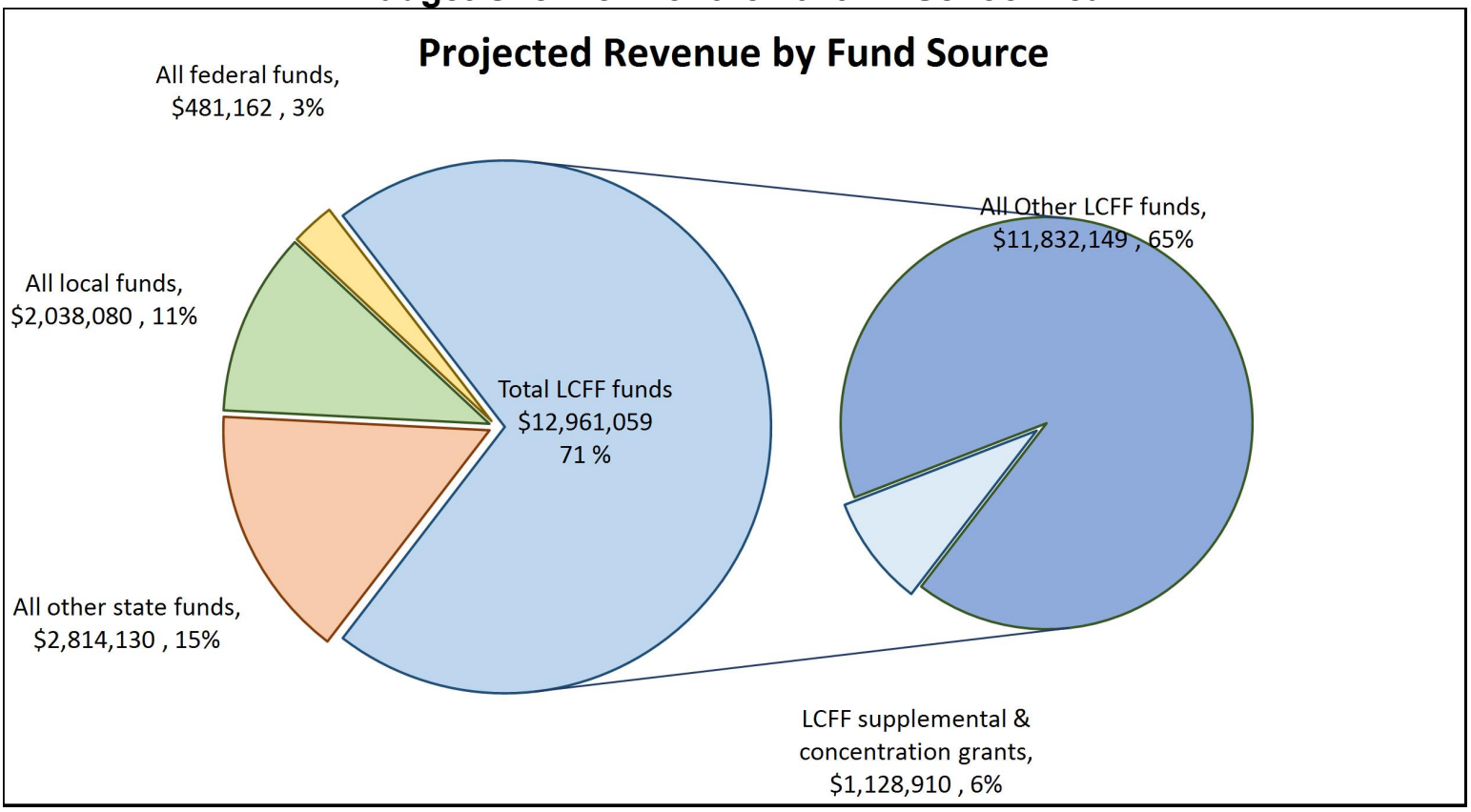
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Bravo-Greeley Union School District
CDS Code: 15735440000000
School Year: 2026-27
LEA contact information:
Dana Hyatt
Director Educational Services
dhyatt@rbgusd.org
661-589-2696

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

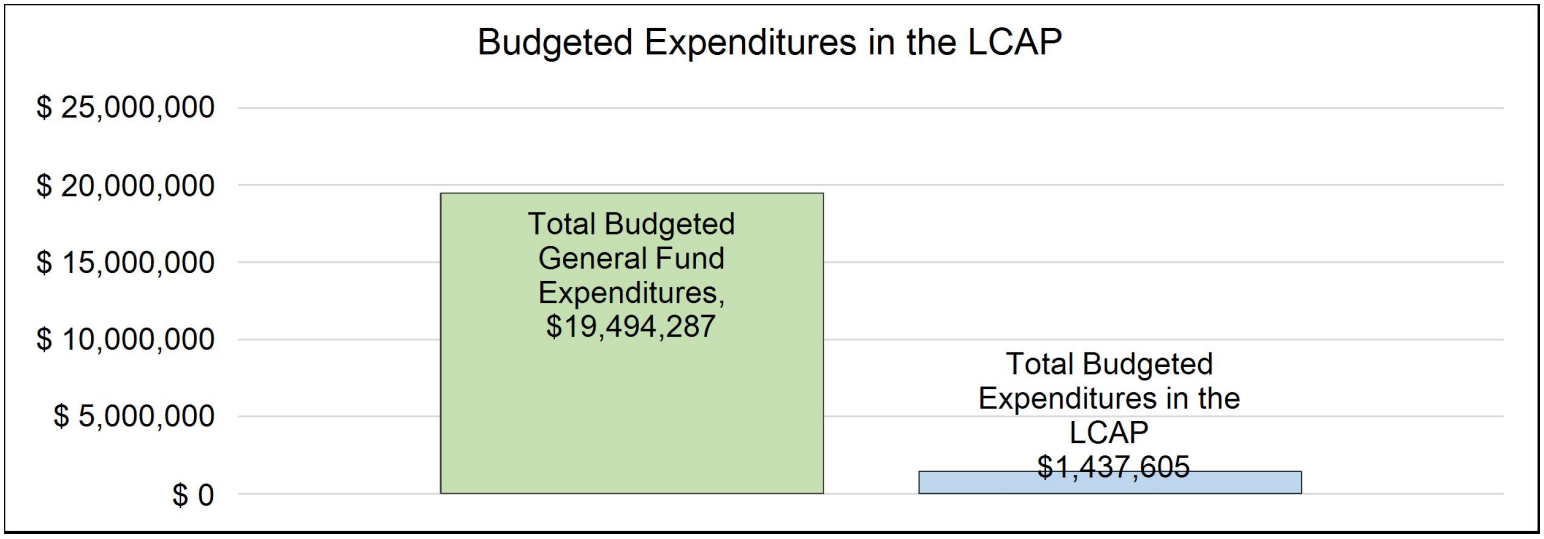


This chart shows the total general purpose revenue Rio Bravo-Greeley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rio Bravo-Greeley Union School District is $18,294,431, of which $12,961,059.00 is Local Control Funding Formula (LCFF), $2,814,130.00 is other state funds, $2,038,080.00 is local funds, and $481,162.00 is federal funds. Of the $12,961,059.00 in LCFF Funds, $1,128,910.00 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 Rio Bravo-Greeley Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rio Bravo-Greeley Union School District plans to spend $19,494,287.00 for the 2026-27 school year. Of that amount, $1,437,605.00 is tied to actions/services in the LCAP and $18,056,682 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These expenditures cover the core, day-to-day operations of the district. This includes base salaries and benefits for certificated and classified instructional staff, routine maintenance, utilities, technology infrastructure, administrative support, insurance, and legal services necessary to operate school facilities.

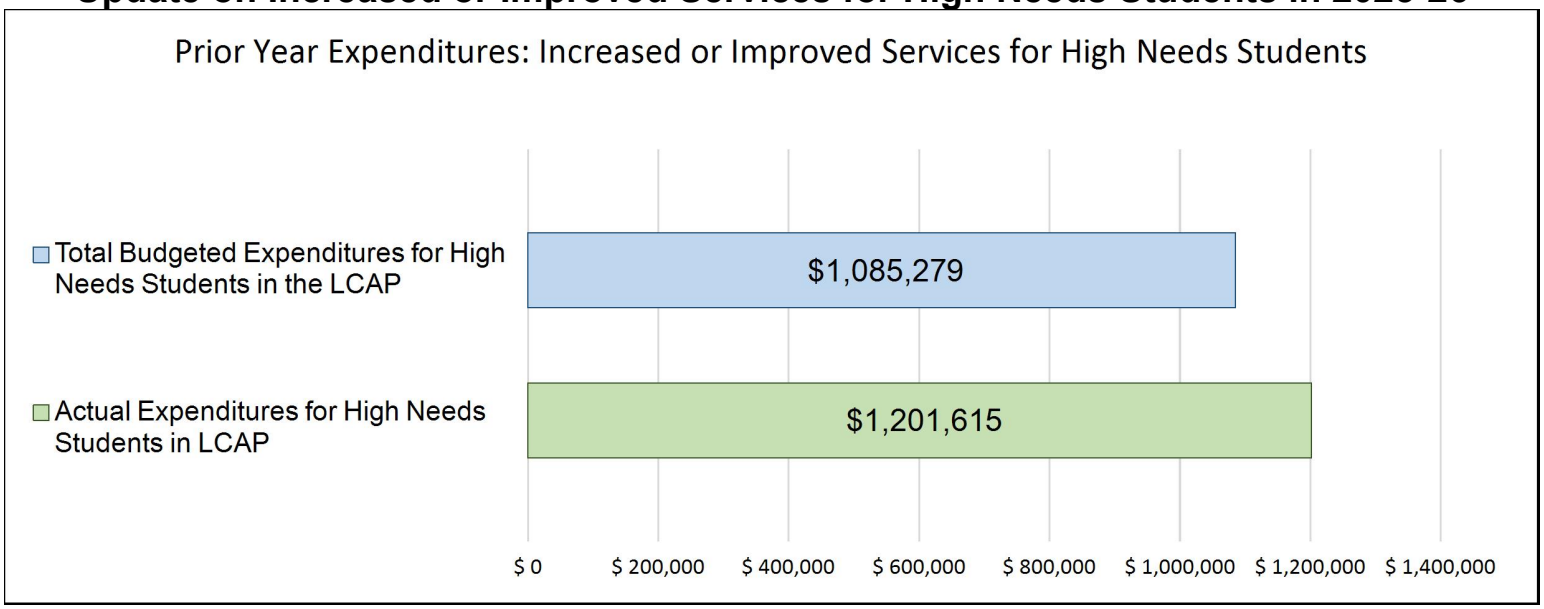
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Rio Bravo-Greeley Union School District is projecting it will receive $1,128,910.00 based on the enrollment of Foster Youth, English learner, and low-income students. Rio Bravo-Greeley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Bravo-Greeley Union School District plans to spend $1,128,910.00 towards meeting this requirement, as described in the LCAP.

The district meets its remaining proportionality requirement of $152,290 through core-funded operations that directly benefit high-needs students. Additional actions include providing specialized professional development on differentiated instruction, targeted learning software, supplementary materials, socio-emotional counseling resources, and maintaining smaller class sizes for targeted intervention.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Rio Bravo-Greeley Union School District's LCAP budgeted $1,085,279.00 for planned actions to increase or improve services for high needs students. Rio Bravo-Greeley Union School District actually spent $1,201,614.98 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
Rio Bravo-Greeley Union School District	Dana Hyatt Director Educational Services	dhyatt@rbgusd.org 661-589-2696

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 Rio Bravo-Greeley Union School District (RBGUSD) is dedicated to fostering an educational environment where all students thrive academically and personally. Our vision is to equip students with 21st-century skills while prioritizing holistic well-being, innovation, and self-motivation within a collaborative learning community. Through rigorous instruction and comprehensive support systems, we aim to prepare students for higher education, diverse career paths, and civic engagement while instilling a strong sense of identity and ethical responsibility.

Located approximately twelve miles west of Bakersfield, California, at the intersection of State Route 43 and Kratzmeyer Road, RBGUSD serves a community rooted in agriculture and oil-related industries. While maintaining a small rural district identity, recent residential expansion has introduced new dynamics, requiring innovative responses to growth and change. Established over 125 years ago, our district upholds a strong tradition of academic excellence while embracing the evolving needs of our students and families.

2025-2026 Recognitions

- 2025-2026 Robotics to VEX Worlds Competitors
- Honor Roll District & Honor Roll School RBG
- RBG California and National Schools to Watch Designation
- RBG California Resources Corporation Middle School of the Year through Kern County Science Fair

District Overview: RBGUSD serves 1,020 students across two schools:

- Rio Bravo Elementary School (TK–4th grade)

- Rio Bravo-Greeley Elementary School (5th–8th grade)

Beginning in the 2024-2025 school year, both school sites integrated specialized programs for students with moderate to severe disabilities, furthering our commitment to inclusive education. The district also provides early intervention and special education services for eligible preschool students.

Student Demographics (As of Census Day, October 1, 2025)
- Unduplicated Student Count: 51%
- English Learners (ELs): 8%
- Migrant Education Students: 0.6%
- Socioeconomically Disadvantaged: 50%
- Special Education: 15%
- Foster Youth: 0.4%
- Homeless: 0%

Ethnic Breakdown:
- White: 43.33%
- Hispanic: 51.75%
- American Indian/Alaskan Native: 0.00%
- Filipino: 0.69%
- Asian: 3.33%
- African American: 0.59%
- Hawaiian/Pacific Islander: 0.10%
- Multiple Race: 0.39%

Commitment to Continuous Improvement
From 2018–2020, RBGUSD collaborated with the Kern County Superintendent of Schools to engage in a Continuous Improvement Process. This effort united parents, board members, teachers, and administrators to define district-wide goals prioritizing academic excellence and equitable student support. As a result, the district remains committed to:
- Clarifying and communicating our overarching vision
- Implementing data-driven decision-making practices
- Providing targeted academic support to meet individual student needs

Our dedication to excellence is reflected in our unique facilities, including a gymnasium, swimming pool, and auditorium, which enhance student experiences beyond the classroom.

Through dynamic and engaging educational programs, RBGUSD remains a beacon of opportunity for students to reach their full potential in a rapidly changing world.

Reflections: Annual Performance

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

In offering an analysis of yearly performance derived from an examination of the 2024-2025 California School Dashboard alongside local data, the following reflections will be systematically organized by LCAP Goal. Each goal will outline how the Local Education Agency (LEA) is strategically addressing the identified needs of student groups, and/or schools within the Local Control and Accountability Plan (LCAP).

Red indicators from the 2022-2023 CA School Dashboard will remain unchanged during this three-year LCAP cycle:

- Chronic Absenteeism - English Learners - Rio Bravo-Greeley Elementary School - Goal 2 Action Step 4
- Chronic Absenteeism - Socioeconomically Disadvantaged - Rio Bravo-Greeley Elementary School - Goal 2 Action Step 4
- ELA - Students with Disabilities - Rio Bravo-Greeley Elementary School - Goal 1 Action Step 1
- Math - Students with Disabilities - Rio Bravo-Greeley Elementary School - Goal 1 Action Step 1

2025 CA Dashboard and 2025-2026 Data Analysis:

Goal 1: All students will show academic growth in mastery towards California state adopted common core standards through grade-level standards-based instruction and targeted support.

State Priorities:
Priority 2: State Standards (Conditions of Learning)
Priority 4: Student Achievement (Pupil Outcomes)

English Language Arts (CAASPP ELA 3rd-8th District-wide) 2024-2025

- All Students: Yellow 6.3 points above standard
- White: Green 23.5 points above standard
- Hispanic: Yellow 7.9 points below standard
- English Learners: Yellow 38.4 points below standard
- Socioeconomically Disadvantaged: Yellow 19.6 points below standard

-Students with Disabilities: Orange 84.8 points below standard

Mathematics (CAASPP ELA 3rd-8th District-wide) 2024-2025

- All Students: Yellow 22.6 points below standard

-White: Green 1.8 points above standard

- Hispanic: Orange 43.1 points below standard
- English Learners: Orange 80.5 points below standard
- Socioeconomically Disadvantaged: Orange 48.7 points below standard
- Students with Disabilities: Red 116.3 points below standard

English Learner Progress (ELPI) 2024-2025

- 51.8% of students made progress toward English proficiency (Green, +13.6% increase)

Implementation of Academic Standards 2024-2025

- Met

Goal 1 Successes ELA

- Overall Performance Above Standard: The "All Students" group successfully performed above the standard (6.3 points above), maintaining a "Yellow" status on the Dashboard.
- High-Performing Subgroups: The "White" student group reached the "Green" performance level, significantly exceeding the standard by 23.5 points.
- Status Maintenance: Key student groups, including Hispanic students, English Learners, and those who are Socioeconomically Disadvantaged, maintained a "Yellow" status, showing stability in their performance levels despite being below the numerical standard.

Goal 1 Successes Math

- Subgroup Achievement: The "White" student group achieved a "Green" status and performed above the standard by 1.8 points.
- Dashboard Stability: Despite an overall distance of 22.6 points below standard, the "All Students" group maintained a "Yellow" status, indicating that growth was sufficient to avoid a performance decline.
- Standards Implementation: The District successfully "Met" the state priority for the Implementation of Academic Standards (Priority 2) for the 2024–2025 school year.

Goal 1 Challenges ELA

- Significant Achievement Gap: Students with Disabilities (SWD) are in the "Orange" category and performed 84.8 points below the standard, representing the most significant performance gap in ELA.
- Subgroups Below Standard: Although in the "Yellow" category, several groups remain below the standard, specifically English Learners (38.4 points below), Socioeconomically Disadvantaged students (19.6 points below), and Hispanic students (7.9 points below).

Goal 1 Challenges Math

- Broad Achievement Gaps: Performance in Mathematics remains a critical area for improvement, with nearly all student groups performing below standard.
- Critical Need for SWD: Students with Disabilities fall into the "Red" category, performing 116.3 points below the standard.
- Orange Category Performance: Several vulnerable student populations are in the "Orange" category, requiring targeted intervention: English Learners (80.5 points below), Socioeconomically Disadvantaged students (48.7 points below), and Hispanic students (43.1 points below).

Goal 1 Planned Adjustments

- Refine Tier 1 Math Instruction: Implement a district-wide focus on "high-leverage" math strategies and formative assessment. This ensures that all students, regardless of subgroup, receive high-quality, standards-aligned core instruction before intervention is needed.
- Specialized Academic Support for Students with Disabilities (SWD) Align SAI minutes more closely with the specific CAASPP deficit areas identified in the 2024-2025 results, particularly focusing on foundational numeracy and literacy skills that hinder grade-level mastery.
- Continue Enhanced Data Monitoring through Professional Learning Communities (PLCs).
- Focused Support for Socioeconomically Disadvantaged (SED) Students : Ensure that supplemental materials and digital learning tools are prioritized for unduplicated students.

Goal 2: Ensure campus safety and positive school culture at all school sites. These elements included student engagement, equitable treatment & inclusion, health, and social/emotional well-being to meet the needs of the whole child in order to increase attendance and overall school connectedness.

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

Chronic Absenteeism 2024-2025
- All Students: Yellow 13.6% Chronically Absent
- Asian: Green 5.7% Chronically Absent
- White: Yellow 10.7% Chronically Absent
- Hispanic: Yellow 16.9% Chronically Absent
- English Learners: Orange 21.6% Chronically Absent
- Socioeconomically Disadvantaged: Yellow 18.9% Chronically Absent
- Students with Disabilities: Yellow 21.1% Chronically Absent

Suspension Rate 2024-2025
- All Students: Yellow 1.5% Suspended at Least One Day
- Asian: Blue 0% Suspended at Least One Day
- White: Orange 2.9% Suspended at Least One Day
- Hispanic: Yellow 1.4% Suspended at Least One Day
- English Learners: Orange 2.9% Suspended at Least One Day
- Socioeconomically Disadvantaged: Orange 1.9%Suspended at Least One Day
- Students with Disabilities: Orange 2.9% Suspended at Least One Day

Basics: Teacher, Instructional Materials, Facilities 2024-2025
- Met

Parent and Family Engagement 2024-2025

- Met

Local Climate Survey 2024-2025

- Met

Goal 2 Successes Chronic Absenteeism

- Targeted Success: The Asian student group achieved Green status with a remarkably low chronic absenteeism rate of 5.7%.
- Systemic Stability: The "All Students" group maintained a Yellow status (13.6%), as did the majority of other subgroups (White, Hispanic, SED, and SWD), indicating that the current attendance initiatives are holding steady across diverse populations.
- Connectedness Benchmarks: The district successfully Met the local priorities for Parent and Family Engagement and the Local Climate Survey, suggesting that the foundational elements of school connectedness are in place.

Goal 2 Successes Suspension Rate

- Exemplary Performance: The Asian student group reached Blue status with a 0% suspension rate, the highest possible performance tier.
- Low Overall Rate: The district-wide suspension rate remains low at 1.5% (Yellow), with Hispanic students also performing slightly better than the district average at 1.4% (Yellow).
- Operational Excellence: The district continues to meet "Basics" (Priority 1), ensuring that facilities and instructional materials support a safe and positive school culture.

Goal 2 Challenges Chronic Absenteeism

- High-Needs Populations: English Learners are currently in the Orange category with a chronic absenteeism rate of 21.6%, representing the most significant area of concern for student engagement.
- Raw Percentage Concerns: While listed as Yellow, Students with Disabilities (21.1%) and Socioeconomically Disadvantaged students (18.9%) continue to miss school at high rates, which may negatively impact the academic growth targets outlined in Goal 1.

Goal 2 Challenges Suspension Rate

- Subgroup Disproportionality: There is a notable performance gap for White students, English Learners, and Students with Disabilities, all of whom are in the Orange category with a suspension rate of 2.9%—nearly double the district average.
- Equity Gaps: Socioeconomically Disadvantaged students also fell into the Orange category (1.9%), indicating a need for more robust Positive Behavioral Interventions and Supports (PBIS) or restorative justice practices specifically tailored for these groups to ensure equitable treatment and inclusion.

Goal 2 Planned Adjustments

- Increased attendance awareness through attendance awards, importance communication, and attendance letters.
- Multi-Tiered System of Support (MTSS) for Behavioral Health PD on restorative practices and Character Strong curriculum as a proactive measure to reduce the need for suspensions.

- Continuity of Success Liaison with evaluation and refinement from 25/26 data.

Goal 3: Focus on college and career readiness, which encompasses 21st-century learning skills and leveraging digital learning tools. Students will have equitable opportunities and be prepared to explore a world of pathways once they reach high school. Preparing students for an ever-changing and technologically advancing world.

State Priorities:
Priority 1: Basic Services (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Access to a Broad Course of Study 2024-2025
- Met

Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested
2023-2024 Initial--Q1--Q2--Q3---Q4
- Grade 1 1.4--1.3--1.6--1.9--2.1
- Grade 2 2.0--2.2--2.6--3.0--3.2
- Grade 3 3.1--3.2--3.7--3.9--4.1
- Grade 4 4.0--4.5--4.4--5.1--5.1
- Grade 5 4.7--5.0--5.2--5.5--5.3
- Grade 6 5.5--5.9--5.9--6.2--6.1
- Grade 7 6.5--6.5--6.5--6.9--6.7
- Grade 8 7.1--7.2--7.2--7.7--6.9

2024-2025 Initial--Q1--Q2--Q3---Q4
- Grade 1 0.8--1.0--1.3--1.7--NT
- Grade 2 2.2--2.4--2.8--2.9--NT
- Grade 3 3.2--3.5--3.9--4.2--NT
- Grade 4 4.5--4.9--5.2--5.4--NT
- Grade 5 5.7--6.4--6.3--6.5--NT
- Grade 6 6.6--6.9--6.7--7.5--NT
- Grade 7 8.2--7.8--7.6--8.1--NT
- Grade 8 9.1--9.2--9.3--10.1--NT

2025-2026 Initial--Q1--Q2--Q3--Q4
- Grade 1 0.9--1.1--1.4--1.7--NT
- Grade 2 1.9--2.2--2.4--2.7--NT
- Grade 3 3.5--3.5--3.7--3.9--NT
- Grade 4 4.5--4.0--4.9--5.2--NT
- Grade 5 5.5--5.8--5.7--6.1--NT
- Grade 6 6.5--6.6--7.1--7.3--NT

- Grade 7 7.8--7.9--8.1--7.9--NT
- Grade 8 8.5--8.1--9.1--8.9--NT

Renaissance STAR Math Test * Scores are Grade Level Equivalents *NT = Not Tested
2023-2024 Initial--Q1--Q2--Q3---Q4
- Grade 1 1.1--1.4--1.7--2.0--2.2
- Grade 2 2.0--2.3--2.5--2.9--3.2
- Grade 3 3.1--3.6--3.8--4.1--4.4
- Grade 4 4.1--4.5--4.7--5.4--5.6
- Grade 5 4.8--5.5--5.9--6.7--6.6
- Grade 6 5.9--6.4--6.6--7.6--7.6
- Grade 7 7.3--7.9--8.0--8.5--8.9
- Grade 8 7.7--8.4--8.5--9.3--8.4

2024-2025 Initial--Q1--Q2--Q3---Q4
- Grade 1 0.7--1.0--1.4--1.7--NT
- Grade 2 2.0--2.3--2.5--2.7--NT
- Grade 3 2.8--3.3--3.6--3.9--NT
- Grade 4 4.2--4.8--4.9--5.3--NT
- Grade 5 5.2--6.5--6.8--7.1--NT
- Grade 6 6.7--7.5--7.4--7.9--NT
- Grade 7 7.6--7.7--8.3--8.7--NT
- Grade 8 8.7--9.3--9.4--9.6--NT

2025-2026 Initial--Q1--Q2--Q3--Q4
- Grade 1 0.8--1.2--1.5--1.6--NT
- Grade 2 1.7--2.0--2.2--2.4--NT
- Grade 3 2.9--3.5--3.7--4.0--NT
- Grade 4 4.2--4.1--4.6--5.1--NT
- Grade 5 5.3--6.0--6.3--6.6--NT
- Grade 6 7.0--7.5--7.4--8.1--NT
- Grade 7 8.7--8.6--8.4--8.5--NT
- Grade 8 8.0--8.6--8.8--8.8--NT

Goal 3 Successes
- Middle School Performance Peaks: In the 2024–2025 school year, middle school grades demonstrated significant acceleration. Notably, Grade 8 Reading reached a Grade Level Equivalent (GLE) of 10.1 by Q3, and Grade 8 Math reached 9.6, indicating that students are exiting the district well-prepared for high school pathways.
- Sustained Growth in Upper Elementary: Grade 5 students consistently exceeded grade-level expectations across multiple years. In 2024–2025, Grade 5 Reading grew from a 5.7 initial score to 6.5 by Q3, showing the effectiveness of 21st-century learning tools in deepening comprehension.

- Consistency in Math Advancement: Across the 2025–2026 data, Grade 6 Math showed impressive in-year growth, moving from an initial 7.0 to 8.1 by Q3, maintaining a trajectory of performing more than one full year above actual grade placement.
- Foundational Access: The district successfully Met the standards for Access to a Broad Course of Study and Basic Services. This ensures that the digital learning tools and facilities necessary for college and career readiness are equitably distributed across all school sites.

Goal 3 Challenges

- Early Primary Lag: While upper grades are excelling, Grades 1 and 2 show a trend of starting and staying closer to (or slightly below) grade-level benchmarks. In 2025–2026, Grade 1 Reading ended Q3 at a 1.7 GLE, and Grade 2 Math ended at 2.4, suggesting a need for more intensive digital intervention and foundational support in early primary years.
- Stagnation in 2025–2026 Cohorts: Data from the most recent year (25/26) indicates a "plateau" in certain grades during the second half of the year. For example, Grade 7 Reading actually regressed from 8.1 in Q2 to 7.9 in Q3, and Grade 8 Math remained stagnant at 8.8 between Q2 and Q3.
- Math Proficiency Gaps in Grade 3: In the 2024–2025 cycle, Grade 3 Math students struggled to reach the year-end grade level by Q3, ending at 3.9. Given that Grade 3 is a critical "pivot" year for math fluency, this remains a focus area for leveraging targeted learning tools.

Goal 3 Planned Adjustments

- Targeted Primary Intervention for early literacy focus in small group instruction.
- Adjust the Middle School Plateau and increase vertical articulation between grade levels.
- Increase teacher usage of digital tools for tech-integration.

LREBG Required Needs Assessment

Based on the 2024–2025 and 2025–2026 data the district's primary areas of vulnerability include:

- Critical Math Gaps: Students with Disabilities (SWD) are in the Red performance tier, performing 116.3 points below the standard. Additionally, several high-risk subgroups sit in the Orange tier (English Learners at -80.5 points, Socioeconomically Disadvantaged [SED] at -48.7 points, and Hispanic students at -43.1 points).
- Vulnerable School Climate & Engagement: English Learners face an Orange tier chronic absenteeism rate of 21.6%, while SWD (21.1%) and SED (18.9%) students also exhibit high raw rates. Concurrently, an equity gap exists in suspension rates, where White students, English Learners, and Students with Disabilities are disproportionately impacted in the Orange tier at 2.9% (nearly double the district average of 1.5%).
- Early Primary Literacy and Math Stagnation: Local Renaissance STAR diagnostic benchmarks reveal an early primary lag. Grade 1 Reading ended Q3 at a 1.7 Grade Level Equivalent (GLE) and Grade 2 Math finished at 2.4 GLE, showing a localized trend of starting and staying closer to or below grade-level expectations.

LREBG-Funded Actions & Rationales

Goal 1 Planned Adjustment: Refine Tier 1 Instruction & Specialized Academic Support for Students with Disabilities (SWD)

- Allowable Use Alignment: EC Section 32526(c)(2)(B)(ii) – Implementation, expansion, or enhancement of learning recovery programs and materials designed to accelerate pupil academic proficiency.

- Needs Assessment Rationale: This action directly addresses our most severe academic deficit: our SWD subgroup's Red category dashboard status in Mathematics (116.3 points below standard) and Orange status in ELA (84.8 points below standard). Aligning Specialized Academic Instruction (SAI) minutes to core CAASPP deficit areas and enforcing district-wide high-leverage math strategies will provide targeted academic recovery for these lowest-performing student groups.
- Goal Actions 1.4 & 1.5

LREBG Funds for 2026-2027 will be reflected in supporting:

- Action 1.4: Intervention Programs (TK–8). This is the most direct application of LREBG funds allowable under the law. The needs assessment highlights a critical math deficit for Students with Disabilities (-116.3 points) and stagnating early reading benchmarks in Grade 1 (1.7 GLE). Keeping this funded ensures intensive, targeted recovery curriculum and staff stay active.
- Action 1.5: Supplementary Academic Materials. Why it aligns: Provides the physical bridging and digital intervention tools explicitly called out in your Goal 1 and Goal 3 planned adjustments to combat the primary grade-level lag and provide targeted, accessible materials for unduplicated groups.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	• Back to School District Breakfast 8/11/25 • Monthly Certificated Staff Meetings • Spring LCAP Survey January 2026
Principals & Administrators	• Monthly Administration Meetings • Spring LCAP Survey January 2026
Other School Personnel	• Back to School District Breakfast 8/11/25 • Monthly Classified Staff Meetings • Spring LCAP Survey January 2026
Local Bargaining Unit- California Teacher Association	• Quarterly CTA / Superintendent Meetings • Spring LCAP Survey January 2026
Parents & Guardians	• New Parent Orientation 8/13/25 • Back to School Nights 8/19/25 & 8/21/25 • Quarterly Superintendent Newsletters • Engagement Events 10/16/25, 10/23/25, 2/26/26, 3/21/25, 5/14/26 • Regular Communication through ParentSquare Application • Spring LCAP Survey January 2026
Students	• Fall KiDS Connectedness Survey September 2025 • Spring KiDS Connectedness Survey April 2026 • Spring LCAP Survey January 2026
District English Learner Advisory Committee (DELAC)	• Regular DELAC Meetings 9/23/25, 12/15/25, 3/10/26 • Special Month of May LCAP Focused Meeting 5/13/26
District Advisory Committee (DAC)	• Regular DAC Meetings • Special Month of May LCAP Focused Meeting 5/15/26

Educational Partner(s)	Process for Engagement
Kern County Consortium Special Education Local Plan Area (SELPA)	- LCAP Consultation Meeting 4/15/26
Student Advisory Committees	- Student Voice Surveys Meetings 2/10/26 (Equity Groups: English Learners, Special Education, Student Council, General Education)

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

To cultivate meaningful collaboration, the district conducted a comprehensive educational partner engagement process to inform the development of the 2026-2027 LCAP. In January 2026, electronic surveys were disseminated via ParentSquare to 99% of families, with paper copies provided in English and Spanish to ensure total accessibility. This initiative gathered critical data from families, certificated and classified staff, administrators, advisory committees, and students. In addition to surveys, school site principals facilitated structured discussions with staff to review goals tailored to site-specific needs. All partner input was publicly reviewed during a Spring 2026 School Board Forum, reinforcing transparency and accountability in the decision-making process.

Feedback Themes and District Responses
The feedback collected reflected consistent themes that directly shaped the refinements of the district's goals and actions:

Student Perspectives
While students expressed appreciation for peer relationships, staff support, and enriching field trips, they identified concerns regarding facility cleanliness, cafeteria quality, and school climate.

- Response: The district adjusted restroom maintenance procedures and initiated cafeteria meal quality reviews under Action 2.2.
- Response: To address climate concerns, the district strengthened social-emotional learning (SEL) initiatives under Actions 2.1 and 2.6.
- Response: Biannual (Fall/Spring) Connectedness Surveys will continue to monitor progress in these areas.

Family Perspectives
Families expressed gratitude for staff dedication and academic growth but advocated for increased instructional rigor in Writing and STEM.

- Response: The district will prioritize professional development in Writing, with a focus on supporting new teachers, under Action 1.2.
- Response: To expand acceleration and STEM opportunities, the district will continue WIN (What I Need) intervention/enrichment times and offer advanced math, CTE-related coursework, and Project Lead The Way (PLTW) in grades 6-8 under Action 3.2.
- Response: Addressing the shared desire for home-to-school partnerships, the Student Success Liaison position will be sustained district-wide to maintain a positive school culture (Goal 2, Action 2).

Educator and Staff Perspectives
Staff emphasized the necessity of vertical articulation and targeted professional development to support unduplicated student groups (English Learners, low-income students, and foster youth).

- Response: The district sustained professional development initiatives under Action 1.1 and expanded tailored intervention programs under Actions 1.4, 1.5, 1.6, and 3.2 to ensure students with the greatest needs receive equitable support.

Advisory Committee Input
Feedback from the District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), School Site Councils, and the Student Representation Group aligned with the themes above. These groups specifically reaffirmed the importance of peer-staff relationships and SEL support (Actions 2.1, 2.2, and 2.6) and expressed appreciation for the district's ongoing efforts toward continuous improvement.

Commitment to Equity and Continuous Improvement
By integrating direct feedback into the LCAP development process, the district has refined its strategy to uphold three pillars:

- Academic Growth aligned with California standards.
- Campus Safety and a positive school culture.
- College and Career Readiness. These refinements reflect a collaborative commitment to addressing both district strengths and identified areas for growth, ensuring a high-quality educational experience for every student.

LREBG Needs Assessment is stated in the Plan Summary- Reflections.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will show academic growth in mastery towards California state adopted common core standards through grade-level standards-based instruction, targeted support, and equitable access.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was led by a district team consisting of parents, board members, teachers, and administrators. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. During the 2022-2023 school year, the district administration team worked with KCSOS for Collaborative Data Analysis for Differentiated Assistance in reviewing California School Dashboard Data. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process, the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

District focus areas were intensified by the long-term instructional disruptions following 2020. Consequently, the 2024–2027 LCAP cycle remains committed to mitigating persistent learning gaps in English Language Arts and Mathematics, with an intensified focus on early literacy at the elementary level.

In addition to Goal #1, measuring and collecting California School Dashboard Data, shared below is STAR data demonstrating the need and recent growth for emphasis on ELA and Math during the 2023-2024 through 2025-2026.

Renaissance STAR Reading Test * Scores are Grade Level Equivalents
2023-2024 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.4--1.3--1.6--1.9--2.1
- Grade 2 2.0--2.2--2.6--3.0--3.2
- Grade 3 3.1--3.2--3.7--3.9--4.1
- Grade 4 4.0--4.5--4.4--5.1--5.1
- Grade 5 4.7--5.0--5.2--5.5--5.3
- Grade 6 5.5--5.9--5.9--6.2--6.1
- Grade 7 6.5--6.5--6.5--6.9--6.7

- Grade 8 7.1--7.2--7.2--7.7--6.9

2024-2025 Initial--Q1--Q2--Q3---Q4

- Grade 1 0.8--1.0--1.3--1.7--NT
- Grade 2 2.2--2.4--2.8--2.9--NT
- Grade 3 3.2--3.5--3.9--4.2--NT
- Grade 4 4.5--4.9--5.2--5.4--NT
- Grade 5 5.7--6.4--6.3--6.5--NT
- Grade 6 6.6--6.9--6.7--7.5--NT
- Grade 7 8.2--7.8--7.6--8.1--NT
- Grade 8 9.1--9.2--9.3--10.1--NT

2025-2026 Initial--Q1--Q2--Q3--Q4

- Grade 1 0.9--1.1--1.4--1.7--NT
- Grade 2 1.9--2.2--2.4--2.7--NT
- Grade 3 3.5--3.5--3.7--3.9--NT
- Grade 4 4.5--4.0--4.9--5.2--NT
- Grade 5 5.5--5.8--5.7--6.1--NT
- Grade 6 6.5--6.6--7.1--7.3--NT
- Grade 7 7.8--7.9--8.1--7.9--NT
- Grade 8 8.5--8.1--9.1--8.9--NT
- Grade 8 7.1--7.2--7.2--7.7--6.9

* The Renaissance STAR Reading data from 2023 to 2026 reveals a district-wide trend of significant acceleration in middle school, contrasted by a stabilizing foundational period in the primary grades. The 2024–2025 school year served as a high-performance peak, particularly in Grade 8, where students reached a 10.1 Grade Level Equivalent (GLE) by the third quarter. While the 2025–2026 data shows middle schoolers still performing above grade level, growth has transitioned into a plateau, with some grades showing slight late-year regression. Upper elementary (Grades 4–5) continues to be the district's most consistent growth engine, steadily moving students from grade-level starts to advanced exits. However, a persistent challenge remains in Grades 1–2, where lower initial entry scores and a lack of Q4 data make it difficult to determine if students are building enough of a literacy "buffer" to sustain the high-level rigor required in later years.

Renaissance STAR Math Test * Scores are Grade Level Equivalents

2023-2024 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.1--1.4--1.7--2.0--2.2
- Grade 2 2.0--2.3--2.5--2.9--3.2
- Grade 3 3.1--3.6--3.8--4.1--4.4
- Grade 4 4.1--4.5--4.7--5.4--5.6
- Grade 5 4.8--5.5--5.9--6.7--6.6
- Grade 6 5.9--6.4--6.6--7.6--7.6
- Grade 7 7.3--7.9--8.0--8.5--8.9
- Grade 8 7.7--8.4--8.5--9.3--8.4

2024-2025 Initial--Q1--Q2--Q3---Q4

- Grade 1 0.7--1.0--1.4--1.7--NT
- Grade 2 2.0--2.3--2.5--2.7--NT
- Grade 3 2.8--3.3--3.6--3.9--NT
- Grade 4 4.2--4.8--4.9--5.3--NT
- Grade 5 5.2--6.5--6.8--7.1--NT
- Grade 6 6.7--7.5--7.4--7.9--NT
- Grade 7 7.6--7.7--8.3--8.7--NT
- Grade 8 8.7--9.3--9.4--9.6--NT

2025-2026 Initial--Q1--Q2--Q3--Q4

- Grade 1 0.8--1.2--1.5--1.6--NT
- Grade 2 1.7--2.0--2.2--2.4--NT
- Grade 3 2.9--3.5--3.7--4.0--NT
- Grade 4 4.2--4.1--4.6--5.1--NT
- Grade 5 5.3--6.0--6.3--6.6--NT
- Grade 6 7.0--7.5--7.4--8.1--NT
- Grade 7 8.7--8.6--8.4--8.5--NT
- Grade 8 8.0--8.6--8.8--8.8--NT

* The longitudinal Renaissance STAR Math data reflects a strong trajectory of growth in the middle school grades, contrasted by a slowing of momentum in the primary and intermediate years during the 2025–2026 cycle. The 2024–2025 year represented a performance peak where grades 5 through 8 achieved significant acceleration, with 8th graders reaching nearly a full year above grade level (9.6 GLE) by the third quarter. In the most recent 2025–2026 data, while 6th-grade students showed a notable jump to an 8.1 GLE, other grades, particularly 7th and 8th, experienced mid-year stagnation, with 8th grade plateauing at an 8.8 GLE across the second and third quarters. Of particular concern is the foundational performance in grades 1 and 2, which are currently trending lower in year-over-year Q3 exits compared to the 2023–2024 baseline.

By building staff capacity through additional professional development, additional intervention services, supplemental materials to enhance curriculum, services to support language acquisition, and ongoing progress monitoring of metrics listed below, students will make progress toward mastery of grade-level standards with particular emphasis on closing the achievement gaps identified for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 2: Implementation of State Standards	2023-24 • 100% implementatio	2024-25 • 100% implemen tation of	2025-26 • 100% implemen tation of	2026-27 • 100% implemen tation of	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A: Implementation of CA academic and performance standards as measured by local indicator self-reflection tool Source: Local Indicators	n of CA academic and performance standards	CA academic and performance standards	CA academic and performance standards	CA academic and performance standards	
1.2	Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 • 100% programs and services enable ELs to access core and ELD standards	2024-25 • 100% programs and services enable ELs to access core and ELD standards	2025-26 • 100% programs and services enable ELs to access core and ELD standards	2026-27 • 100% programs and services enable ELs to access core and ELD standards	Maintained at 100%
1.3	Priority 4: Pupil Achievement A: Statewide assessments as measured by Smarter Balanced Assessments and CA Dashboard Source: California School Dashboard	Smarter Balanced Assessments 2022-2023 English Language Arts • All Students: GREEN 4.9 points above standard (increased 3.8 points) • White: GREEN 21.3 points above	Smarter Balanced Assessments 2023-2024 English Language Arts • All Students: Yellow 5.1 points above standard • White: Green	Smarter Balanced Assessments 2024-2025 English Language Arts • All Students: Yellow 6.3 points above standard • White: Green	2026 TARGET OUTCOMES English Language Arts • All Students: 10 points above standard • White: 25 points above standard	2025 English Language Arts • All Students: Increased 1.4 points • White: Increased 2.2 points • Hispanic: Increased 3.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard (maintained - 0.4 points) • Hispanic: YELLOW 11.6 points below standard (increased 6.5 points) • English Learners: ORANGE 44.3 points below standard (declined 7.7 points) • Socioeconomically Disadvantaged: ORANGE 25.8 points below standard (declined 3.5 points) • Students with Disabilities: RED 96.8 points below standard (declined 18 points) Mathematics • All Students: ORANGE 26.8 points below	22.8 points above standard • Hispanic: Orange 11 points below standard • English Learners: Orange 53.2 points below standard • Socioeconomically Disadvantaged: Orange 23.7 points below standard -Students with Disabilities: Orange 88 points below standard Mathematics • All Students: Green 15.1 points	23.5 points above standard • Hispanic: Yellow 7.9 points below standard • English Learners: Yellow 38.4 points below standard • Socioeconomically Disadvantaged: Yellow 19.6 points below standard -Students with Disabilities: Orange 84.8 points below standard Mathematics • All Students: Yellow 22.6 points	• Hispanic: 0.0 points at standard • English Learners: 35 points below standard • Socioeconomically Disadvantaged: 15 points below standard • Students with Disabilities: 85 points below standard Mathematics • All Students: 15 points below standard -White: 8 points above standard	• English Learners: Increased 5.9 points • Socioeconomically Disadvantaged: Increased 6.2 points • Students with Disabilities: Increased 12 points Mathematics • All Students: Increased 4.2 points • White: Increased 3.3 points • Hispanic: Increased 7.4 points • English Learners: Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard (maintained 1.7 points) • White: GREEN 1.5 points below standard (increased by 3.6 points) • Hispanic: ORANGE 50.5 points below standard (maintained 0.6 points) • English Learners: ORANGE 76.3 points below standard (declined 5.6 points) • Socioeconomically Disadvantaged: ORANGE 56.9 points below standard (maintained -2.5 points) • Students with Disabilities: RED 116.5 points below standard	below standard -White: Green 5.2 above standard • Hispanic: Yellow 32.9 below standard • English Learners: Yellow 69 points below standard • Socioeconomically Disadvantaged: Yellow 38.6 points below standard • Students with Disabilities: Orange 105.6 points below standard CAST Science	below standard -White: Green 1.8 points above standard • Hispanic: Orange 43.1 points below standard • English Learners: Orange 80.5 points below standard • Socioeconomically Disadvantaged: Orange 48.7 points below standard • Students with Disabilities: Red 116.3 points below standard	• Hispanic: 40 points below standard • English Learners: 65 points below standard • Socioeconomically Disadvantaged: 45 points below standard • Students with Disabilities: 110 points below standard CAST Science • All Students: 40% Met or Exceeded Standard	d 4.2 points • Socioeconomically Disadvantaged: Increased 8.2 points • Students with Disabilities: Increased 0.2 points CAST Science • All Students: Increased 11.55% in Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(declined 7.7 points) CAST Science • All Students: 29.24% Met or Exceeded Standard	• All Students: 39.59% Met or Exceeded	CAST Science • All Students: 40.79% Met or Exceeded		
1.4	Priority 4: Pupil Achievement B: Percentage of pupils completing A-G course requirements NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
1.5	Priority 4: Pupil Achievement C: Percentage of pupils completing CTE requirements NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
1.6	Priority 4: Pupil Achievement D: Percentage of pupils completing A-G courses (B) and CTE sequences/programs (C) NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
1.7	Priority 4: Pupil Achievement E: Percentage of English Learners making progress towards	2022-2023 CA School Dashboard • 67.4% making progress towards	2023-2024 • 38.2% making progress towards	2024-2025 • 51.8% making progress towards	2025-27 • 70% making progress towards	2024-2025 • 15.6% Decrease in making progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English proficiency as measured by the English Learner Progress indicator on the CA Dashboard Source: California School Dashboard	English language proficiency	English language proficiency	English language proficiency	English language proficiency	towards English language proficiency
1.8	Priority 4: Pupil Achievement F: English Learner reclassification rate as measured by DataQuest Source: Data Quest	2022-2023 • 8.6% English Learner reclassification rate	2023-2024 • 8.7% English Learner reclassification rate	2024-2025 • 48.7% English Learner reclassification rate	2025-26 • 50% English Learner reclassification rate	2024-2025 +40.1% Increase English Learner reclassification rate
1.9	Priority 4: Pupil Achievement G: Percentage of pupils passing AP exam with 3 or higher Source: NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
1.10	Priority 4: Pupil Achievement H: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) Source: NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
1.11	Priority 7: Course Access	2023-24 100% of pupils have access to and are	2024-25 100% of pupils have access to	2025-26 100% of pupils have access to	2026-27 100% of pupils have access to	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A: Percentage of pupils having access to and are enrolled in a broad course of study (EC 51210/51220) Source: Local Indicators	enrolled in a broad course of study	and are enrolled in a broad course of study	and are enrolled in a broad course of study	and are enrolled in a broad course of study	
1.12	Priority 7: Course Access B: Percentage of pupils having access to and are enrolled in a programs/services for unduplicated pupils local indicator self-reflection tool Source: Local Indicators	2023-24 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	2024-25 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	2025-26 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	2026-27 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	Maintained at 100%
1.13	Priority 7: Course Access C: Percentage of pupils having access to and are enrolled in programs/services for pupils with exceptional needs local indicator self-reflection tool Source: Local Indicators	2023-24 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs	2024-25 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs	2025-26 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs	2026-27 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs	Maintained at 100%

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.

All action steps in Goal 1 were carried out during the 2025-2026 school year. All these actions were carried out with the purpose of increasing academic growth through standards-based instruction, targeted support, and equitable access.

- Action 1.1: Provide professional development for staff. This action was fully implemented as we provided one full-summer PD day on AI for certificated staff, Inservices dedicated to high achievers and specific department/ grade-levels, 95% 6 days onsite coaching for RBE, and standards-based report card training for grades K and 3rd.
- Action 1.2: Write from the Beginning and Thinking Maps Implementation. This action was fully implemented as we continued through this initiative of K-8 of ThinkingMaps & WFTB in all classrooms and sent untrained teachers to training. During 2025-2026 staff was trained locally.
- Action 1.3: Data and assessment platform. This action was fully implemented with teachers and staff continued utilization of KCSOS KiDS data platform to monitor data and share to drive instruction under the leadership of the Director of Educational Services.
- Action 1.4: Intervention Programs. This action was fully implemented and was continued with intervention teachers district-wide, providing instruction to students who were at greatest risk and need.
- Action 1.5: Supplementary Academic Materials. This action was fully implemented with continued supplemental materials, including primarily: StemTaught, Amplify Ed, Lexia & Reading Plus, MobyMax, Renaissance Learning, NextGen Math, Rocket Math, and ESGI. These programs supported not only standards-based learning but also intervention supports.
- Action 1.6: Language Acquisition Support Services. This action was fully implemented with supplemental materials and supplies, and personnel. Additionally this action provides additional time within English Learners instructional day for additional time to develop language development.

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

The district successfully implemented all planned actions in Goal 1 aimed at increasing academic growth through standards-based instruction and targeted support. However, there were notable expenditure differences between budgeted and actual amounts for several actions:

Action 1.1: Professional Development
- Budgeted: $5,700.00
- Actual: $1,800.00
- Difference: -$3,900.00
- Difference due to professional development additionally being funded by Title II - Teacher and Principal Training, and Student Support and Professional Development Block Grant, and Literacy Coaches and Reading Specialist Grant. For 26/27 funding will be decreased for continued adjustments.

Action 1.2: Write from the Beginning and Thinking Maps Implementation
- Budgeted: $6,300.00
- Actual: $0.00
- Difference: -$6,300.00
- Difference due to during 2025-2026 staff was trained locally.

Action 1.5: Supplementary Academic Materials
- Budgeted: $29,318.00
- Actual: $95,761.56

- Difference: +$66,443.56
- Difference due to increased program needs and price increased. In 26-27 LREBG funds will be used to help and financially support.

Action 1.6: Language Acquisition Support Services
- Budgeted: $12,846.00
- Actual: $17,896.09
- Difference: +$5,050.09
- Difference increase due to staffing health and welfare.

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

Action 1.1 – Provide Professional Development for Staff
Effective
This action was effective in improving outcomes for English Learners (EL) and Socioeconomically Disadvantaged (SED) students as measured by CAASPP, CAST, and educational partner feedback. From baseline to Year 2, English Language Arts performance improved by 5.9 points for English Learners and 6.2 points for Socioeconomically Disadvantaged students. Mathematics performance improved by 8.2 points for Socioeconomically Disadvantaged students. Additionally, CAST Science performance increased from 29.24% meeting or exceeding standards at baseline to 40.79% meeting or exceeding standards in Year 2, representing an increase of 11.55 percentage points. Educational partner survey results indicate that 91.3% of parents reported schools were safe, clean, and in good repair, 87.1% reported their students are safe at school, and 91.6% of students reported feeling safe at school. Administrative observations also confirmed stronger implementation of standards-based instructional practices, indicating that professional development strengthened instructional capacity and contributed to improved student achievement.

Action 1.2 – Write from the Beginning and Thinking Maps Implementation
Effective
This action was effective in supporting academic achievement for English Learners and Socioeconomically Disadvantaged students. CAASPP English Language Arts outcomes improved from baseline to Year 2, with English Learners increasing by 5.9 points and Socioeconomically Disadvantaged students increasing by 6.2 points. Mathematics outcomes also improved for Socioeconomically Disadvantaged students by 8.2 points. The district-wide implementation of Write from the Beginning and Thinking Maps strengthened student organization, critical thinking, and idea development across content areas, contributing to growth in English Language Arts achievement and access to grade-level standards.

Action 1.3 – Data and Assessment Platform
Effective
This action was effective in supporting student achievement and progress monitoring for English Learners and Socioeconomically Disadvantaged students. CAASPP English Language Arts outcomes improved from baseline for English Learners (+5.9 points) and Socioeconomically Disadvantaged students (+6.2 points). Mathematics outcomes improved for Socioeconomically Disadvantaged students (+8.2 points), while CAST Science performance increased by 11.55 percentage points. STAR Reading and STAR Mathematics data demonstrated continued growth across multiple grade levels, providing evidence that teachers effectively used assessment data to monitor

progress and adjust instruction. The platform was particularly effective in helping staff identify and narrow achievement gaps for low-income students through the use of disaggregated student performance data.

Action 1.4 – Intervention Programs
Effective
This action was effective in improving academic outcomes for English Learners and Socioeconomically Disadvantaged students as measured by CAASPP, CAST, CAA, and STAR results. From baseline to Year 2, English Language Arts performance improved by 5.9 points for English Learners and 6.2 points for Socioeconomically Disadvantaged students. Mathematics performance improved by 8.2 points for Socioeconomically Disadvantaged students. CAST Science performance increased by 11.55 percentage points from baseline. STAR Reading and STAR Mathematics data demonstrated continued growth across multiple grade levels. Intervention programs were instrumental in reducing the number of students performing below standard, including Students with Disabilities who improved by 12 points in English Language Arts and 0.2 points in Mathematics from baseline.

Action 1.5 – Supplementary Academic Materials
Effective
This action was effective in improving academic outcomes for English Learners and Socioeconomically Disadvantaged students as measured by CAASPP, CAST, and STAR results. From baseline to Year 2, English Language Arts performance improved by 5.9 points for English Learners and 6.2 points for Socioeconomically Disadvantaged students. Mathematics performance improved by 8.2 points for Socioeconomically Disadvantaged students and 7.4 points for Hispanic students. CAST Science performance increased by 11.55 percentage points from baseline. Districtwide mathematics outcomes also demonstrated strong growth, including gains of 4.2 points for All Students, 7.4 points for Hispanic students, and 8.2 points for Socioeconomically Disadvantaged students. STAR Reading and STAR Mathematics data further demonstrated continued academic growth across grade levels, indicating that supplemental instructional resources supported differentiated instruction and accelerated learning.

Action 1.6 – Language Acquisition Support Services
Effective
This action was effective in improving outcomes for English Learners. The percentage of English Learners making progress toward English language proficiency increased from 38.2% in Year 1 to 51.8% in Year 2. Additionally, the English Learner reclassification rate increased substantially from 8.6% at baseline to 48.7% in Year 2, representing a 40.1 percentage point increase. English Learners also improved their English Language Arts performance by 5.9 points from baseline. These results demonstrate that supplemental language acquisition supports contributed to increased English proficiency, reclassification success, and improved academic achievement for English Learners.

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

The district will be utilizing LREBG funds in the 2026-2027 school year. This funds will align with Goal 1 Actions 1.4 and 1.5.

- Action 1.1: Decrease in funding for professional development as district will be utilizing other funding such as educator effectiveness.
- Action 1.2: Decrease in funding for writing professional development as district will be utilizing other funding such as educator effectiveness.

- Action 1.4: Decrease in LCFF funding for intervention programs to use LREBG funding and other funding sources. * Actions updated to include LREBG elements.
- Action 1.5: This year there is a change in funding sources with an increase in this action reflections the total costs in LCFF and LREBG. * Actions updated to include LREBG elements.
- Action 1.6: The description was updated to include a percentage of supplemental staff to further develop English Learner language acquisition.

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	Provide professional development for staff.	Building the capacity of staff in order to support creating the systems and structures to prioritize academics to meet the needs of students is a priority for the district. Through CIP identified the need to mainstream PD to meet the very specific needs of staff to support creating the systems and structures to prioritize academics to meet the needs of students with specific needs relating to English Learners, Foster Youth, and Low Income. PD will be a significant focus of our LCAP as Collaborative Efficacy shows the greatest impact on student learning. Goal 1 Action 1 to include benefits to all students, including students with disabilities. * Addressing Red indicator for CAASPP ELA & Math	$1,500.00	Yes
1.2	Write from the Beginning and Thinking Maps Implementation.	With an emphasis on writing skills, students will need to build critical thinking and the skills needed for college and career readiness. Focus on writing provides access and focused intention on improving the writing skills of English Learners, Foster Youth, and Low-Income students. Includes writing across all grade levels and content areas. Utilizes strategies for differentiated instruction according to students' individual needs.	$1,000.00	Yes
1.3	Data and assessment platform.	To support data analysis and state-adopted standards implementation. The data and assessment platform provides data to improve instruction. The platform allows teachers to build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and	$111,571.00	Yes

Action #	Title	Description	Total Funds	Contributing
		direct students to learning resources needed to support specific, targeted standards. The ability to desegregate data allows focused attention to identify and be given to the unduplicated student count: English Learners, Foster Youth, and Low-Income students. Educators have access to a singular ecosystem of continuous feedback to dramatically improve student performance.		
1.4	Intervention Programs	RBGUSD will maintain intervention programs TK-8 with priority given to unduplicated students. LREBG action: total amount of funds $87,618.00 85% of RBG Intervention Teacher Research supports high-impact tutoring, targeted intervention, and data-driven instruction as effective strategies for accelerating achievement in English Language Arts and Mathematics. Evidence from the National Student Support Accelerator and the Institute of Education Sciences demonstrates that these practices improve academic outcomes by providing additional instructional time, targeted skill development, and ongoing progress monitoring for students performing below grade level and those demonstrating significant learning recovery needs. Will be monitored by: CAASPP Metric 1.3	$87,618.00	No
1.5	Supplementary Academic Materials.	RBGUSD will continue to support bridging materials aligned to state-adopted standards. Supplemental materials that reflect best practices combined with best instructional strategies are principally directed toward the unduplicated count. LREBG action: total amount of funds $68,787.00 Supplemental Academic Materials Research supports high-impact tutoring, targeted intervention, and data-driven instruction as effective strategies for accelerating achievement in English Language Arts and Mathematics. Evidence from the National Student Support Accelerator and the Institute of Education Sciences	$122,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		demonstrates that these practices improve academic outcomes by providing additional instructional time, targeted skill development, and ongoing progress monitoring for students performing below grade level and those demonstrating significant learning recovery needs. Will be monitored by: CAASPP Metric 1.3		
1.6	Language Acquisition Support Services.	RBGUSD will continue to provide beyond the required designated and integrated ELD needs providing unique opportunities to acquire English language acquisition. Supplemental materials extend beyond what the core ELA curriculum has to offer. A portion of instructional staff salaries and benefits will support supplemental services for English Learners.	$20,043.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure campus safety and positive school culture at all school sites. These elements included student engagement, equitable treatment & inclusion, health, and social/emotional well-being to meet the needs of the whole child in order to increase attendance and overall school connectedness.	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.

Throughout the 2018-2020 academic years, the district collaborated with the Kern County Superintendent of Schools as part of a Continuous Improvement Process. This initiative was spearheaded by a diverse district team comprising parents, board members, educators, and administrators. Central to this endeavor was the establishment of a collective aim: to institute comprehensive systems and frameworks across the district that prioritize academic excellence, thereby meeting the diverse needs of all students. The pursuit of continuous improvement, as delineated within this process, serves as a pivotal cornerstone of our Local Control and Accountability Plan (LCAP).

In the subsequent academic year of 2022-2023, the district's administrative team continued its partnership with KCSOS to engage in Collaborative Data Analysis for Differentiated Assistance, focusing on a thorough review of California School Dashboard Data. Specifically aligned with LCAP Goal 2, this analysis encompassed metrics related to chronic absenteeism and suspension rates.

Specifically aligned with LCAP Goal 2, this analysis encompassed metrics related to chronic absenteeism and suspension rates. The data derived from the California School Dashboard highlights a clear multi-year trend that justifies our continued interventions:

Chronic Absenteeism Trends:
Following our 2023 Dashboard baseline (21.5%), the district saw a significant, positive decline in the 2024 Dashboard down to 15.4% (with Socioeconomically Disadvantaged dropping to 21.8% and English Learners to 23.2%). This positive trajectory sustained into the 2025 Dashboard, further reducing the 'All Students' rate to 13.6%.

Suspension Rate & Climate Challenges:
While our 2024 Dashboard results showed an initial decrease in suspensions down to 1.0% (maintaining a Green designation), our recent 2025 Dashboard data indicates a post-pandemic behavioral surge, with an upward tick to 1.5% across all students and 2.9% for English Learners.

This recent rise in suspensions, combined with local January 2026 climate survey data showing a dip in students' sense of safety and connectedness, underscores the critical need to maintain and expand our Goal 2 support structures.

Chronic Absenteeism 2024-2025
All Students
- Yellow
- 13.6% chronically absent
- Declined 1.8%

White
- Yellow
- 10.7% chronically absent
- Declined 0.8%

Hispanic
- Yellow
- 16.9% chronically absent
- Declined 2.3%

English Learners
- Orange
- 21.6% chronically absent
- Declined 1.6%

Socioeconomically Disadvantaged
- Yellow
- 18.9% chronically absent
- Declined 2.9%

Students with Disabilities
- Yellow
- 21.1% chronically absent
- Declined 4.5%

Asian
- Green

-5.7% chronically absent
- Declined 12.5%

Suspension Rate 2024-2025
All Students
- Yellow
- 1.5% suspended at least one day
- Increased 0.5%

White
- Orange

- 1.7% suspended at least one day
- Increased 0.9%

Socioeconomically Disadvantaged
- Orange
- 1.9% suspended at least one day
- Increased 0.7%

Students with Disabilities
- Orange
- 2.9% suspended at least one day
- Increased 0.8%

English Learners
- Orange
- 2.9% suspended at least one day
- Increased 0.9%

Asian
- Blue
- 0% suspended at least one day
- Maintained 0%

Following the nationwide return to school campuses in the aftermath of the COVID-19 pandemic, there has been a notable surge in behavioral occurrences and associated needs across educational institutions. In response, both district-wide and at individual school sites, administrative efforts have been proactive in implementing Positive Behavioral Interventions and Supports (PBIS) strategies, alongside a focused commitment to fostering school discipline through restorative practices. Throughout the 2023-2024 academic year, the district has sustained a significant emphasis on promoting regular attendance, with commendations extended to students and classes exhibiting exemplary attendance records. Concurrently, the issuance of regular attendance letters has been rigorously executed. School sites have collaborated closely with administrators and school psychologists to increase social and emotional support mechanisms, aiming to mitigate suspension rates. Notably, the district has been steady in the utilization of restorative practices and exploring alternatives to suspension as part of its overarching disciplinary approach.

By implementing Positive Behavior Interventions and Supports, providing personnel to support physical and mental health needs, building the capacity of parents, maintaining structures in place to promote positive attendance, and regular monitoring of metrics listed below, students will be engaged in a safe and positive school climate that addresses the needs of the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings • New Parent Orientation 8/16/23 • Back to School Nights & Family Tech Support 8/29/23 & 8/31/23 • Safety Meeting 9/27/23 • 6th Grade Camp KEEP Meeting 10/05/23 • SEL for Families 1/30/2024 District LCAP educational partner meetings to gather input in decision-making LCAP parent nights	2024-25 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings • New Parent Orientation 8/14/24 • Back to School Nights & Family Tech Support 8/27/24 & 8/29/24 • Engagement Events: 10/17/24, 3/20/25, 3/21/25 • Safety Meeting 9/27/23 District LCAP	2025-26 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings • New Parent Orientation 8/13/25 • Back to School Nights 8/19/25 & 8/21/25 • Engagement Events: 10/16/25, 10/23/25, 2/26/26, 3/21/25, 5/14/26 District LCAP educational partner meetings to gather input in decision-making	2026-27 Maintain educational partners' invitations to attend a minimum of three engagement events/nights yearly. Continued educational partner invitation to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings. Yearly district LCAP educational partner meetings to gather input in decision making. LCAP parent nights during the year along with a web-based survey.	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		during the year along with a web-based survey Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare is a messaging system via text, phone, and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home	educational partner meetings to gather input in decision-making LCAP parent nights during the year along with a web-based survey Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare is a messaging system via text, phone, and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home	LCAP parent nights during the year along with a web-based survey Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare is a messaging system via text, phone, and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home	Multiple means of communication for parents/guardians. The district incorporates: -Zoom Meetings -ParentSquare is a messaging system via text, phone, and or email -Invitation to all extracurricular, award, academic showcases, and informational events -Flyers home	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 3: Parental Involvement B: How district promotes participation of parents for unduplicated pupils as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 Continued Parent Engagement Nights to include both EL and the general population in an attempt to encompass all with the same pertinent information/resources. Aiming to increase participation as English Language parent meetings were very low in attendance. Translators were made available at all meetings and materials were available in Spanish. • New Parent Orientation 8/16/23 • Back to School Nights & Family Tech Support 8/29/23 & 8/31/23 • Safety Meeting 9/27/23 • 6th Grade Camp KEEP Meeting 10/05/23 • SEL for Families 1/30/2024	2024-25 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings • New Parent Orientation 8/14/24 • Back to School Nights & Family Tech Support 8/27/24 & 8/29/24 • Engagement Events: 10/17/24, 3/20/25, 3/21/25 • Safety Meeting 9/27/23	2025-26 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings • New Parent Orientation 8/13/25 • Back to School Nights 8/19/25 & 8/21/25 • Engagement Events: 10/16/25, 10/23/25, 2/26/26, 3/21/25, 5/14/26	2026-27 Maintain 2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 Maintain minimum 1 training for parents of special needs students at beginning of the year (2023-2024) • Invitation to KCSOS SELPA Specially Yours Conference for Parents of Special Needs Children • Invitation to Hearts Connection Topic: Behavior parent training	2024-25 Maintain minimum 1 training for parents of special needs students at beginning of the year (2024-2025) • Invitation to KCSOS SELPA Specially Yours Conference for Parents of Special Needs Children • Invitation to Hearts Connection Events	2025-26 Maintained minimum 1 training for parents of special needs students at beginning of the year (2025-2026) • Invitation to KCSOS SELPA Specially Yours Conference for Parents of Special Needs Children • Invitation to Hearts Connection Events	2026-27 Maintain invitation to at least 1 training for parents of special need students Maintain invitation for families of special education students to participate in trainings held by the local SELPA and community organizations	Null
2.4	Priority 5: Pupil Engagement A: School attendance rates as measured by the local student information system Source: Kern KiDS/ SIS	94.34% (2023-2024 as measured by KiDS 4/01/2024) EL: 93% SED: 93% FOS: 98%	94.34% (2024-2025 as measured by KiDS 5/9/2025) EL: 94% SED: 94% FOS: 99%	94.71% (2025-2026 as measured by KiDS 5/11/2026) EL: 93.42% SED: 94.21% FOS: 98.44%	2026-27 Increase to an attendance rate of 95% or higher EL: 95% SED: 95% FOS: 95%	2024-25 All Students: 0.37% Increase EL: 0.42% Increase SED: 1.21% Increase FOS: 0.44% Increase
2.5	Priority 5: Pupil Engagement B: Chronic absenteeism rates	2023 Dashboard: All Students: 21.5% EL: 26.7% SED: 27.2%	2024 Dashboard: All Students: 15.4% EL: 23.2%	2025 Dashboard: All Students: 13.6% EL: 21.6%	2026-27 Decrease to a chronic	2025 Dashboard: All Students: 7.9% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard/Local Indicators	FOSTER: N/A 16% (2023-2024 as measured by KiDS 4/01/2024) EL: 24.44% SED: 21.81% FOS: 0%	SED: 21.8% FOSTER: N/A 14% (2024-2025 as measured by KiDS 5/15/2025) EL: 18.95% SED: 17.95% FOS: 0%	SED: 18.9% FOSTER: N/A 12.65% (2025-2026 as measured by KiDS 5/11/2026) EL: 21.05% SED: 16.67% FOS: 0%	absenteeism rate of 13% or below EL: 20% SED: 20% FOSTER: N/A	EL: 5.1% Decrease SED: 8.3% Decrease FOSTER: NA 3.35% % Decreased (2025-2026 as measured by KiDS 5/11/2026) EL: 3.39% Decrease SED: 5.14% Decrease FOS: NA
2.6	Priority 5: Pupil Engagement C: Middle school dropout rates as measured by the local student information system Source: Local Indicators	0% (2023-2024)	0% (2024-2025)	0% (2025-2026)	2026-27 Maintain a 0% middle school dropout rate	Null
2.7	Priority 5: Pupil Engagement D: High school dropout rates Source: NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
2.8	Priority 5: Pupil Engagement E: High school graduation rates	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Priority 6: School Climate A: Student suspension rates as measured by the local student information system Source: CA School Dashboard	2023 Dashboard: All Students: 1.3% EL: 2.5% SED: 1.8% FOSTER: N/A	2024 Dashboard: All Students: 1% EL: 2% SED: 1.2% FOSTER: N/A	2025 Dashboard: All Students: 1.5% EL: 2.9% SED: 1.9% FOSTER: N/A	2026-27 Maintain less than 2% student suspension rate for all groups.	2025 Dashboard: All Students: 0.2% Increase EL: 0.4% Increase SED: 0.1% Increase FOSTER: N/A
2.10	Priority 6: School Climate B: Student expulsion rate as measured by the local student information system Source: Kern KiDS	0.1% (2023-2024 as measured by KiDS 4/01/2024)	0.1% (2024-2025 as measured by KiDS 5/9/2025)	0.01% (2025-2026 as measured by KiDS 5/11/2026)	2026-27 Maintain less than 1% student expulsion rate	Null
2.11	Priority 6: School Climate C: Other local measures on sense of safety and school connectedness as measured by local climate survey Source: Local Indicators	2023-24 • 93.4% of parents state their students' schools are safe, clean and in good repair • 91.0% of parents state their students look forward to coming to school • 95.8% of parents state their students are safe at school	2024-25 • 90.2% of parents state their students' schools are safe, clean and in good repair • 92% of parents state their students look forward to coming to school • 95.8% of parents	2025-26 • 91.3% of parents state their students' schools are safe, clean and in good repair • 85.3% of parents state their students look forward to coming to school • 87.1% of parents	2026-27 • 95%, or higher. of parents state their students' schools are safe, clean, and in good repair • 95%, or higher, of parents state their students look forward to	2025-26 • Declined 2.1% of parents state their students' schools are safe, clean and in good repair • Declined 5.7% of parents state their students look forward to coming to school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 90.6% of students state their schools are safe, clean, and in good repair • 82.4% of students state they look forward to attending school • 95.4% of students state they feel safe at school (Educational Partner Survey Data March 2024)	state their students are safe at school • 87.6% of students state their schools are safe, clean, and in good repair • 78.9% of students state they look forward to attending school • 95% of students state they feel safe at school (Educational Partner Survey Data February 2025)	state their students are safe at school • 85.4% of students state their schools are safe, clean, and in good repair • 77.1% of students state they look forward to attending school • 91.6% of students state they feel safe at school (Educational Partner Survey Data January 2026)	coming to school • 95%, or higher. of parents state their students are safe at school 95%, or higher, of students state their schools are safe, clean, and in good repair • 85%, or higher, of students state they look forward to attending school • 95%, or higher, of students state they feel safe at school	• Declined 8.7% of parents state their students are safe at school • Declined 5.2% of students state their schools are safe, clean, and in good repair • Declined 5.3% of students state they look forward to attending school • Declined 3.8% of students state they feel safe at school (Educational Partner Survey Data January 2026)

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, all actions under Goal 2 were implemented as planned, with a strong focus on promoting school connectedness, improving attendance, and ensuring a safe and supportive campus environment. The district prioritized the integration of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), family engagement, and student recognition systems.

- Action 2.1: PBIS Implementation. This action was fully implemented with the support of vice principals at both school sites, behavior awards and incentives, materials, and utilization of alternatives to suspension.
- Action 2.2: School Safety Supports. This action was fully implemented with a strong emphasis on safety. Maintaining appropriate staff, security systems, and materials, social and emotional learning curriculum and training, and the addition of the student success liaison.
- Action 2.3: Parent Education Forums. This action was fully implemented, continuing parent educational opportunities, translation services, and supporting materials.
- Action 2.4: Truancy Monitoring System. This action was fully implemented with monitoring of student attendance and the student information system. An emphasis has been on increasing student attendance rates and minimizing chronic absenteeism while also rewarding classroom attendance.
- Action 2.5: Health Supports for Students. This action was fully implemented, maintaining a full-time district-wide school nurse, health supplies and materials, and medical devices needed around campuses.
- Action 2.6: School Psychologist. This action was fully implemented to support social and emotional needs, maintaining 1.0 FTE school psychologists at each school site.
- Action 2.7: Speech Pathologist. This action was fully implemented to support student speech and language needs, maintaining 1.0 FTE speech pathologists at each school site.

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.

The district successfully implemented all planned actions in Goal 2 aimed at ensuring campus safety and positive school culture at all school sites. Several Goal 2 actions experienced variances between planned and actual expenditures, largely due to increased service demands and staffing adjustments:

Action 2.2: School Safety Supports

- Budgeted: $133,931.00
- Actual: $177,693.07
- Difference: +$43,762.07
- Increased costs stemmed from educational partner feedback and the district's need to secure safe campuses. This included various security monitoring systems, cameras, safety supplies, and social and emotional curricula and PD needs. Continuation work with Safety Network and identified needs of attention.

Action 2.5: Health Supports for Students

- Budgeted: $72,479.00
- Actual: $82,554.97
- Difference: +$10,075.97
- Increased utilization and costs of general health supports and supply needs.

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

Action 2.1 – PBIS Implementation
Effective
This action was effective in supporting improved attendance and school engagement for English Learners (EL) and Socioeconomically Disadvantaged (SED) students as measured by Chronic Absenteeism (Metric 2.5) and Educational Partner Feedback (Metric 2.11). Chronic absenteeism decreased from baseline for both student groups, with English Learners declining from 26.7% to 21.6% and Socioeconomically Disadvantaged students declining from 27.2% to 18.9%. Districtwide chronic absenteeism also decreased from 21.5% to 13.6%. Educational partner survey results indicate that 91.3% of parents reported schools were safe, clean, and in good repair, 87.1% reported their students were safe at school, and 91.6% of students reported feeling safe at school. These results demonstrate that PBIS implementation contributed to a positive school climate and improved student engagement, resulting in reduced chronic absenteeism for targeted student groups.
Actions 2.2 – School Safety Supports and 2.6 – School Psychologist
Effective

Actions 2.2 and 2.6 were effective in supporting school safety, student well-being, and positive school climate for English Learners (EL) and Socioeconomically Disadvantaged (SED) students. As measured by suspension data (Metric 2.9), the district maintained an overall suspension rate below the Year 3 target of 2%, with All Students at 1.5% and Socioeconomically Disadvantaged students at 1.9%. While the English Learner suspension rate increased to 2.9%, the district met its target outcome for the overall student population and for Socioeconomically Disadvantaged students.
Educational partner survey results also reflected continued positive perceptions of school safety. In 2025–26, 91.3% of parents reported that schools were safe, clean, and in good repair, 87.1% reported their students were safe at school, and 91.6% of students reported feeling safe at school. Although these indicators declined from baseline levels, the results demonstrate that the majority of students and families continue to perceive schools as safe and supportive learning environments.
The district maintained comprehensive school safety systems, counseling services, behavioral supports, and social-emotional interventions through School Safety Supports and School Psychologist services. These efforts contributed to maintaining low suspension rates for the overall student population and Socioeconomically Disadvantaged students while continuing to support student safety and well-being across all school sites.

Action 2.3 – Parent Education Forums
Effective
This action was effective in improving attendance and strengthening educational partner engagement for English Learners and Socioeconomically Disadvantaged students. Attendance rates increased from baseline for both student groups, with English Learners increasing from 93.0% to 93.42% and Socioeconomically Disadvantaged students increasing from 93.0% to 94.21%. Overall district

attendance increased from 94.34% to 94.71%. Educational partners were provided multiple opportunities to participate in decision-making and school engagement activities through New Parent Orientation, Back-to-School Nights, parent engagement events, LCAP meetings, and district surveys. The combination of increased attendance rates and continued family participation opportunities demonstrates that this action was effective in supporting school-home partnerships and student engagement.

Action 2.4 – Truancy Monitoring System
Effective
This action was effective in reducing chronic absenteeism for Socioeconomically Disadvantaged students. Chronic absenteeism for Socioeconomically Disadvantaged students decreased from 27.2% at baseline to 18.9% in Year 2 as measured by the California School Dashboard. Local attendance monitoring data also showed chronic absenteeism for Socioeconomically Disadvantaged students decreasing to 16.67% by May 2026. Through ongoing attendance monitoring, parent notifications, attendance incentives, and early intervention strategies, the district successfully improved attendance outcomes for the targeted student group.

Action 2.5 – Health Supports for Students
Effective
This action was effective in improving attendance outcomes for English Learners and Socioeconomically Disadvantaged students. Chronic absenteeism decreased from baseline for English Learners from 26.7% to 21.6% and for Socioeconomically Disadvantaged students from 27.2% to 18.9%. Educational partner survey results continued to indicate positive perceptions of school safety, with 87.1% of parents reporting their students were safe at school and 91.6% of students reporting they felt safe at school. By maintaining access to nursing services, addressing student health needs, and connecting families with community resources, the district reduced barriers to attendance and supported improved student engagement and well-being.

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.

After reviewing implementation data, educational partner feedback, and school climate data the district will be added a Student Liaison 6 hour position to Action 2.2 to assist with school safety supports.

Due to material differences, the LEA plans to make the following changes to action funding:

- Action 2.1: Has an increase in funding.
- Action 2.2: Increase in funding for safety supports.
- Action 2.3: Reduction in funding due to a contract renewal anticipated paid through 26-27.
- Action 2.4: Decrease in truancy monitoring due to removal of Aeries Analytics based on using Kern KiDs data platform.
- Action 2.6: Increase allotment of funding for staff to support school psychologists.
- Action 2.7 Increase allotment of funding for staff to support school speech and language pathologists.

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	PBIS Implementation.	Maintain the foundational work the district has laid for Positive Behavioral Interventions and Supports. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Support school activities that promote school connectedness, engagement, and student attendance for all students, especially for our low-income, EL, and Foster youth with greater needs. Helps fund staff and the monitoring of programs to support PBIS implementation.	$175,806.00	Yes
2.2	School Safety Supports.	Maintain a positive school climate, for all students, including our low-income, ELs, and Foster youth, will be safe and secure. Maintain campuses district-wide where students are physically safe and provide support for students' social-emotional needs. The district utilizes parental involvement/input and pupil engagement to aid in defining the needs of students. Aides with supporting systems for safety. Fund examples include family transportation systems and parent messaging systems, as well as staff to increase parent communication and engagement.	$215,501.00	Yes
2.3	Parent Education Forums.	Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Priority to unduplicated students and students with disabilities. The purpose of parent education forums is to inform, educate, and train parents to become partners in learning, advisors and advocates, and decision-makers.	$1,000.00	Yes
2.4	Truancy Monitoring System.	Maintain an effective truancy monitoring system. Parents will be notified quarterly regarding their students’ attendance and held accountable in regard to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom, and ready to learn. Priority to unduplicated students and students with disabilities. Students who attend school regularly have been shown to achieve higher levels than students who do not have regular attendance.	$10,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research shows that attendance is an important factor in student achievement. The 2023 CA Dashboard highlighted English Learners and students from Low Socioeconomic backgrounds as having RED indicators for Chronic Absenteeism, signaling a need for improvement.		
2.5	Health Supports for Students.	Maintain a 1.0 FTE district-wide nurse with a focus on school safety. Focus on connecting families to community resources based on need. School nurses perform a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education, and assistance with decision-making about health, and immunizations.	$75,981.00	Yes
2.6	School Psychologist.	Maintain 2.0 FTE school psychologists to provide social and emotional intervention supports and counseling for all students, but especially our low-income, Foster Youth, and ELs who often have greater SEL needs. School psychologists help improve academic achievement, promote positive student behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, and improve school-wide assessment and accountability. School psychologists also perform special educational assessments and are a vital component of the district's special education program.	$231,712.00	Yes
2.7	Speech Pathologist.	Maintain the addition of a 1.0 FTE Speech Pathologist to assist with interventions to support systems and structures to meet the needs of all students. Equals 2 FTE SLPs district-wide.The addition of speech pathologist services supports student communication needs and treatment of speech and language impediments. Speech pathologists also perform special educational assessments and are a vital component of the district's special education program.	$152,290.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Focus on college and career readiness which encompasses 21st-century learning skills and leveraging digital learning tools. Students will have equitable opportunities and be prepared to explore a world of pathways once they reach high school. Preparing students for an ever-changing and technologically advancing world.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

During the 2018-2020 school years, the district partnered with the Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was led by a district team consisting of parents, board members, teachers, and administrators. Through the process, the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. During the 2022-2023 school year, the district administration team worked with KCSOS for Collaborative Data Analysis for Differentiated Assistance in reviewing California School Dashboard Data. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process, the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

District focus areas were intensified by the long-term instructional disruptions following 2020. Consequently, the 2024–2027 LCAP cycle remains committed to mitigating persistent learning gaps in English Language Arts and Mathematics, with an intensified focus on early literacy at the elementary level.

Through the district's work with the Continuous Improvement Process and Collaborative Data Analysis with KCSOS, stakeholders identified a critical need to ensure our students are structurally prepared for 21st-century academic environments and high school pathway transitions.

Local educational partner survey data highlights a strong desire from parents and staff for improved student organizational structures, technology competencies, and early career exploration. While our longitudinal Renaissance STAR data demonstrates academic recovery across several grade spans, a noticeable plateau in middle school momentum during the 2025–26 cycle underscores the necessity of high-engagement instructional strategies.

By ensuring equitable access to modern digital learning devices, expanding rigorous Career and Technical Education (CTE) elective courses

in the middle grades, and systematically embedding the district-wide Achievement In Me (AIM) organizational framework, Rio Bravo-Greeley USD is actively providing the targeted support structures required to bridge opportunity gaps for our unduplicated student populations and foster true college and career readiness.

In addition to Goal #1, measuring and collecting California School Dashboard Data, shared below is STAR data demonstrating the need and recent growth for emphasis on ELA and Math during the 2023-2024 through 2025-2026.

Renaissance STAR Reading Test * Scores are Grade Level Equivalents
2023-2024 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.4--1.3--1.6--1.9--2.1
- Grade 2 2.0--2.2--2.6--3.0--3.2
- Grade 3 3.1--3.2--3.7--3.9--4.1
- Grade 4 4.0--4.5--4.4--5.1--5.1
- Grade 5 4.7--5.0--5.2--5.5--5.3
- Grade 6 5.5--5.9--5.9--6.2--6.1
- Grade 7 6.5--6.5--6.5--6.9--6.7
- Grade 8 7.1--7.2--7.2--7.7--6.9

2024-2025 Initial--Q1--Q2--Q3---Q4

- Grade 1 0.8--1.0--1.3--1.7--NT
- Grade 2 2.2--2.4--2.8--2.9--NT
- Grade 3 3.2--3.5--3.9--4.2--NT
- Grade 4 4.5--4.9--5.2--5.4--NT
- Grade 5 5.7--6.4--6.3--6.5--NT
- Grade 6 6.6--6.9--6.7--7.5--NT
- Grade 7 8.2--7.8--7.6--8.1--NT
- Grade 8 9.1--9.2--9.3--10.1--NT

2025-2026 Initial--Q1--Q2--Q3--Q4

- Grade 1 0.9--1.1--1.4--1.7--NT
- Grade 2 1.9--2.2--2.4--2.7--NT
- Grade 3 3.5--3.5--3.7--3.9--NT
- Grade 4 4.5--4.0--4.9--5.2--NT
- Grade 5 5.5--5.8--5.7--6.1--NT
- Grade 6 6.5--6.6--7.1--7.3--NT
- Grade 7 7.8--7.9--8.1--7.9--NT
- Grade 8 8.5--8.1--9.1--8.9--NT
- Grade 8 7.1--7.2--7.2--7.7--6.9

* The Renaissance STAR Reading data from 2023 to 2026 reveals a district-wide trend of significant acceleration in middle school, contrasted by a stabilizing foundational period in the primary grades. The 2024–2025 school year served as a high-performance peak, particularly in Grade 8, where students reached a 10.1 Grade Level Equivalent (GLE) by the third quarter. While the 2025–2026 data shows

middle schoolers still performing above grade level, growth has transitioned into a plateau, with some grades showing slight late-year regression. Upper elementary (Grades 4–5) continues to be the district's most consistent growth engine, steadily moving students from grade-level starts to advanced exits. However, a persistent challenge remains in Grades 1–2, where lower initial entry scores and a lack of Q4 data make it difficult to determine if students are building enough of a literacy "buffer" to sustain the high-level rigor required in later years.

Renaissance STAR Math Test * Scores are Grade Level Equivalents
2023-2024 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.1--1.4--1.7--2.0--2.2
- Grade 2 2.0--2.3--2.5--2.9--3.2
- Grade 3 3.1--3.6--3.8--4.1--4.4
- Grade 4 4.1--4.5--4.7--5.4--5.6
- Grade 5 4.8--5.5--5.9--6.7--6.6
- Grade 6 5.9--6.4--6.6--7.6--7.6
- Grade 7 7.3--7.9--8.0--8.5--8.9
- Grade 8 7.7--8.4--8.5--9.3--8.4

2024-2025 Initial--Q1--Q2--Q3---Q4

- Grade 1 0.7--1.0--1.4--1.7--NT
- Grade 2 2.0--2.3--2.5--2.7--NT
- Grade 3 2.8--3.3--3.6--3.9--NT
- Grade 4 4.2--4.8--4.9--5.3--NT
- Grade 5 5.2--6.5--6.8--7.1--NT
- Grade 6 6.7--7.5--7.4--7.9--NT
- Grade 7 7.6--7.7--8.3--8.7--NT
- Grade 8 8.7--9.3--9.4--9.6--NT

2025-2026 Initial--Q1--Q2--Q3--Q4

- Grade 1 0.8--1.2--1.5--1.6--NT
- Grade 2 1.7--2.0--2.2--2.4--NT
- Grade 3 2.9--3.5--3.7--4.0--NT
- Grade 4 4.2--4.1--4.6--5.1--NT
- Grade 5 5.3--6.0--6.3--6.6--NT
- Grade 6 7.0--7.5--7.4--8.1--NT
- Grade 7 8.7--8.6--8.4--8.5--NT
- Grade 8 8.0--8.6--8.8--8.8--NT

* The longitudinal Renaissance STAR Math data reflects a strong trajectory of growth in the middle school grades, contrasted by a slowing of momentum in the primary and intermediate years during the 2025–2026 cycle. The 2024–2025 year represented a performance peak where grades 5 through 8 achieved significant acceleration, with 8th graders reaching nearly a full year above grade level (9.6 GLE) by the third quarter. In the most recent 2025–2026 data, while 6th-grade students showed a notable jump to an 8.1 GLE, other grades, particularly 7th and 8th, experienced mid-year stagnation, with 8th grade plateauing at an 8.8 GLE across the second and third quarters. Of particular concern is the foundational performance in grades 1 and 2, which are currently trending lower in year-over-year Q3 exits compared to the

2023–2024 baseline.

This data underscores the imperative for all students to attain various pupil outcomes. Through the provision of equitable access to technology devices and support services, the expansion of opportunities for Career and Technical Education (CTE) courses, the advancement of college and career readiness via the implementation of a district-wide AIM program, and the continual monitoring of local metrics, students will be equipped with the requisite skills to thrive in the 21st century.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment as measured by local staffing data Source: Local Indicators	2023-24 100% of teachers appropriately assigned and credentialed in subject areas	2024-25 100% of teachers appropriately assigned and credentialed in subject areas	2025-26 100% of teachers appropriately assigned and credentialed in subject areas	2026-27 100% of teachers appropriately assigned and credentialed in subject areas	Null
3.2	Priority 1: Basic Services B: Pupil access to standards aligned materials as measured by curriculum reporting to Williams Source: Local Indicators	2023-24 100% compliance on Williams	2024-25 100% compliance on Williams	2025-26 100% compliance on Williams	2026-27 100% compliance on Williams	Null
3.3	Priority 1: Basic Services C: School facilities maintained in good repair as measured by the Facility Inspection Tool (FIT) Source: Local Indicators	2023-24 FIT: Good/exemplary rating all schools	2024-25 FIT: Good/exemplary rating all schools	2025-26 FIT: Good/exemplary rating all schools	2026-27 FIT: Good/exemplary rating all schools	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220 as measured by district-wide STAR assessment data Source: Kern KiDs and Renaissance	2023-24 Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested 2023-2024 Initial--Q1--Q2--Q3---Q4 • Grade 1 1.4--1.3--1.6--1.9--2.1 • Grade 2 2.0--2.2--2.6--3.0--3.2 • Grade 3 3.1--3.2--3.7--3.9--4.1 • Grade 4 4.0--4.5--4.4--5.1--5.1 • Grade 5 4.7--5.0--5.2--5.5--5.3 • Grade 6 5.5--5.9--5.9--6.2--6.1 • Grade 7 6.5--6.5--6.5--6.9--6.7 • Grade 8 7.1--7.2--7.2--7.7--6.9 2023-24 Renaissance STAR Math Test * Scores are Grade Level	2024-25 Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested 2024-2025 Initial--Q1--Q2--Q3---Q4 • Grade 1 0.8--1.0--1.3--1.7--NT • Grade 2 2.2--2.4--2.8--2.9--NT • Grade 3 3.2--3.5--3.9--4.2--NT • Grade 4 4.5--4.9--5.2--5.4--NT • Grade 5 5.7--6.4--6.3--6.5--NT • Grade 6 6.6--6.9--6.7--7.5--NT • Grade 7 8.2--7.8--7.6--8.1--NT	2025-26 Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested 2025-2026 Initial--Q1--Q2--Q3--Q4 • Grade 1 0.9--1.1--1.4--1.7--XX • Grade 2 1.9--2.2--2.4--2.7--XX • Grade 3 3.5--3.5--3.7--3.9--NT • Grade 4 4.5--4.0--4.9--5.2--NT • Grade 5 5.5--5.8--5.7--6.1--NT • Grade 6 6.5--6.6--7.1--7.3--NT • Grade 7 7.8--7.9--8.1--7.9--NT	2026-27 Renaissance STAR Reading Test Q1-Q3-Q4 20/21 - Grade 1 Q1>0.8 Q3>1.5 Q4>1.8 - Grade 2 Q1>1.8 Q3>2.5 Q4>2.8 - Grade 3 Q1>2.8 Q3>3.5 Q4>3.8 - Grade 4 Q1>3.8 Q3>4.5 Q4>4.8 - Grade 5 Q1>4.8 Q3>5.5 Q4>5.8 - Grade 6 Q1>5.8 Q3>6.5 Q4>6.8 - Grade 7 Q1>6.8 Q3>7.5 Q4>7.8 - Grade 8 Q1>7.8 Q3>8.5 Q4>8.8 Renaissance STAR Math Test Q1-Q3-Q4 20/21 - Grade 1 Q1>0.8 Q3>1.5 Q4>1.8 - Grade 2 Q1>1.8 Q3>2.5 Q4>2.8 - Grade 3 Q1>2.8 Q3>3.5 Q4>3.8	Renaissance STAR Reading Test Baseline Quarter 3 vs Year 2 Quarter 3 • Grade 1: -0.2 Slight Decrease (1.9 to 1.7) • Grade 2: -0.3 Slight Decrease (3.0 to 2.7) • Grade 3: 0.0 Maintained (3.9 to 3.9) • Grade 4: +0.1 Slight Improvement (5.1 to 5.2) • Grade 5: +0.6 Improvement (5.5 to 6.1) • Grade 6: +1.1 Improvement (6.2 to 7.3)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Equivalents *NT = Not Tested 2023-2024 Initial--Q1--Q2--Q3---Q4 • Grade 1 1.1--1.4--1.7--2.0--2.2 • Grade 2 2.0--2.3--2.5--2.9--3.2 • Grade 3 3.1--3.6--3.8--4.1--4.4 • Grade 4 4.1--4.5--4.7--5.4--5.6 • Grade 5 4.8--5.5--5.9--6.7--6.6 • Grade 6 5.9--6.4--6.6--7.6--7.6 • Grade 7 7.3--7.9--8.0--8.5--8.9 • Grade 8 7.7--8.4--8.5--9.3--8.4	• Grade 8 9.1--9.2--9.3--10.1--NT 2024-25 Renaissance STAR Math Test * Scores are Grade Level Equivalents *NT = Not Tested 2024-2025 Initial--Q1--Q2--Q3---Q4 • Grade 1 0.7--1.0--1.4--1.7--NT • Grade 2 2.0--2.3--2.5--2.7--NT • Grade 3 2.8--3.3--3.6--3.9--NT • Grade 4 4.2--4.8--4.9--5.3--NT • Grade 5 5.2--6.5--6.8--7.1--NT • Grade 6 6.7--7.5--7.4--7.9--NT	• Grade 8 8.5--8.1--9.1--8.9--NT 2025-26 Renaissance STAR Math Test * Scores are Grade Level Equivalents *NT = Not Tested 2025-2026 Initial--Q1--Q2--Q3--Q4 • Grade 1 0.8--1.2--1.5--1.6--NT • Grade 2 1.7--2.0--2.2--2.4--NT • Grade 3 2.9--3.5--3.7--4.0--NT • Grade 4 4.2--4.1--4.6--5.1--NT • Grade 5 5.3--6.0--6.3--6.6--NT • Grade 6 7.0--7.5--7.4--8.1--NT	- Grade 4 Q1>3.8 Q3>4.5 Q4>4.8 - Grade 5 Q1>4.8 Q3>5.5 Q4>5.8 - Grade 6 Q1 >5.8 Q3>6.5 Q4>6.8 - Grade 7 Q1>6.8 Q3>7.5 Q4>7.8 - Grade 8 Q1>7.8 Q3>8.5 Q4>8.8	• Grade 7: +1.0 Improvement (6.9 to 7.9) • Grade 8: +1.2 Improvement (7.7 to 8.9) Renaissance STAR Math Test Baseline Quarter 3 vs Year 2 Quarter 3 • Grade 1: -0.4 Decrease (2.0 to 1.6) • Grade 2: -0.5 Decrease (2.9 to 2.4) • Grade 3: -0.1 Slight Decrease (4.1 to 4.0) • Grade 4: -0.3 Slight Decrease (5.4 to 5.1)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Grade 7 7.6--7.7--8.3--8.7--NT • Grade 8 8.7--9.3--9.4--9.6--NT	• Grade 7 8.7--8.6--8.4--8.5--NT • Grade 8 8.0--8.6--8.8---8.8--NT		• Grade 5: -0.1 Slight Decrease (6.7 to 6.6) • Grade 6: +0.5 Improvement (7.6 to 8.1) • Grade 7: 0.0 Maintained (8.5 to 8.5) • Grade 8: -0.5 Decrease (9.3 to 8.8)

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, all actions under Goal 3—focused on college and career readiness, fostering 21st-century learning skills, and leveraging digital learning tools—were fully executed as planned. These initiatives directly supported the conditions of learning and pupil outcomes aligned with Priority 1 (Basic Services), Priority 7 (Course Access), and Priority 8 (Other Pupil Outcomes).

- Action 3.1: Technology Devices. The district successfully maintained its device replacement system. This initiative guaranteed that low-income, English learner (EL), and foster youth students maintained equitable, reliable access to essential digital learning tools both in the classroom and at home, continuing to bridge the digital divide.
- Action 3.2: Career and Technical Education. CTE programs were fully implemented with robust staff support, expanding opportunities for all students—particularly unduplicated pupil groups—to engage in college and career readiness courses. Middle-grade students had access to 9 different CTE-aligned elective courses, increasing early exposure to vocational pathways and strengthening academic offerings.

- Action 3.3: District-wide AIM Implementation. The Achievement In Me (AIM) framework was consistently implemented across TK–8 grade spans and offered as an elective for 6th-grade students. This program successfully supported student organization, critical thinking, reading, writing, and deeper content knowledge preparation.

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.

The district successfully implemented all planned actions in Goal 3, focusing on college and career readiness, which encompasses 21st-century learning skills and leveraging digital learning tools. Actions within Goal 3 were under the budgeted expenditures based on the ability to support funding via additional funding sources.

Action 3.1: Technology Devices
- Budgeted Expenditures: $83,933.00
- Estimated Actual Expenditures: $89,776.54
- Difference: +$5,843.54
- The district's device replacement and technology access initiative was fully implemented. However, final actual costs came in slightly above projections.

Action 3.3: District-Wide AIM Implementation
- Budgeted Expenditures: $21,389.00
- Estimated Actual Expenditures: $28,376.43
- Difference: +$6,987.43
- Implementation was completed and overestimated during budgeting to allow sixth-grade students elective access to Achievement in Me participation as well and increase in health and benefits.

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

Action 3.1: Technology Devices and Action 3.2: Career and Technical Education

These actions were effective in maintaining equitable access to technology and expanded learning opportunities for all students, including English Learners, Foster Youth, and socioeconomically disadvantaged students.

Metric 3.4 (Renaissance STAR Reading and Math) demonstrated evidence of academic growth from baseline to Year 2 outcomes. In STAR Reading, students in grades 4-8 showed improvement, including gains of +0.6 grade equivalents in Grade 5, +1.1 in Grade 6, +1.0 in Grade 7, and +1.2 in Grade 8. Reading performance was also maintained in Grade 3. In STAR Math, Grade 6 students demonstrated growth of +0.5 grade equivalents and Grade 7 students maintained performance from baseline. The strongest academic gains occurred in the upper grades where students regularly utilized district technology devices and participated in expanded elective and career exploration opportunities.

Metric 2.11 (Educational Partner Survey) also indicated positive outcomes. Parent survey results showed that 87.1% of parents reported their students felt safe at school, while 91.6% of students reported feeling safe at school. These positive perceptions suggest that providing

students with access to technology, engaging elective opportunities, and career exploration experiences contributed to overall student engagement and connectedness to school.

Based on the academic growth demonstrated in STAR Reading and Math and the positive educational partner feedback, Actions 3.1 and 3.2 were effective.

Action 3.3: District-Wide AIM Implementation

This action was effective in supporting student learning through consistent implementation of the Achievement in Me (AIM) framework, which provided students with opportunities to strengthen organization, reading, writing, goal setting, and critical thinking skills across grade levels.

Metric 3.4 (Renaissance STAR Reading and Math) demonstrated positive outcomes from baseline to Year 2 results. STAR Reading performance improved in Grades 4-8, with the largest gains occurring in Grades 5 through 8, where students increased between +0.6 and +1.2 grade equivalents. Grade 3 maintained performance over the same period. In STAR Math, Grade 6 students demonstrated improvement and Grade 7 students maintained achievement levels. These results indicate that students benefited from the organizational and academic skill development supported through the AIM framework.

Based on the demonstrated growth and maintenance of achievement in STAR Reading and Math, Action 3.3 was effective in supporting student academic success.

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.

After reviewing implementation data, educational partner feedback, and access the district will not be making any changes to the planned goal, metrics, target outcomes, or actions for the coming year.

Due to material differences, the LEA plans to make the following changes to action funding:

- Action 3.1: Increase in funding due to need for cycling in new Chromebook purchasing.
- Action 3.2: Decrease in funding due to other funding sources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology Devices.	Maintain and support a technology replacement system for LCAP purchased items to support low-income, foster youth, and English learners that may not have access to technology or the internet at home. The	$167,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effective use of digital learning tools in classrooms can increase student engagement and facilitate personalized learning. It also helps students build essential 21st-century skills.		
3.2	Career and Technical Education.	Continue to provide multiple college and career readiness courses preparing students for CTE coursework furthering college and career readiness. Preparing all students, including low-income, EL, and Foster Youth, for a successful transition to high school and postsecondary education. This additional training is important for students' future success and increases access to various career opportunities for our students with the greatest needs. Funds help in funding staff for courses provided.	$39,541.00	Yes
3.3	District-Wide AIM Implementation.	Continue AIM (Achievement In Me) district-wide programs in order to promote college and career readiness for all students including our low-income, EL, and foster youth. The program helps students become more organized and encourages students to participate in higher-level thinking questions. The program helps develop reading, writing, and critical thinking skills as well as deepens content knowledge.	$23,182.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,128,910.00	$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
9.808%	0.000%	$0.00	9.808%

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:** Provide professional development for staff. **Need:** To close persistent achievement gaps on state assessments where our Socioeconomically Disadvantaged (SED) and English Learner (EL) student groups perform below the "All Students" group, staff require ongoing training to refine academic-centric frameworks and professional learning communities (PLCs).	Collaborative efficacy has the single greatest impact on student learning. Through systematic professional development, teachers collectively analyze academic data to drive timely instructional adjustments. This is provided on an LEA-wide basis because establishing a unified approach to rigorous, data-driven standards is a foundational need for all TK–8 classrooms.	• CAASPP Metric 1.3 • CAST Metric 1.3 • Educational Partner Survey Feedback Metric 2.11

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
	Winter 2026 educational partner feedback heavily emphasizes a pressing demand for targeted professional development in technology-integrated curriculum, math framework nuances, and structured data-analysis strategies. **Scope:** LEA-wide		
1.2	**Action:** Write from the Beginning and Thinking Maps Implementation. **Need:** Differentiated writing instruction remains a critical district-wide priority to foster advanced critical thinking and college/career readiness. Because our EL and SED student groups exhibit historical achievement gaps on CAASPP, targeted writing structures serve as a vital cross-curricular tool. Local 2025–26 assessment data confirms that while intermediate students are showing progress, primary grades need a structured, continuous writing framework across all subject areas to sustain early literacy. **Scope:** LEA-wide	Centering on school-wide writing methodologies offers explicit, predictable instructional routines that directly scaffold language development for English Learners, low-income, and foster youth students. This action is implemented LEA-wide because cross-curricular writing proficiency is essential for all TK–8 students to master complex state standards.	• CAASPP ELA & Math Metric 1.3 • STAR Metric 3.4
1.3	**Action:** Data and assessment platform. **Need:**	The capability to actively disaggregate performance data allows teachers to pinpoint and address the specific, changing needs of unduplicated student groups. Providing this	• CAASPP Metric 1.3 • CAST Metric 1.3 • ELPI Metric 1.3

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
	To effectively address individual student learning gaps, educators require immediate access to disaggregated academic performance data. Recent 2025 Dashboard outcomes highlight a broadening gap in our English Learner Progress Indicator (ELPI), underscoring the immediate need for a robust platform that allows teachers to design targeted formative assessments, track student sub-groups, and deploy real-time interventions. **Scope:** LEA-wide	platform LEA-wide ensures that every TK–8 educator utilizes a single, unified data ecosystem to monitor student growth trajectories and adjust core instruction.	• STAR Metric 3.4
1.5	**Action:** Supplementary Academic Materials. **Need:** To support diverse learning modalities and fill localized learning gaps, teachers require supplemental curriculum materials that extend beyond standard textbook adoptions. 2025 Dashboard results and local metrics show that while supplemental tools drove significant historical math gains, continued access is critical to sustain growth and support differentiated instruction for high-need subgroups. **Scope:** LEA-wide	This action enables the district to provide diverse, multi-sensory educational resources tailored directly to the unique needs of unduplicated student groups. It is provided on an LEA-wide basis to guarantee materials to support differentiated instruction.	• CAASPP Metric 1.3 • CAST Metric 1.3 • STAR Metric 3.4
2.1	**Action:** PBIS Implementation.	Positive Behavioral Interventions and Supports (PBIS) create a cohesive, campus-wide culture of	• Dashboard Chronic

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
	Need: To build strong school connectedness and reduce chronic absenteeism, students require clear, positive behavioral expectations. While the district successfully reduced its 2025 Dashboard chronic absenteeism rate to 13.6%, a persistent attendance gap remains between our unduplicated student groups and the "All Students" cohort, making sustained, tiered behavioral rewards a top priority. **Scope:** LEA-wide	safety and celebration. This principally benefits low-income, EL, and foster youth students by lowering school anxiety and reinforcing school attendance routines. It is deployed LEA-wide to ensure a predictable, positive environment across all district campuses.	Absenteeism Rate Metric 2.5 • Educational Partner Feedback Metric 2.11
2.2	**Action:** School Safety Supports. **Need:** Maintaining a secure campus where students feel physically and emotionally safe is critical for school engagement. The 2025 CA Dashboard showed an upward tick in suspension rates (All Students at 1.5%; ELs at 2.9%). Concurrently, the January 2026 Educational Partner Survey revealed an 8.7% decline in parent safety perceptions and a 3.8% decline in student safety feelings, identifying an immediate need to enhance campus monitoring and safety personnel. **Scope:** LEA-wide	Safety is a fundamental necessity for all students, staff, and the community. Increasing and maintaining school safety supports result in students and staff feeling safe on all campuses. Looking at suspension data and dialing into specifics allows for additional needs to be addressed. Educational partner survey data supports not only the need for these supports but also the increase in their effectiveness.	• Behavior Data Metric 2.9 • Educational Partner Feedback Metric 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Parent Education Forums. **Need:** Winter 2026 Educational Partner Survey data reflected a decline in families reporting that their students look forward to school, signaling a clear need to rebuild school-to-home connectedness. Sustained parent education forums are necessary to empower families with strategies to support their children's learning, increase their sense of school belongingness, and directly improve daily student attendance. Based on KiDs local attendance rates EL and SED were 1% below the all the student group. **Scope:** LEA-wide	Parent forums equip and empower families to serve as active learning partners and advocates. These educational sessions focus on specialized areas (such as English Language Acquisition, Special Education, and socioeconomically disadvantaged supports). They are offered LEA-wide to ensure all families have access to the school community, with priority outreach targeted at unduplicated student populations.	• Educational Partner Feedback Metric 2.11 • Attendance rate Metric 2.4
2.4	**Action:** Truancy Monitoring System. **Need:** Daily attendance is a primary driver of academic achievement. While May 2026 local SIS data shows positive recovery (achieving a 94.71% overall attendance rate and reducing SED chronic absenteeism to 16.67%), the district must maintain aggressive truancy tracking and communication systems to prevent any regression among SED student groups who are historically prone to chronic absenteeism.	This system ensures early intervention, parent contact, and student incentives to curb truancy before academic performance suffers. While principally directed to support our low-income and foster youth student demographics, these automated tracking and monitoring supports are provided LEA-wide to keep all TK–8 students consistently present in class.	• Educational Partner Feedback Metric 2.11 • Chronic Absenteeism Metric 2.5

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
	Scope: LEA-wide		
2.5	**Action:** Health Supports for Students. **Need:** Health and medical barriers frequently cause unexcused absences, disproportionately impacting low-income families who face gaps in medical access. To maintain strong attendance and connect vulnerable families with critical community resources, the district requires dedicated nursing staff to manage student health protocols and safeguard campus safety initiatives. Based on 2023 CA Dashboard SED and EL were chronic absenteeism rate was higher than the all student group. **Scope:** LEA-wide	Dedicated school nursing services directly reduce chronic absenteeism by managing on-campus health needs and establishing immediate lines of communication with families. This service is deployed LEA-wide to ensure that every TK–8 student has equal access to professional medical triage and wellness support during the school day.	• Educational Partner Input Metric 2.11 • Chronic Absenteeism 2.5
2.6	**Action:** School Psychologist. **Need:** Academic performance and positive behavior are tied directly to social-emotional wellness. Because our 2025 Dashboard data reflects elevated suspension rates among English Learners (2.9%) and socioeconomically disadvantaged student groups, there is an ongoing, essential need for specialized personnel to provide direct mental health	School Psychologists play a critical role in conducting specialized assessments, running behavioral support groups, and building positive school climates. Although their caseloads are heavily focused on providing tier-2 and tier-3 SEL supports to our high-need unduplicated students, this position is funded on an LEA-wide basis so that any student experiencing a mental health or behavioral crisis can be served.	Educational Partner Feedback Metric 2.11 • Suspension Data Metric 2.9

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
	counseling, behavioral intervention plans, and crisis support. **Scope:** LEA-wide		
3.1	**Action:** Technology Devices. **Need:** Equitable access to modern technology is required to personalize instruction, build 21st-century digital competencies, and close achievement gaps. To prevent a widening of the digital divide, the district must maintain a continuous replacement schedule to guarantee that high-need student groups have up-to-date, functional devices for their daily learning. Based on 2023 CA Dashboard ELA and Math scores for SED and English Learners. **Scope:** LEA-wide	This action guarantees that low-income, EL, and foster youth students maintain seamless access to technology both in the classroom and at home. Providing this device replacement system on an LEA-wide basis ensures that all TK–8 students can participate in a fully integrated digital curriculum without technical equity gaps.	• Educational Partner Feedback Metric 2.11 • Local Data Outcomes Metric 3.4 • Statewide assessments as measured by Smarter Balanced Assessments and CA Dashboard 1.3
3.2	**Action:** Career and Technical Education. **Need:** Early vocational exposure is critical to expand career pathways and increase high school readiness. 2025–26 local metrics show that while 6th-grade math surged to an 8.1 GLE, middle school grade levels experienced a slight plateau in academic momentum	The district provides a diverse array of college and career readiness options, currently offering 9 distinct CTE-aligned electives. This framework bridges historical opportunity gaps for unduplicated student groups by building technical and problem-solving skills early. It is provided LEA-wide so that all middle-grade students have equitable elective access.	• Educational Partner Feedback Metric 2.11 • Local Data Outcomes Metric 3.4 • Statewide assessments as measured by Smarter

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
	compared to the prior year's peak. Maintaining staff to deliver rigorous, real-world CTE coursework is essential to re-engage middle school students and strengthen academic application. Based on 2023 CA Dashboard ELA and Math scores for SED and English Learners. **Scope:** LEA-wide		Balanced Assessments and CA Dashboard 1.3
3.3	**Action:** District-Wide AIM Implementation. **Need:** Local Educational Partner Survey data emphasizes a strong desire from parents and staff for improved student organizational skills and rigorous preparation for high school and higher education. 2025–26 Renaissance STAR data shows that while upper elementary cohorts are stable growth engines, middle school performance plateaued, highlighting a critical need for an explicit framework to support critical thinking, advanced reading, and note-taking. Based on 2023 CA Dashboard ELA and Math scores for SED and English Learners. **Scope:** LEA-wide	The AIM (Achievement In Me) framework embeds critical organizational systems, writing models, and higher-level critical thinking skills across all TK–8 classrooms. This framework is principally directed to establish collegiate behaviors for our low-income and English learner populations, but is implemented LEA-wide to maintain a consistent instructional standard across the district.	Metric Local Data Metric 3.4 • Statewide assessments as measured by Smarter Balanced Assessments and CA Dashboard 1.3

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
1.6	**Action:** Language Acquisition Support Services. **Need:** English Learners require dedicated time beyond integrated and designated periods to concentrate on improving English proficiency. The latest data from 2024-2025 shows 51.8% making progress towards English language proficiency. Feedback from educational partners highlights the demand for additional English Language Development (ELD) support. **Scope:** Limited to Unduplicated Student Group(s)	Offering distinctive opportunities for English language acquisition, supplemental materials expand beyond the scope of the core English Language Development (ELD) curriculum.	• Summative ELPAC Metric 1.7 • STAR Metric 3.4

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

Action 1.6 is implemented on a limited basis to solely support the unique language acquisition needs of our English Learners and facilitate rapid English proficiency. This targeted support expands beyond our core, integrated classroom actions. When combined with our district-wide initiatives, this limited action ensures that services for our unduplicated English Learner population are explicitly increased and enhanced by the required percentage to maximize student outcomes.

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.

District does not receive additional concentration grant add-on funding; Unduplicated Pupil Count is 50%.

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	1:15.22	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:18.21	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	$11,510,268.00	$1,128,910.00	9.808%	0.000%	9.808%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,281,200.00	$156,405.00	$0.00	$0.00	$1,437,605.00	$1,145,409.00	$292,196.00

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	Provide professional development for staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.2	Write from the Beginning and Thinking Maps Implementation.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.3	Data and assessment platform.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$107,867.00	$3,704.00	$111,571.00				$111,571.00	
1	1.4	Intervention Programs	All	No			All Schools	Ongoing	$87,618.00	$0.00		$87,618.00			$87,618.00	
1	1.5	Supplementary Academic Materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$122,556.00	$53,769.00	$68,787.00			$122,556.00	
1	1.6	Language Acquisition Support Services.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$19,543.00	$500.00	$20,043.00				$20,043.00	
2	2.1	PBIS Implementation.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$174,806.00	$1,000.00	$175,806.00				$175,806.00	
2	2.2	School Safety Supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$143,801.00	$71,700.00	$215,501.00				$215,501.00	
2	2.3	Parent Education Forums.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	Truancy Monitoring System.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,769.00	$10,769.00				$10,769.00	
2	2.5	Health Supports for Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$75,501.00	$480.00	$75,981.00				$75,981.00	
2	2.6	School Psychologist.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$231,712.00	$0.00	$231,712.00				$231,712.00	
2	2.7	Speech Pathologist.	Students with Disabilities Students with Disabilities	No			All Schools	Ongoing	$152,290.00	$0.00	$152,290.00				$152,290.00	
3	3.1	Technology Devices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$91,399.00	$76,136.00	$167,535.00				$167,535.00	
3	3.2	Career and Technical Education.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$37,690.00	$1,851.00	$39,541.00				$39,541.00	
3	3.3	District-Wide AIM Implementation.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,182.00	$0.00	$23,182.00				$23,182.00	

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
$11,510,268.00	$1,128,910.00	9.808%	0.000%	9.808%	$1,128,910.00	0.000%	9.808 %	**Total:**	$1,128,910.00
								LEA-wide Total:	$1,108,867.00
								Limited Total:	$20,043.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide professional development for staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
1	1.2	Write from the Beginning and Thinking Maps Implementation.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.3	Data and assessment platform.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,571.00	
1	1.5	Supplementary Academic Materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,769.00	
1	1.6	Language Acquisition Support Services.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,043.00	
2	2.1	PBIS Implementation.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,806.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	School Safety Supports.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,501.00	
2	2.3	Parent Education Forums.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.4	Truancy Monitoring System.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,769.00	
2	2.5	Health Supports for Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,981.00	
2	2.6	School Psychologist.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$231,712.00	
3	3.1	Technology Devices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$167,535.00	
3	3.2	Career and Technical Education.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,541.00	
3	3.3	District-Wide AIM Implementation.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,182.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,228,109.00	$1,398,603.19

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**	Provide professional development for staff.	Yes	$5,700.00	$1,800.00
1	**1.2**	Write from the Beginning and Thinking Maps Implementation.	Yes	$6,300.00	$0.00
1	**1.3**	Data and assessment platform.	Yes	$108,907.00	$105,463.00
1	**1.4**	Intervention Programs.	Yes	$196,729.00	$197,831.33
1	**1.5**	Supplementary Academic Materials.	Yes	$29,318.00	$95,761.56
1	**1.6**	Language Acquisition Support Services.	Yes	$12,846.00	$17,896.09
2	**2.1**	PBIS Implementation.	Yes	$153,369.00	$160,723.49
2	**2.2**	School Safety Supports.	Yes	$133,931.00	$177,693.07
2	**2.3**	Parent Education Forums.	Yes	$3,895.00	$2,895.00
2	**2.4**	Truancy Monitoring System.	Yes	$13,358.00	$13,092.61
2	**2.5**	Health Supports for Students.	Yes	$72,479.00	$82,554.97

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)
2	**2.6**	School Psychologist.	Yes	$205,430.00	$207,286.13
2	**2.7**	Speech Pathologist.	No	$142,830.00	$176,690.16
3	**3.1**	Technology Devices.	Yes	$83,933.00	$89,776.54
3	**3.2**	Career and Technical Education.	Yes	$37,695.00	$40,762.81
3	**3.3**	District-Wide AIM Implementation.	Yes	$21,389.00	$28,376.43

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)
$1,087,205	$1,085,279.00	$1,201,614.98	($116,335.98)	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	Provide professional development for staff.	Yes	$5,700.00	$1,800.00		
1	1.2	Write from the Beginning and Thinking Maps Implementation.	Yes	$6,300.00	$0.00		
1	1.3	Data and assessment platform.	Yes	$108,907.00	$105,463.00		
1	1.4	Intervention Programs.	Yes	$196,729.00	$197,831.33		
1	1.5	Supplementary Academic Materials.	Yes	$29,318.00	$88,321.56		
1	1.6	Language Acquisition Support Services.	Yes	$12,846.00	$17,896.09		
2	2.1	PBIS Implementation.	Yes	$153,369.00	$160,723.49		
2	2.2	School Safety Supports.	Yes	$133,931.00	$177,693.07		
2	2.3	Parent Education Forums.	Yes	$3,895.00	$2,895.00		
2	2.4	Truancy Monitoring System.	Yes	$13,358.00	$234.56		
2	2.5	Health Supports for Students.	Yes	$72,479.00	$82,554.97		
2	2.6	School Psychologist.	Yes	$205,430.00	$207,286.13		
3	3.1	Technology Devices.	Yes	$83,933.00	$89,776.54		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Career and Technical Education.	Yes	$37,695.00	$40,762.81		
3	3.3	District-Wide AIM Implementation.	Yes	$21,389.00	$28,376.43		

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)
$11,071,477	$1,087,205	0	9.820%	$1,201,614.98	0.000%	10.853%	$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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