LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Standard School District

CDS Code: 00000001563792

School Year: 2024-25

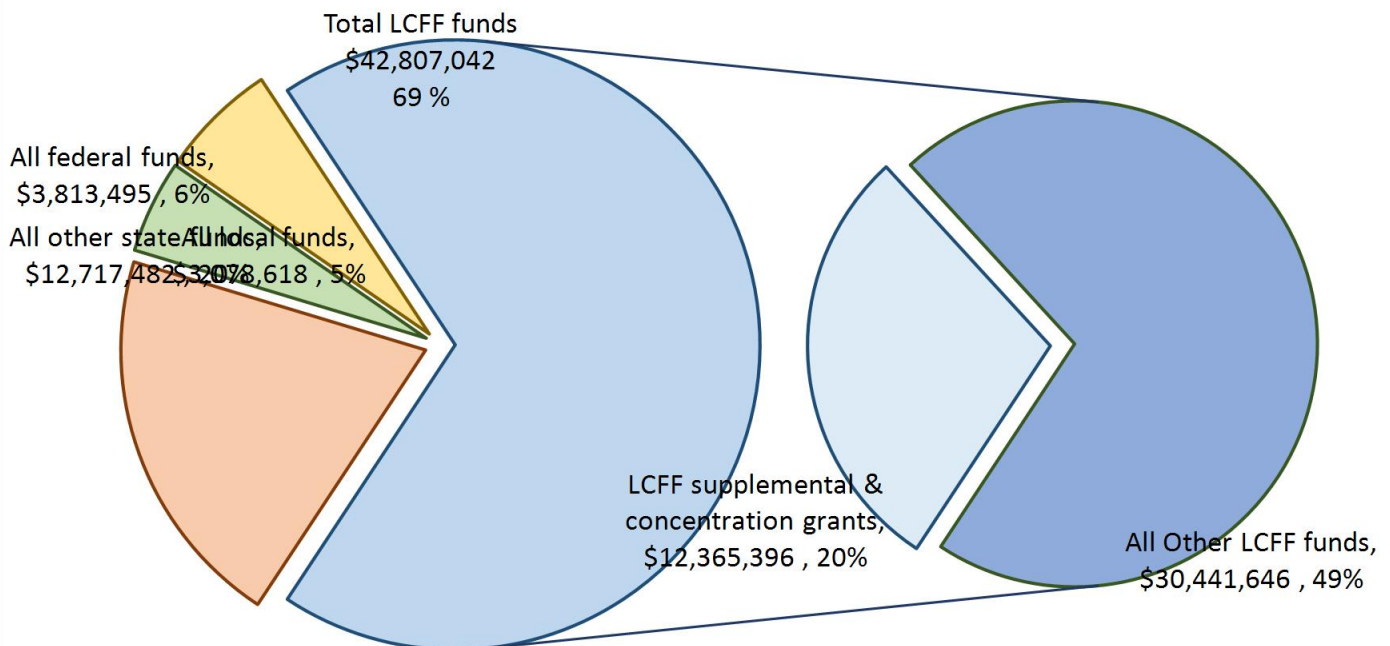LEA contact information:

Dr. Jocelyn Hively

Superintendent

jhively@standardschools.net

661-392-2110

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds $42,807,042 69 %

All federal funds, $3,813,495 , 6%

All other state funds $12,717,482, 20%

All local funds, $3,078,618 , 5%

LCFF supplemental & concentration grants, $12,365,396 , 20%

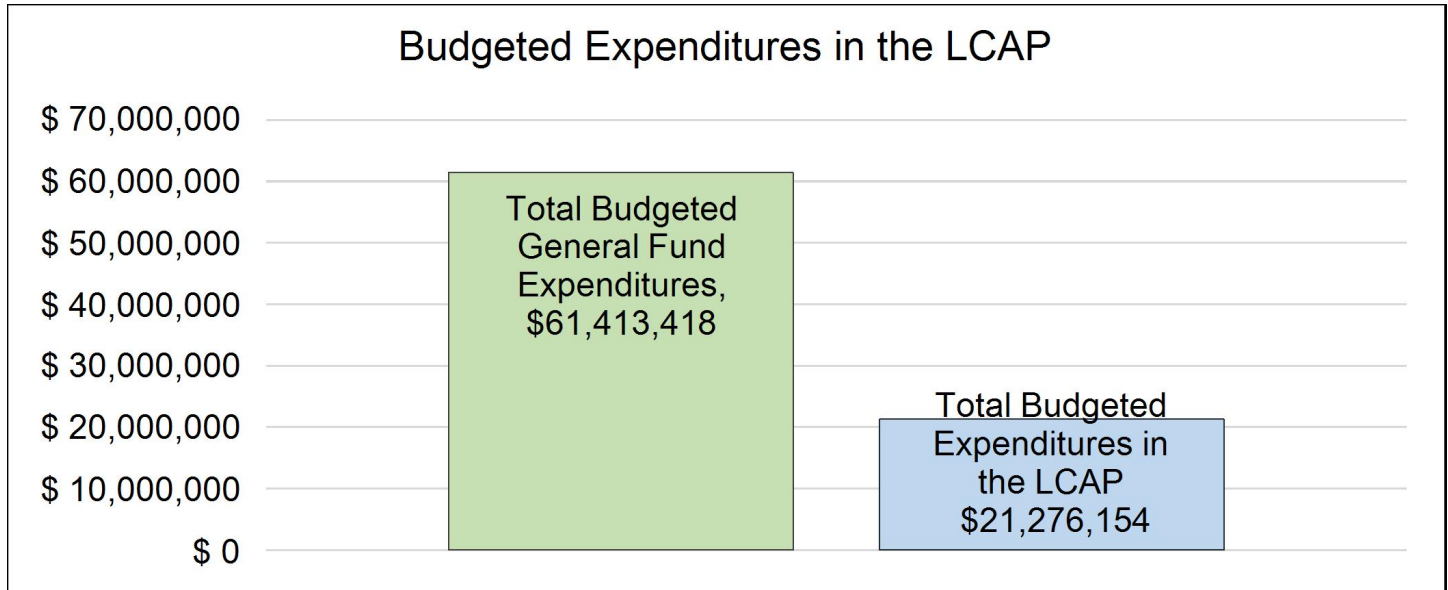All Other LCFF funds, $30,441,646 , 49%

This chart shows the total general purpose revenue Standard 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 Standard School District is $62,416,637, of which $42,807,042 is Local Control Funding Formula (LCFF), $12,717,482 is other state funds, $3,078,618 is local funds, and $3,813,495 is federal funds. Of the $42,807,042 in LCFF Funds, $12,365,396 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.

Budgeted Expenditures in the LCAP

```
$ 70,000,000  ─
$ 60,000,000  ─         ┌─────────────────┐
$ 50,000,000  ─         │ Total Budgeted  │
                        │ General Fund    │
$ 40,000,000  ─         │ Expenditures,   │
                        │ $61,413,418     │
$ 30,000,000  ─         │                 │
$ 20,000,000  ─         │                 │   ┌─────────────────┐
                        │                 │   │ Total Budgeted  │
$ 10,000,000  ─         │                 │   │ Expenditures in │
                        │                 │   │ the LCAP        │
        $ 0   ─         └─────────────────┘   │ $21,276,154     │
                                              └─────────────────┘
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This chart provides a quick summary of how much Standard School District plans to spend for 2024-25. 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: Standard School District plans to spend $61,413,418 for the 2024-25 school year. Of that amount, $21,276,154 is tied to actions/services in the LCAP and $40,137,264 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
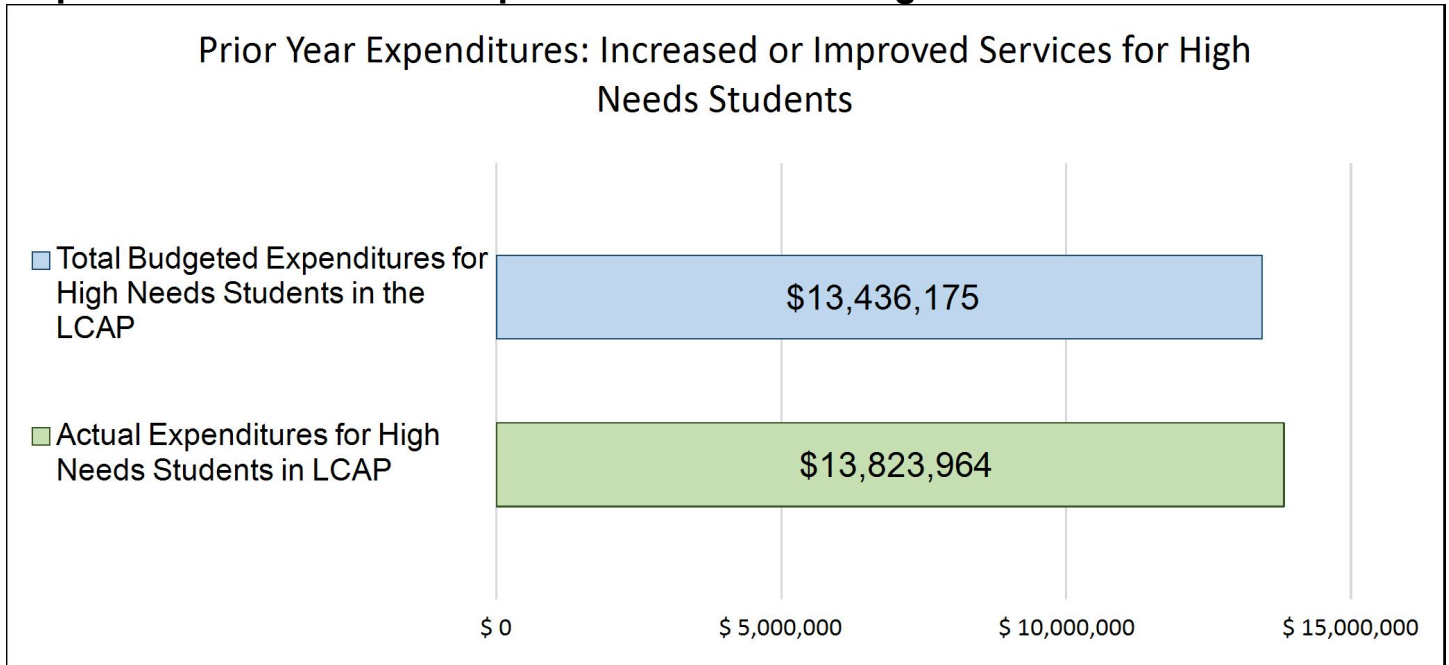
Operational expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Standard School District is projecting it will receive $12,365,396 based on the enrollment of foster youth, English learner, and low-income students. Standard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Standard School District plans to spend $12,470,396 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $13,436,175

☐ Actual Expenditures for High Needs Students in LCAP — $13,823,964

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

This chart compares what Standard 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 Standard 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 2023-24, Standard School District's LCAP budgeted $13,436,175 for planned actions to increase or improve services for high needs students. Standard School District actually spent $13,823,964 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Standard School District	Dr. Jocelyn Hively Superintendent	jhively@standardschools.net 661-392-2110

Goals and Actions

Goal

Goal #	Description
1	Implement a rigorous curriculum. The Standard School District will provide a collaborative educational environment that effectively recruits, trains, supports and retains highly effective teachers and staff; provide all students the basic services, access to technology and materials needed to fully implement a rigorous standards-based curriculum and promote 21st century learning skills. The District will provide equity and access for every student to increase academic achievement through effective instruction, tiered interventions and access to a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services 1 A. Appropriately assigned and fully credentialed teachers.	Basic Services A. 100% of Teachers are appropriately assigned and 83% are fully credentialed (2019-20 data)	Basic Services A. 100% of Teachers are appropriately assigned and 91.7% are fully credentialed (2021-22 data)	Basic Services A. 99% of Teachers are appropriately assigned and 88% are fully credentialed (2022-23 data)	Basic Services A. 100% of Teachers are appropriately assigned and 89% are fully credentialed (2023-24 data)	Basic Services A. 100% of Teachers appropriately assigned and 95% are fully credentialed
1 B. Access to standards-aligned materials will be assessed using the LCAP Self-Assessment tool	B. 100% of students have access to standards-aligned materials (2020-21 data) based on the LCAP Self-Assessment Tool	B. 100% of students have access to standards-aligned materials (2021-22 data) based on the LCAP Self-Assessment Tool	B. 100% of students have access to standards-aligned materials (2022-23 data) based on the LCAP Self-Assessment Tool	B. 100% of students have access to standards-aligned materials (2023-24 data) based on the LCAP Self-Assessment Tool	B. 100% of students have access to standards-aligned materials based on the LCAP Self-Assessment Tool
1 C. School Facilities maintained in good repair	C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2020-21	C. All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2021-22	C. All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2022-23	C. All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2023-24	C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement CCSS 2 A. Implementation of CA academic and performance standards for all students	Implement CCSS A. 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool	Implement CCSS A. In 2021-22, the District had 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool	Implement CCSS A. In 2022-23, the District had 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool	Implement CCSS A. In 2023-24, the District has 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool	Implement CCSS A. 100% full implementation of CA academic and performance standards for all students based on the LCAP Self-Assessment Tool
2 B. Enable EL students access CCSS and ELD standards for academic content knowledge and English language proficiency as measured by the LCAP Self-Assessment tool	B. 100% of ELLs have full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool	B. In 2021-22, 100% of ELLs had full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool	B. In 2022-23, 100% of ELs had full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool	B. In 2023-24, 100% of ELs had full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool	B. 100% of ELL will continue to have full access CCSS and ELD standards as measured by the LCAP Self-Assessment tool
Course Access 7 A. Students will have access to and are enrolled in a broad course of study (EC 51210/51220) as measured by a administrative review of master schedules	Course Access A. 100% of students have access to and are enrolled in a broad course of study as measured by administrative review of master schedules	Course Access A. In 2021-22, 100% of students had access to and are enrolled in a broad course of study as measured by administrative review of master schedules	Course Access A. In 2022-23, 100% of students had access to and are enrolled in a broad course of study as measured by administrative review of master schedules	Course Access A. In 2023-24, 100% of students had access to and are enrolled in a broad course of study as measured by administrative review of master schedules	Course Access A. 100% of students have access to and are enrolled in a broad course of study as measured by administrative review of master schedules

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B. Students have access to and are enrolled in programs/services for unduplicated students as measured by a administrative review of master schedules.	B. 100% of students have access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.	B. In 2021-22, 100% of students had access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.	B. In 2022-23, 100% of students had access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.	B. In 2023-24, 100% of students had access to and are enrolled in programs/services for unduplicated students as measured by administrative review of master schedules.	B. 100% of students have access to and are enrolled in programs/services for unduplicated students as measured badministrative review of master schedules.
C. Students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. In 2021-22, 100% of qualified students had access to and/or were enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. In 2022-23, 100% of qualified students had access to and/or were enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. In 2023-24, 100% of qualified students had access to and/or were enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.	C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as measured by annual review of 504 plans and IEPs.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Multi-year annual outcome data show the planned actions for Goal 1 were successful in achieving Goal 1 (implement a rigorous curriculum). Compared to the baseline data (from 2020-2021 school year), the District met its desired outcomes based on the following seven of the eight metrics: access to standards-aligned materials (1B), school facilities maintained in good repair (1C), implementation of state academic and performance standards (2A), access to state standards for academic content and English Language proficiency (2B), access to a broad course of study (3A), access to programs/services for unduplicated students (3B), access to programs/services for students with exceptional needs (3C). The District made progress in action 1A (appropriately assigned and fully credentialed teachers) from baseline, but did not meet its desired goal of 95% by 2023-24 school year. Challenges include the county and state-wide problem of staffing shortage in fully-credentialed teachers has impeded the District's ability to meet the desired outcome for this metric.

Action 1.1 (Basic educational and operational expenditures including but not limited to staffing, supplies, services, and other operating expenditures) was implemented as planned with no substantive differences.
Action 1.2 (Teacher Support and Induction Program) was implemented as planned with no substantive differences.
Action 1.3 (Instructional Materials) was partially implemented due to textbook refreshment costs being lower than expected for this year.
Action 1.4 (Technology) was implemented as planned with no substantive differences.
Action 1.5 (Professional Development) was partially implemented due to planning and implementation challenges.
Action 1.8 (Study Trips) was implemented as planned with no substantive differences.
Action 1.9 (Class Size Reduction) was implemented as planned with no substantive differences.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were found in the following Goal 1 actions:

Action 1.1 (Staff, Supplies, and Services) - Material difference of 751,947.51 unspent funds. This was primarily due to an overestimation of funding and a HR struggle to fill all positions
Action 1.3 (Instructional Materials) - Material difference of -308,202.48 left. The district purchased additional supplemental instructional materials and resources, including reading intervention materials (e.g., Hegerty, 95%, and Phonics First), resources for English language development (e.g., Lexia English, Ellevation), and assessment materials (e.g., DIBELS). there was an initial underestimation of funds for this action.

Action 1.4 (Technology) - Material difference of -$370685.82 There were significant technological upgrades, including replacing 124 projectors and recabling 70 classrooms across four school sites. All Chromebooks for grades 5 and 8 were updated, totaling 786 new devices. Enhancements were made to the district's firewall, content filter, and internal bandwidth, resulting in faster and more reliable internet connections in all classrooms. Additionally, site-based technology support is being maintained at all four school locations.

Action 1.5 (Professional Development) - The transition of new site and district leadership and time constraints resulted in challenges in the planning and implementation of professional development events, resulting in less than expected professional development opportunities offered this year. Leaving 671054.47 left unspent for this action.

Action 1.9 (Class Size Reduction) - Due to staffing shortage problem, two teacher positions remained unfilled throughout the school year leaving $102,146.86 left unspent for this action.

Action 1.1 (Staff, Supplies, and Services) was partially effective. The action's broad scope made it challenging to pinpoint specific areas that contributed to progress toward the goal over the three-year LCAP cycle.

Action 1.2 (Teacher Support and Induction Program) was partially effective. The district fell short of achieving LCAP Goal 1 (Priority 1) for fully credentialed teachers, attaining only 85% instead of the targeted 95%. Although the induction process for teachers was managed efficiently, ongoing teacher shortages and high turnover rates have created a continuous cycle of hiring and training new educators.

Action 1.3 (Instructional Materials) was effective. Students received supplemental materials, including both digital and print resources, ensuring access to a comprehensive and diverse curriculum for all learners.

Action 1.4 (Technology) was effective. Local data sources, including technology inventory, support tickets, and educational technology analytics, demonstrate several key outcomes: students and staff have consistent access to reliable technology, district and site technology support staff provide continuous system maintenance and classroom support, and teachers have access to additional supplemental resources. These efforts ensure that our students receive the education and skills necessary to thrive in the 21st-century workplace.

Action 1.5 (Professional Development) was partially effective. The transition of new site and district leadership, combined with time constraints, created challenges in planning and coordinating professional development events. Consequently, fewer professional development opportunities were implemented than anticipated over the three-year LCAP cycle.

Action 1.8 (Study Trips) was effective as evidenced by field trip inventory and anecdotal reports from school sites.

Action 1.9 (Class Size Reduction) proved ineffective. Despite students in smaller classes benefiting from increased teacher access, there were no significant differences in overall academic outcomes, as measured by CAASPP, between classes with lower student-to-teacher ratios and those with higher ratios over the past three years.

Overall, the previous LCAP goals and actions were too broad in scope, making it difficult to identify specific factors that contributed to goal progress over the three-year cycle. Additionally, the metrics used were suboptimal for measuring the effectiveness of each action item, both in terms of implementation fidelity and impact on student outcomes. Moving forward, the district aims to break down each goal action into more specific components and establish more precise metrics to better track progress and related expenditures.

Action 1.1 Staff, Supplies, and Services - This action will be unbundled in the 2024-25 LCAP. Staffing will be grouped in a way that aligns with the new goals. Metrics that include local indicators as well as staff surveys.

Action 1.2 Teacher Support and Induction Program - This action will be unbundled in the 2024-25 LCAP and will be monitored using different metrics that include local indicators such as staff surveys as well as student performance data. To address this, we plan to enhance our New Teacher Support program by redefining the roles and functions of our Teachers on Special Assignment (TOSAs). Three of the six TOSAs will be site-based, providing instructional coaching and MTSS support to individual teachers. The remaining three will serve at the district level, offering leadership and support in assessment, non-categorical programs, new teacher induction, professional development, inclusion of students with disabilities, and support for special education programs.

Action 1.3 Instructional Materials - This action will be unbundled in the 2024-25 LCAP and will be monitored using different metrics that include local indicators as well as staff surveys.

Action 1.4 Technology - This action will be unbundled in the 2024-25 LCAP and grouped in a way that aligns with the new goals for 24-25.

Action 1.8 Study Trips - This action will be sustained and aligned to a new goal related to expanded learning opportunities.

Action1.9 Class size reduction: This action will be retired. The district will maintain class sizes aligned to our current collective bargaining agreement.

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.

Goals and Actions

Goal

Goal #	Description
2	Maintain a safe and positive school climate. Standard School District will provide a safe, healthy and positive learning environment where students, staff and parents are treated with respect and care. Parents and community members will feel welcomed and have opportunities to have meaningful involvement and participate in their own educational development. Students will have access to strong social-emotional systems and programs to support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement 3A, B, & C. Seek improved parent input by increasing parent participation in the annual LCAP input survey and promote parental participation in programs for unduplicated students and students with exceptional needs by increasing the number of parents signed up for IC Parent Portal.	Parent Involvement The District will annually measure its progress in seeking input from parents in decision making by increasing parent participation in the annual LCAP input survey and promoting parental participation in programs by increasing the number of parents signed up for IC Parent Portal. The 2018-19 baseline for this metric was 23.89%.	Parent Involvement - 2021-22 The number of parents participating in the annual LCAP input survey was 51. This is a decrease for the prior year which was 158. The percentage of parents signed up for IC Parent Portal was 22.16%. This is less than the previous year percent of 27.24%	Parent Involvement - 2022-2023 The number of parents participating in the annual LCAP input survey was 80. This is a increase for the prior year which was 51. The percentage of parents signed up for IC Parent Portal was 21.91%. This is less than the previous year's percentage of 22.16%.	Parent Involvement - 2023-2024 Annual update. A district-wide LCAP survey for parents/ community members were administered from February-March. There were 21 parents that participated in the survey. This was a decrease from the prior year of 80. District parent participation: Back to School Roundup = 360 participants, Resource Fair = 65 participants	Parent Involvement A. The District will seek an increase from the previous year in the number of parents participating in the annual LCAP input survey and increasing the number of parents signed up for IC Parent Portal each year. The desired outcome is to maintain a minimum of 50% in Parent Portal sign-ups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Site-specific parent participation: Wingland: Back to School Night = 75%; Open House = 57%, Paint Night = 92 participants, Science Literacy Night = 95 participants. Standard El: Back to School Night = 62% and Open House = 60%, Sweetheart Parent Engagement = 245 participants, Star Carnival = 147 participants, Highland: Back to School Night = 56% and Open House = 65% Paint Night = 73 participants, Reading Craft Night = 40 participants Standard Middle: Back to School Night = 40%, Open House = 30% The percentage of parents signed up for IC Parent Portal as of 5/2/2024 is 22.82%.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				This is the same as last year.	
Student Engagement 5A. School attendance rates	Student Engagement A. School Attendance rate in 2018-19 was 93.8%	Student Engagement A. School Attendance rate in 2021-22 was 85.56%. This is significantly lower than pre-COVID-19 attendance rates.	Student Engagement A. School Attendance rate in 2022-2023 as of 5/1/23 was 88.28%. Although still lower than pre-COVID-19 rates it has improved since last year.	Current year-to-date attendance rate is 91.20%	Student Engagement A. School Attendance rate will be greater than 94% in 2023-24.
5B. Chronic absenteeism rates	B. Chronic absenteeism rate in 2018-19 was 20.8%.	B. Chronic absenteeism rate in 2021-22 was 61.8%, significantly higher than the pre-COVID-19 rate of 20.8%.	B. Chronic absenteeism rate in 2022-2023 was 46.6% which is still higher than pre-COVID-19 but significantly improved since the prior year.	Chronic absenteeism is currently at 41%. Year-over-year data indicate a declining trend in the number of students who are chronically absent this school year compared to previous 2 years.	B. Chronic absenteeism rate in 2023-24 will be below 15%.
5C. Middle School dropout rates	C. The middle school dropout rate: 0%	C. The middle school dropout rate for 2021-22 was 0.2%.	C. The middle school dropout rate for 2022-2023 was 0.01%.	Currently year-to-date middle school dropout rate is 0.005%	C. Middle school will maintain a 0% dropout rate.
5D. High school drop out rate	D. N/A - K-8 District	D. N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	D. N/A - K-8 District
5E. High school graduation rate	E. N/A - K-8 District	E. N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	E. N/A - K-8 District
School Climate 6A. Suspension rates	School Climate A. Suspension rate for the district was 5.2% in 2018-19	School Climate A. Suspension rate for the district was 4.85% in 2021-22, a	School Climate A. Suspension rate for the district was 5.13% in 2022-2023, which is	Current year-to date suspension rate is 5.13%	School Climate A. Student suspension rate for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		significant improvement of the last available data from 2018-19.	an increase from the 2021-2022 school year (4.9%).		the district will be below 4% in 2023-24
6B. Expulsion	B. Expulsion: 0ne student was expelled in 2018-19. Student expulsion rate = 0.03%	Expulsion: One student was expelled in 2021-22. Student expulsion rate = 0.03%	Expulsion: One student was expelled in 2022-2023. Student expulsion rate was 0.03%	Two students were expelled and the current year-to-date expulsion rate is 0.0006%	B. Student expulsion rate will be under 0.1% of enrollment
6C. Student sense of safety and school connectedness	C. CHKS 2017-18 data indicate: 5th graders - 91% 7th graders - 85%	5th graders: 72.7% 7th Graders: 43.8%	CoVitality Survey Results: Elementary: (Feeling safe and Connected) 2022 30% Response Rate and 70% felt safe at school and 68% felt connected to school 2023 53% Response Rate and 64% felt safe at school and 68% felt connected to school. Middle School: (Feeling safe and Connected) 2022 60% Response Rate; 48% felt safe at school and 45% felt connected to school. 2023 35% Response Rate; 35% felt safe at	2024 Social-Emotional Health Survey Results: Elementary: 55% Response Rate; 66% Feeling Safe 62% Feeling connected to school. Middle School: 35% Response Rate 39% Feeling Safe 34% Feeling connected to school.	5th graders - 95% 7th graders. 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			school and 29% felt connected to school.		

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The following Goal 2 actions were fully implemented as planned: Actions 2.1, 2.3, 2.4, and 2.5.

Action 2.2 School Climate and Student Support - This action was partially implemented. We increased our mental health clinicians to two for the school district and maintained our mental health coordinator position, we were also able to maintain our school psychologists to 1 per site and 3 middle school counselors, and increased our Behavior Intervention Specialists to two per elementary school and maintained one at the middle school to provide counseling, behavior interventions, crisis response, we did not have an SEL curriculum that was being uniformly implemented on all school sites.

Action 2.6 School grounds - This action was not implemented as planned due to the need to replace other more urgent facilities (e.g., the chillers at one school site).

Action 2.7Additional Transportation- This action was partially implemented. Buses and Vans were ordered but only partially received at the end of the 23-24 school year.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were found in the following Goal 2 actions:

Action 2.1 Parent Involvement - Material difference of $ -129, 092.39 due to an underestimation of costs.

Action 2.2 School Climate and Student Support - Due to staffing shortage, the district was unable to fill two vacant teaching positions for the

alternative-to-suspension programs adding to this was an overestimation of funds for this action leaving $893,346.14 unspent.

Action 2.5 School Facilities - Due to an issue with kit foxes we have been unable to place our portables and start construction to expand our facilities. This issue has led to additional costs leading to this action being overspent by -955,713.40.

Action 2.6 School Grounds Maintenance and Improvement - The delays in State funding reimbursements for this work have resulted in the District using existing funds. The district has also had to prioritize projects such as HVAC leaving a material difference
- $1,105,117.39

Action 2.7 -Additional Transportation - Two new vans and two new buses have been on order but only one has arrived so far. leaving a balance of $465,789.15 of unspent funds.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Multi-year annual outcome data indicate that the planned actions for Goal 2 were partially effective in maintaining a safe and positive school climate. Compared to baseline data from the 2018-2019 school year, the district met its desired outcomes for expulsion rates (6B) and middle school dropout rates (5C). However, it fell short in five of the eight metrics: parent involvement (3A, B, & C), suspension rates (6A), and students' sense of safety and school connectedness (6C). While there was progress in student engagement (5A) and chronic absenteeism rates (5B) over the past two years, the district did not achieve its goals of a greater than 95% attendance rate and below 15% chronic absenteeism by the 2023-24 school year.

Action 2.1 (Parent Involvement): This was only partially effective. Challenges, including the transition of new staff, led to delays and inconsistencies in promoting parent portal sign-ups and implementing parent/family engagement events. Additionally, there were no alternative metrics to measure progress in parent/family engagement.

Action 2.2 (School Climate and Student Support): This was partially effective as it did not meet all the desired outcomes over the three-year LCAP cycle.

Action 2.3 (Student Safety and Attendance Improvement): This was partially effective, failing to meet all desired outcomes.

Action 2.4 (Health Services): This was partially effective, hindered by key nursing staff positions remaining unfilled throughout the year.

Action 2.5 (School Facilities): This was ineffective. The district faced delays in expanding facilities due to challenges with kit-foxes on-site.

Action 2.6 (School Grounds Maintenance and Improvement): This was partially effective. Delays in state funding reimbursements led to the postponement of larger projects to maintain fiscal responsibility. The district also had to prioritize urgent projects such as HVAC repairs and bus driving due to staffing shortages.

Action 2.7 (Additional Transportation): This was ineffective. Despite ordering two new vans and two new buses, only one van was delivered this year.

Moving forward, the district will refine its strategies, unbundle goal actions, and identify specific metrics to better track progress and expenditures, ensuring more targeted and measurable outcomes.

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

Overall, the previous LCAP goals and actions were too broad in scope, making it difficult to identify specific factors that contributed to goal progress over the three-year cycle. Additionally, the metrics used were suboptimal for measuring the effectiveness of each action item, both in terms of implementation fidelity and impact on student outcomes. Moving forward, the district aims to break down each goal action into more specific components and establish more precise metrics to better track progress and related expenditures. Moving forward, the district will unbundle all goal actions and identify specific metrics to better track goal/action progress and related expenditures.

Action 2.1 (Parent Involvement) - To improve, we plan to begin planning parent/family events earlier, have our FACE facilitators more actively promote portal sign-ups, and explore more user-friendly programs to enhance parent connectivity. The district will expand parent/family involvement opportunities to include offering adult education classes. The district will also begin using a rubric aligned to national standards for family and community engagement to better assess the district's progress in this work. The district will also invest in a new communication system that will improve two-way communication with parents/guardians.

Action 2.2 (School Climate and Student Support) - The district plans to increase our effectiveness in these areas by strengthening our MTSS/PBIS, with a focus on building capacity at Tier 1 level (general education classrooms) as well as clarifying the data, systems, and practices necessary to improve school climate and student support.

Action 2.3 (Student Safety and Attendance Improvement) - The district plans to increase our effectiveness in these areas by strengthening our MTSS/PBIS, with a focus on building capacity at Tier 1 level (general education classrooms) as well as clarifying the data, systems, and practices necessary to improve student safety and attendance.

Action 2.4 (Health Services) - The district will maintain the current level of health services staffing to address the health-related needs of our students, unbundling specific goal items and identifying specific metrics to better monitor our goal progress and related expenditures.

Action 2.5 (School Facilities) - The district will resume plans to expand facilities when appropriate to do so as well as maintain current facilities in good standing. However, no new goals or actions will be specifically developed in this area as the district aims to focus the next three-year LCAP actions on student achievement.

Action 2.6 (School Grounds Maintenance and Improvement) - The district will maintain and improve school grounds. However, no new goals or actions will be specifically developed in this area as the district aims to focus the next three-year LCAP actions on student achievement.

Action 2.7 (Additional Transportation) - The district will maintain this goal in the 24-25 LCAP contingent on the arrival of vehicles during this fiscal year. Two new vans and two new buses have been ordered, but have not yet arrived so far this year.

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

Goals and Actions

Goal

Goal #	Description
3	Increase Student Achievement. Standard School District will provide supplemental academic support, systemic interventions and extended learning opportunities to improve student academic growth and achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments - CAASPP Participation Rate	CAASPP: 2018-19 Participation Rate: 98.30%.	CAASPP: 2021-22 Participation Rate is not available at this time.	CAASPP: 2021-22 Participation Rate is 96%	CAASPP: 2022-23 Participation Rate is 96%	CAASPP Participation Rate: Standard will maintain an excellent participation rate of 98.50% or better.
4A CAASPP - ELA Results	ELA 2018-19: All students performed 59.3 points below standard. Another way of looking at this is that only 30% of students scored at Met or Standard Exceeded Standard The lowest-performing groups were: English Learners: 70.5 points below standard Foster Youth: 78.1 points below standard Homeless: 112.9 points below standard	CAASPP data is not available at this time.	CAASPP:2021-22 All students performed 69.9 points below standard. Another way of looking at this is that only 37% of students scored at Med or Standard Exceeded . The lowest-performing groups were: English Learners 96.6 points below standard Foster Youth: 91.2 points below standard Homeless: 89.4 points below standard	CAASPP:2022-23 All students performed 69.8 points below standard. The lowest-performing groups were: English Learners 110.4 points below the standard (decline) , Foster Youth 125.5 points below standard (decline) Hispanic 74.4 below standard (maintain), SED 72.9 points below the standard (maintain) and	ELA 2023-24: All students will perform at or above standard. At least 45% of students that score at Met or Exceeded Standard. These groups will close the gap by 50%: English Learners: 35 points below standard or better Foster Youth: 39 points below standard or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				students with disabilities 140.4 points below standard (maintain)	Homeless: 56 points below standard or better
4A CAASPP - Math Results	Math 2018-19: All students performed 88.1 points below standard. Another way of looking at this is that only16% of students scored at Met or Standard Exceeded Standard The lowest-performing groups were: Foster Youth: 103 points below standard Hispanic: 95.6 points below standard	CAASPP data is not available at this time	CAASPP:2021-22 All students performed 111.3points below standard. Another way of looking at this is that only 20% of students scored at Med or Standard Exceeded . The lowest-performing groups were: English Learners 129.8 points below standard Foster Youth:131.3 points below standard Homeless:139.1 points below standard	CAASPP:2022-23 All students performed 102.8 points below standard. The lowest-performing groups were: Foster Youth 140 points below standard (decline), African American students 149.6 points below standard (maintain). and English learners 127.2 points below standard (maintain).	Math 2023-24: Most students will perform at or above standard, and will perform at 44 points below standard or better. At least 32% of students that score at Met or Exceeded Standard will be greater than the previous year. These groups will close the gap by 50%: English Learners: 52 points below standard or better Foster Youth: 48 points below standard or better
4A CA Science Test Results	CA Science Test (CST) 2018-19 Results: 5th grade: 17.45% of students met or exceeded standards	CA Science Test (CST) data is not available at this time.	CA Science Test 2021-2022 5th grade: 20% of students met or exceeded standards	CA Science Test 2022-2023 5th grade: 15% of students met or exceeded standards	CA Science Test (CST) 2023-24 5th grade: The % of students that score at Met or Standard Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th grade: 13% of students met or exceeded standards		8th grade: 10% of students met or exceeded standards	8th grade: 18% of students met or exceeded standards	will be greater than the previous year. 8th grade: The % of students that score at Met or Exceeded Standard will be greater than the previous year.
4B Rate of students completing A-G	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District
4C Rate of students completing a CTE Pathway	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District
4D Rate of students completing both A-G and a CTE Pathway	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District
4E EL students will make progress towards English Proficiency	EL Progress Toward English Proficiency. Dashboard Reports indicated that 36.2% of EL students were making progress towards English language proficiency in 2018-19.	42.85% of students made progress	35.8% of students progressed at least one ELPI level 36.4% of students maintained ELPI levels 27.8% decreased at least one ELPI level	46.8% making progress towards English language proficiency Increased 11% Number of EL Students: 186	English Learner progress towards English language proficiency will increase by at least 9% by 2024 and move from Low to Medium Progress Level.
4F English Learners Reclassification rates	English Learners Reclassification rate was 20.89% in 2018-19	2020-21 Rate: 2.9%	2021-22 Rate: 4.07%	Year to date reclassification rate (Jan 2024)	English Learners Reclassification rate will maintain its high reclassification rate at 10% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G Rate of students scoring 3+ on AP exams	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District
4H Students who report ready on EAP in Math and ELA	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District	N/A - K-8 District
8 Physical Fitness Testing Students will be measured for progress using the percentage of students meeting Healthy Fitness Zones (HFZ) .	Physical Fitness Testing Results for 2018-19 (most recent). Baseline data for 5th grade is 53.1% Baseline data for 7th grade is 62.1%.	Not available at this time.	Not available at this time. 2021-22 reporting was on participation rate only.	Not available at this time. 2022-23 reporting was on participation rate only. 2022-23 PFT Participation Results are as follows: 97.6-98.6% for 5th graders and 95% for 7th graders across all 5 components.	Physical Fitness Testing Results for 2023-24 Data will represent an increase in the percent of students meeting Healthy Fitness Zones (HFZs) from the previous year. The desired outcome is to maintain 55% or above of 5th grade students and 65% or above for 7th grade students meeting HFZs

Goal Analysis

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

Goal 3 outlines actions and services that focus on academic support with supplemental learning opportunities and academic interventions, accelerated learning, academic programs to support learning loss, developing and maintaining a robust after-school athletics program, and providing extended learning opportunities. All four actions (3.1, 3.2, 3.3, and 3.4) were fully implemented as planned.

Action 3.1 (Academic Intervention and Support Services) was implemented as planned with no substantive differences. The district implemented Walk-to-Learn programs in all elementary schools to provide targeted, supplemental instruction in reading/literacy, increased the number of bilingual aides and instructional aides, increased hours for instructional aides, and offered afterschool tutoring for students who demonstrated need.

Action 3.2 (Supplemental Academic Support Programs) was implemented as planned with no substantive differences. The district provided multiple online supplemental academic programs, subscriptions, and software that support and monitor academic progress. Support was provided to meet the needs of all students and identified groups of students. ELs were provided targeted support based on their specific needs to improve English proficiency.

Action 3.3 (Afterschool Sports Program) was implemented as planned with no substantive differences. The district implemented and maintained a school-based after-school athletics program that offered a total of 10 sports and was made available to students in grades 3-8 at all schools.

Action 3.4 (Extended Learning Opportunities) was implemented as planned with no substantive differences. The district provided supplemental instruction and support to all students, including those identified as needing academic, social-emotional, and other supports, by providing extended learning opportunities outside of the regular school day. The extended learning opportunities included after-school enrichment programs, Saturday school, Saturday camp, and summer school.

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.

Material differences between budgeted and actual expenditures were found in the following Goal 3 actions:

Action 3.1 (Academic Intervention and Support Services) - This action has a material difference of $-774,415.85 due to an initial overestimation of costs.
Action 3.2 (Supplemental Academic Support Programs) - The district has worked diligently to streamline our online supplemental academic programs to promote teacher-facilitated direct instruction in all classrooms. The material difference for this action is $321,630.37 of unspent funds as a result of this streamlining.

Action 3.4 (Extended Learning Opportunities) - We did not reach our hiring target for the ELOP program through our contract with North of the River Recreation & Park District. We have met with NOR and continue to review strategies to improve the recruitment of qualified staff for the after-school program. Two full-time Recreation Specialist positions working in the ELOP program were hired later in the year which provided a cost savings. This struggle has led to a material difference of $507,635.85

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, the previous LCAP goals and actions were too broad in scope, making it difficult to identify specific factors that contributed to goal progress over the three-year cycle. Additionally, the metrics used were not optimal for measuring the effectiveness of each action item, both in terms of implementation fidelity and impact on student outcomes. Moving forward, the district aims to break down each goal action into more specific components and establish more precise metrics to better track progress and related expenditures. Moving forward, the district will unbundle all goal actions and identify specific metrics to better track goal/action progress and related expenditures.

Action 3.1 (Academic Intervention and Support Services) - This action was partially effective. Our EL students demonstrated significant growth in English language proficiency. However, substantial growth was not observed overall for all students in CAASPP ELA or Math. Current data, however, from local indicators (e.g., ESGI and DIBELS) are showing improvement in early literacy skills for our K-2 students. Moving forward, the district aims to develop LCAP goals, actions, and metrics specific to improving students' academic achievement in ELA, Math, and our EL's English language proficiency. Further, the district aims to develop LCAP goals, actions, and metrics specifically focused on improving Tier 1 instruction given the high percentage of students who did not meet state standards in ELA and Math.

Action 3.2 (Supplemental Academic Support Programs) - This action was partially effective. Our EL student group has demonstrated progress in English language proficiency. The California Dashboard data show an 11% increase in EL students who made progress in their English proficiency. Reclassified ELs increased by 9.9 points. Further, specific grade levels and specific schools have demonstrated growth in ELA and Math compared to the prior year. However, growth in ELA and/or Math as measured by the CAASPP was not consistent across all grade levels or schools.

Actions 3.3 and 3.4 (After School Sports and Extended Learning Opportunities) - These actions were effective. After-school athletics and extended learning opportunities were both successful over the three-year LCAP cycle as evidenced by enrollment growth in both programs. The district plans on building on this success by aligning afterschool programs with academic focus and bridging the gap between regular school and afterschool programming.

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

Action 3.1 (Academic Intervention and Support Services) will continue with a focus on improving Tier 1 instruction and Response-to-Intervention (RTI) programs. The district plans to develop specific LCAP goals, actions, and metrics to enhance students' academic achievement in ELA, Math, and English language proficiency for English learners. Additionally, the district will create goals and metrics aimed at improving Tier 1 instruction to address the high percentage of students not meeting state standards in ELA and Math.

Action 3.2 (Supplemental Academic Support Programs) will be continued with modifications to better support the district's emphasis on enhancing Tier 1 instruction and Response-to-Intervention (RTI) programs. Moving forward, the district will establish LCAP goals, actions, and metrics focused on improving student academic achievement in ELA, Math, and English language proficiency for English learners. Additionally, specific LCAP goals, actions, and metrics will be developed to strengthen Tier 1 instruction, addressing the significant number of students who have not met state standards in ELA and Math.

Action 3.3 & 3.4 (After School Sports and Extended Learning Opportunities) - These actions will continue to be implemented as planned. We are working with Kern County Superintendent of Schools to begin utilizing the Kern KiDS Dashboard to view school attendance & academic growth data for students participating in after-school athletics and extended learning opportunities programming.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Standard School District	Dr. Jocelyn Hively Superintendent	jhively@standardschools.net 661-392-2110

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Standard School District, established in 1909, covers approximately 34 square miles in the northern Bakersfield community of Oildale. Within this district, there are three elementary schools serving grades PK-5 and one middle school for grades 6-8. Enrollment numbers for this current school year were as follows: Highland Elementary School had 738 students, Standard Elementary School had 569, Wingland Elementary School had 726, and Standard Middle School had 997, totaling 3030 students.

Our schools are modern and well-equipped with computers and other technology. We prioritize smaller class sizes, particularly in grades TK-3, and offer comprehensive student support services to ensure all students' needs are met. Additionally, the district provides a robust expanded learning program, offering enriching activities such as sports/athletics and career-technical education exploration activities to foster student engagement and holistic development. After completing 8th grade, most students from our district move on to North High School in the Kern High School District.

In terms of demographics, our student population comprises primarily White (45.21%) and Hispanic students (46.07%), with smaller percentages of African American (4.26%), American Indian/Alaskan Native (.50%), Asian, Filipino, and Pacific Islander students (.89%). According to the CALPADS Certified Fall 2023 Report, a significant portion of our students face socio-economic challenges, with 92% classified as socio-economically disadvantaged. Additionally, 8.09% are English Learners, 13.08% are in Special Education, and less than 6% comprise Migrant, foster youth, and students experiencing homelessness. These students have unique needs, often facing barriers to learning due to factors such as generational poverty, family situations, and exposure to high crime rates in their neighborhoods.

The COVID-19 pandemic has had a profound and lasting impact on our district, affecting students academically and emotionally. As we continue to recover, our LCAP (Local Control and Accountability Plan) acknowledges the need for ongoing support to address these challenges. This includes academic interventions, social and emotional support, improved technology access, family and community engagement, partnerships, and professional development.

Aligned with our mission to prepare students for success in a changing society, the Standard School District is embracing the community schools model. This approach aims to meet the diverse needs of our students, families, and community members. We are dedicated to ensuring that every student and family feels welcomed and supported in our schools. With this renewed focus and commitment, we are optimistic about the future of our district and the success of our students.

Reflections: Annual Performance

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

The annual performance review for Standard School District shows that while the district is making significant strides, there are areas that need urgent and focused attention. Data from the California School Dashboard and local sources show encouraging improvements but also highlight specific student groups that need urgent and strategic support and intervention.

Building on Growth:

The 2023 Dashboard data show stability in the district's overall performance in ELA compared to the prior year (-70 points in Distance from Standard for the past two years). Three out of 6 grade levels improved, with 8th grade demonstrating the biggest improvement (+22 points). Further, the performance for 7th and 8th grades were above pre-COVID results. The Dashboard data also reflect growth in overall student performance in Math compared to the prior year (from -111 to -108 DFS). Five grade levels improved, with the most growth in 8th grade (+24 points). The district has also made notable gains in supporting English Learners (ELs), evidenced by significant progress in English language proficiency compared to the prior year (from 4.27% to 11.16% proficiency on the ELPAC Summative test). The data also show approximately 48% of our ELs made at least one level progress or maintained a level 4 (highest level of proficiency). Moreover, the district has made substantial improvements in addressing chronic absenteeism rates (declined from 61.8% to 46.6%), with all schools demonstrating improvement in reducing chronic absenteeism.

Addressing the Challenges:

Despite the notable improvements in the district's annual performance, the data also reveal the need for urgent and focused intervention, particularly with specific student groups. The 2023 Dashboard data show a concerning pattern of achievement gaps among several student groups, particularly Foster Youth (FY), English learners (ELs), Hispanic (HI) students, Socio-economically Disadvantaged (SED) students, Students with Disabilities (SWDs), and African American (AA) students. While some groups face a wider range of challenges, all of these findings necessitate a focused and data-driven approach to close these achievement gaps. This reflection highlights the need for targeted interventions and a commitment to equity within our schools: Student groups demonstrating the lowest performance (scoring in the Red Indicator level) in ELA are as follows: EL, FY, SED, HI, and SWDs. Student groups demonstrating the lowest performance (scoring in the

Red Indicator level) in Math are as follows: AA, EL, and FY. While overall chronic absenteeism has improved, our FY student group fell within the Red Indicator level as they demonstrated the highest rate of absenteeism. Urgent action is needed to address these disparities and ensure all students have the opportunity to benefit from consistent learning. The district's overall suspension rate has increased slightly. Student groups scoring in the Red Indicator level in suspension are as follows: FY, Homeless (HO), SWD, and White (W). The student groups who received the lowest performance indicator (scoring in the Red indicator level) for each school are as follows:

Highland Elementary: ELA-SED, SWD
Standard Elementary: ELA- HI;
Wingland Elementary: ELA-SED
Standard Middle: ELA- EL, HI, SED, SWD; Math- EL, HI, SWD; Suspension- All students which include SED, SWD, and W.

While efforts to address behavioral issues are ongoing, this trend also warrants further investigation into the specific challenges faced by these student groups.

The Path Forward:

By understanding the barriers faced by each student group and implementing effective instructional practices universally and tailored support to remove these barriers, the district can effectively address these disparities. For instance, providing culturally responsive, high-quality universal instruction for all students and intensive language support for ELs can significantly improve their educational experiences. Social-emotional learning programs, early intervention strategies, and a focus on creating a positive school climate will further support student success across all student groups. The following actions aim to improve outcomes for student groups performing within the Red Indicator (lowest level of performance): To improve student achievement in ELA and Math, the district will implement actions 3.1, 3.2, 3.3, 3.5, and 3.7. To reduce chronic absenteeism, the district will implement actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, and 3.4. To reduce suspensions the district will implement actions 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9 2.10, 2.12, and 2.14.

Leveraging Resources:

The Local Control and Accountability Plan (LCAP) resources are instrumental in moving forward. These resources can be used to prioritize Tier-1 academic instruction, develop targeted interventions, implement culturally responsive teaching, and enhance social-emotional well-being for all students.

A Look Ahead:

Standard School District's annual performance review reveals a district moving in the right direction. The strides made in supporting ELs and reducing chronic absenteeism are positive indicators. While challenges persist, the district's commitment to building capacity in Tier 1 instruction, using evidence-based targeted interventions, and implementing data-based decision-making positions it well for sustained improvement in the years to come.

Reflections: Technical Assistance

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

Over the past two years, the district has undertaken a comprehensive capacity review journey to assess our strengths, needs, and opportunities. This review has been pivotal in our strategic planning efforts, allowing us to chart a clear path forward. As part of this strategic planning, we are scaling up the community schools model, which embraces a whole child, whole school, whole community vision. This approach ensures that we address not just academic needs, but also the social-emotional and behavioral development of our students.

The district is eligible for Differentiated Assistance due to the low performance in two or more of the state priority areas of the following student groups: Foster Youth (FY) and Students with Disabilities (SWD). Our FY student group demonstrated low performance on the state standards for ELA and Math and high rates of chronic absenteeism and suspensions. Our SWDs demonstrated low performance in ELA and Math as well as a high rate of suspension.

To address these identified performance issues, the district is receiving individually designed technical assistance from the Kern County Superintendent of Schools. This support includes conducting comprehensive needs assessments and providing tailored implementation coaching focused on our top priority: reducing chronic absenteeism and improving the academic achievement of all students. By ensuring more students attend school regularly, we are creating better learning opportunities and fostering students' academic achievement and social-emotional development.

Additionally, we are partnering with expert consultants who specialize in building capacity in Tier 1 instruction and data-based decision-making. These consultants are helping our teachers enhance academic teaching methods and social-emotional behavioral supports. They are also guiding us in using data more effectively to make informed decisions and track our progress. Moving forward, our big ideas include strengthening Tier 1 instruction, providing instructional coaching, and implementing data-based decision-making.

Moreover, we are committed to building a culture of service and support within the district. This includes restructuring various departments to optimize operations for efficiency and effectiveness. By doing so, we aim to create an environment where all staff are equipped to support our students and each other better.

These targeted interventions, combined with our district's commitment to data-driven strategies and a holistic approach to education, are paving the way for sustained improvement and greater student success. This LCAP includes several actions to address these needs including Action 1.1, 1.2, 1.3 Action 2.1-2.7, 2.8, 2.11, 2.12, 2.14 and Action 3.7, 3.8 and 3.9. The dedication and hard work of our educators, supported by expert guidance, are laying a strong foundation for the continued growth and achievement of all our students. Together, we are building a brighter future for our community.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Input from students was collected throughout the school year through various methods: in-person focus group sessions, individual interviews, and student surveys. Additionally, input from specific student groups, such as English Learners (EL) and Foster Youth (FY), was gathered through individual interviews conducted by Family and Community Engagement (FACE) facilitators and targeted student surveys.
Parents/Guardians	Input from parents and guardians was gathered throughout the school year through various channels: in-person feedback during the Superintendent's weekly "Coffee & Connect" sessions, individual interviews, and responses to the LCAP community survey.
Certificated Employees	Input from certificated employees was gathered throughout the school year through multiple avenues: in-person individual interviews, small focus group sessions, staff meetings, Labor-Management Initiative (LMI) meetings, District Advisory Committee (DAC) meetings, and the LCAP community survey.
Classified Employees	Input from classified employees was gathered throughout the school year through multiple avenues: in-person individual interviews, small focus group sessions, staff meetings, Labor-Management Initiative (LMI) meetings, and the LCAP community survey.
Administrators	Input from administrators was gathered throughout the school year through multiple avenues: biweekly instructional leadership team (ILT) meetings, District Advisory Committee (DAC) meetings, individual check-ins, and the LCAP community survey.

Educational Partner(s)	Process for Engagement
DELAC	Standard's District English Learner Advisory Committee (DELAC) is composed of parents of English Learner students representing the school sites at the district level. During DELAC meetings throughout the school year, DELAC members provided input that shaped the development of this LCAP. These meetings were held on November 2, December 7, March 7, and April 12. Input from parents of EL students was also gathered during the superintendent's weekly "Coffee & Connect" sessions.
DAC	Standard's District Advisory Council (DAC) is composed of members representing the district and school sites including staff and parents of unduplicated students. During five DAC meetings throughout the school year, DAC members provided input that shaped the development of this LCAP.
Bargaining Unit Members	Input from bargaining unit members was gathered throughout the school year through multiple avenues: in-person individual interviews, small focus group sessions, staff meetings, Labor-Management Initiative (LMI) meetings, and the LCAP community survey.
Explore/NOR Staff	Input from Explore/North of the River (NOR) employees was gathered via in-person staff meetings and the LCAP community survey.
Kern Special Education Local Planning Area (SELPA)	The district consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team from February - April of 2024 to seek input regarding the development of the 2024-25 LCAP as it relates to meeting the needs of students with disabilites.
Oildale Community Partnership	Input from the Oildale Community Partnership (OCP) was gathered via in-person OCP meetings and the LCAP community survey.

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

Summary of the Engagement Process:

The development of the Standard School District's Local Control Accountability Plan (LCAP) involved extensive consultation with a broad range of educational partners. This inclusive process engaged teachers, principals, other administrators and school personnel, local bargaining units, community members, parents, and students and included the administration of stakeholder surveys (February through March 2024) as well as one-on-one and small, focus group interviews throughout the school year. Additionally, the district consulted with the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), parents of students with disabilities, and representatives from our local Special Education Local Planning Area (SELPA). These consultations ensured diverse perspectives were

considered in shaping the LCAP, addressing the unique needs and priorities of the community. Educational partners' feedback has played a crucial role in shaping the Local Control and Accountability Plan (LCAP) goals and actions for the Standard School District.

Goal 1 CULTURE OF CARE: Foster a welcoming and inclusive environment for all parents, families, and community stakeholders and optimize district operations, communication, and professional development.

Stakeholder concerns about district/school culture and reported challenges in various departments (such as onboarding and training, communication systems, and clear structures and procedures) highlighted the need for restructuring and optimizing district operations. Educational partners prioritized the following enhancements: 1) regular facilities maintenance and repairs to improve the working environment, 2) a comprehensive onboarding process for new hires and induction support for new teachers, 3) upgraded technology infrastructure with efficient software systems for business operations, and training for staff to improve efficiency. To foster a positive culture, educational partners emphasized: 1) regular recognition and celebration of student and staff success, 2) two-way communication systems for feedback and support, and 3) mentorship programs for students and staff. In response, the district has established a comprehensive LCAP goal to advance a culture of service and support. Key actions include:

Administrative Support Staffing: The district will maintain/increase administrative support in school sites and various departments, including Business Services, Human Resources (HR), Technology, Maintenance, Operations, and Transportation (MOT). This aims to improve efficiency, streamline processes, and enhance overall operations, creating a supportive and well-organized environment for staff and students.

Teacher/Staff Recruitment & Retention: The district will prioritize and invest in resources to improve recruitment, hiring, onboarding, and training processes, and recognize student and staff successes. These include recruitment brochures, onboarding kits, training materials, social media management platforms, personnel management, and transportation routing systems. This also includes continuing ongoing efforts to maintain competitive salary/benefits for staff. These practices aim to build a culture of service and support, fostering pride and excellence throughout the school community.

Professional Development for Administrators & Staff: The district will provide ongoing professional development in leadership, effective management practices, and job-specific roles to equip administrators and staff with the skills needed to foster a supportive learning environment and streamline district functions. This will enhance the efficiency and effectiveness of district operations and strengthen the culture of service and support.

Goal 1 actions address the need for strong support systems and efficient operations identified by educational partners. By maintaining/expanding administrative support staffing, providing necessary resources, and ongoing professional development, the Standard School District is dedicated to improving internal operations and enhancing the overall educational experience for students, families, and staff.

Goal 2 SCHOOL CONNECTEDNESS: Strengthen student, family, and staff services to improve student engagement, parent/family involvement, and school climate.

Stakeholder feedback on the need for adequate student support, mental health services, and a safe school environment has significantly influenced the district's Local Control and Accountability Plan (LCAP) goals. This input underscored the importance of enhancing services to boost academic success, school connectedness, family involvement, and overall school climate. Educational partners prioritized: 1) targeted interventions for students with chronic absenteeism or problematic behavior, 2) alternative education programs to support students with significant disruptive behaviors, and 3) positive behavior interventions and supports (PBIS) to promote positive behaviors through clear expectations, teaching desired behaviors, positive reinforcement, and consistent consequences. In response, the district has committed to the following LCAP actions:

Maintain Critical Student Support Staff: The district will retain essential student support staff, including Family and Community Engagement (FACE) Facilitators, Campus Security & Attendance Supervisors, Program Specialists, School Counselors, School Nurses and LVNs, Behavior Intervention Specialists, AmeriCorps Mentors, and Supervision Aides. These staff members will provide direct support and contribute to the Multitiered System of Support (MTSS), enhancing educational experiences. The district will also improve accessibility and communication by maintaining additional staff like interpreters/translators, crossing guards, and transportation staff, and acquiring more buses and vans.

Maintain Alternative Educational Programs: The district will continue "Alternative-to-Suspension" (ATS) programs at elementary and middle schools and the "On Campus Intervention" (OCI) program at middle schools. These programs, staffed with teachers and instructional aides, will provide targeted support and education for students with behavioral issues, offering structured environments for behavioral improvement and academic continuity.

Invest in Evidence-Based Social-Emotional Learning (SEL) Practices and Professional Development: The district will invest in SEL curriculum materials and provide ongoing professional development for student services staff. This training will enhance their skills in supporting students' mental health and well-being and strengthen MTSS to ensure comprehensive social, emotional, and behavioral support.

Family Engagement & Education: The district will expand family engagement opportunities and offer adult education classes, such as Paraprofessional Certification and English Language Acquisition, in partnership with community organizations, including the local high school and community college. These classes support lifelong learning and help family members enhance their skills and pursue career goals.

Goal 2 actions reflect the district's commitment to creating a supportive, inclusive, and safe educational environment. By maintaining and expanding critical support roles, investing in SEL, strengthening MTSS, and providing continuous professional development, the Standard School District is dedicated to improving school connectedness, increasing student engagement, enhancing family involvement, and fostering a positive school climate. This comprehensive approach ensures that the needs of students, families, and staff are met, laying a strong foundation for ongoing improvement and success.

Goal 3 ACADEMIC ACHIEVEMENT: Enhance instructional and leadership practices to ensure all students demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) demonstrate progress in developing English language proficiency.

Stakeholder feedback emphasizing the need for effective academic instruction, teacher and student support, strong leadership, and professional development has significantly shaped the district's LCAP goals and actions. Key priorities include 1) ongoing professional development for teachers and administrators in training, curriculum development, assessment practices, and leadership skills, 2) instructional coaching and mentoring programs for teachers and instructional staff, and 3) grade-level field trips to align classroom instruction with real-world relevance. In response, the district has established a comprehensive LCAP goal focused on enhancing instructional and leadership practices. The district will implement the following targeted actions:

Redefining TOSA Roles: To address the need for effective academic instruction and support for teachers/instructional staff, the district will redefine the roles of Teachers on Special Assignment (TOSAs). Three district-level TOSAs will focus on assessment and non-categorical programs (including EL support), onboarding and professional development, and inclusion of students with disabilities and support for special education programs. Additionally, three site-based TOSAs will provide curriculum and instruction support, technical assistance, and instructional coaching for teachers and instructional aides. They will also serve as core members of the MTSS implementation team with a focus on strengthening Response-to-Intervention. This action aims to equip teachers with the necessary support and resources to meet diverse student needs and ensure high-quality instruction.

Additional Support for Teachers and Students: The district will provide stipends for experienced teachers and staff to mentor new colleagues, maintain instructional aides at each school, maintain bilingual aides to support ELs, facilitate communication between schools and families, and promote cultural competency. A long-term independent study program will also be piloted to provide personalized instruction to students with unique needs.

Professional Development in Tier 1: The district will offer professional development opportunities focused on MTSS, prioritizing Tier 1 instructional practices, data-based decision-making, and instructional and leadership coaching. This will strengthen educators' expertise in MTSS and ensure high-quality instruction for all students.

Evidence-Based Instructional Improvement: The district will implement three strategic actions to improve instruction and academic outcomes. First, the Data Wise Improvement Process will be expanded across all schools to promote responsible data use, address specific issues through data analysis, and develop continuous improvement strategies. Second, RTI programs, particularly in elementary schools, will be strengthened with a clear framework for tiered support, prompt identification and assistance for at-risk students, and tailored intervention resources. Third, integrated ELD practices will be enhanced across all classrooms through professional development, curriculum alignment, effective strategies, and continuous evaluation and adjustment to optimize outcomes for English learners.

Goal 3 actions reflect the district's commitment to meeting diverse needs and improving academic performance. By enhancing instructional and leadership practices, providing targeted support, resources, and ongoing professional development, and prioritizing evidence-based instructional improvement processes, the Standard School District will ensure all students make progress toward meeting and exceeding standards in ELA, Math, and English proficiency.

Goal 4: FUTURE READINESS - Expand learning opportunities to improve students' academic performance, holistic development, and college and career readiness.

Stakeholder feedback emphasizing the need for extended learning opportunities, enrichment programs, and support for both students and families has been instrumental in shaping the district's LCAP goals and actions. Specific areas to prioritize as identified by educational partners include the following: 1) enrichment programs that focus on career-related skills to give students opportunities to explore and develop interests in various fields and 2) extracurricular activities to provide students with positive outlets for their energy and interests, reducing the likelihood of engaging in problem behaviors. As a result of this input, the district has developed a comprehensive LCAP goal focused on expanding learning opportunities to improve students' academic performance, holistic development, and college and career readiness. To achieve this goal, the district has outlined several targeted LCAP actions:

After-School Enrichment Programming: The district will provide after-school enrichment programming, including Career Technical Education (CTE)-related instruction, tutoring, and homework help. These programs aim to support students academically and provide them with opportunities for skill development and exploration in various fields.

Sports and Athletics Enrichment Opportunities: Students will have access to sports and athletics enrichment opportunities, as well as a STEAM Lab Maker Space. These activities foster teamwork, creativity, and problem-solving skills, enhancing students' overall development and engagement in learning.

Saturday and Summer Learning/Enrichment Programs: The district will continue to offer Saturday Camp, Summer Camp, Saturday School, and Summer School to provide additional learning and enrichment opportunities outside of regular school hours. These programs support academic growth, offer hands-on experiences, and promote student success.

Maintaining and Expanding Specialized Programs: To better engage students and improve academic outcomes, the district will maintain current electives/CTE courses, create new elective/CTE opportunities for middle school students, and expand the district's visual and performing arts (VAPA) program. This action aims to provide students with a diverse curriculum and real-world electives aligned to programs offered at our neighborhood high school. Technology & Information Technicians will be maintained to support the integration of technology in teaching and learning. The district will also implement Edible School Yard programs to provide students with opportunities to learn about gardening, nutrition, and sustainable living practices. This initiative supports holistic development and encourages healthy lifestyle choices.

Goal 4 actions align with stakeholder feedback and reflect the district's commitment to providing comprehensive support and opportunities for students and families. By expanding learning opportunities and enrichment programs, the Standard School District aims to improve academic performance, foster holistic development, and prepare students for success in college and career pathways.

Summary:
The Standard School District's adopted LCAP reflects a comprehensive response to feedback from educational partners, prioritizing a culture of service and support, student services, academic achievement, and expanded learning opportunities. By engaging a wide range of stakeholders through consultations and advisory committees, the district has developed an LCAP that addresses the diverse needs and priorities of its community, fostering a supportive and effective educational environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CULTURE OF CARE - Foster a welcoming and inclusive environment and optimize district operations, communication, and professional development.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP Goal #1 was developed based on the results of a comprehensive capacity review as well as input from educational partners during this LCAP development.

Input from educational partners call out the need for the district to improve on how it supports students/families and staff and how it manages its communication and operations. By focusing on building a culture of service and support, improving communication and district operations, and providing ongoing professional development for staff, the district aims to make sure students and staff have the resources they need to succeed. Ultimately, the district aims to create an inclusive environment where everyone feels welcome, valued, and supported, to enhance student achievement and well-being.

The district plans to foster a culture of service and support through actions that focus on maintaining critical operational staff, providing necessary resources and ongoing professional development to administrators and staff, and establishing quality assurance measures for continuous improvement. The district will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of teachers who are fully credentialed and appropriately assigned.	2023-24: 100% of teachers are appropriately assigned and 89% are fully credentialed			2026-27: 100% of teachers are appropriately assigned and 95% or higher are fully-credentialed	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS Staffing Report 4.1 & Assignment Report 4.3 Priority 1A					
1.2	Training Evaluation Survey Source: Local Indicator Priority 1A	District Training Evaluation Survey: 1) Pre- and post-training content knowledge of participants (from 1=Low to 5=High) 2) Practical use of content learned from training (from 1=Low to 5=High) 3) Overall quality of training (from 1=Poor to 5=Excellent) Trainings in 2023-24 and Prior Years: Average Rating of 4 in all areas			2026-27: Maintain Level 4 or Higher Rating in the following: 1) Pre- and post-training content knowledge of participants 2) Practical use of content learned from training 3) Overall quality of training	
1.3	Percent of students with access to standards-aligned instructional	2023-24: 100% of students have access to standards-aligned materials			2026-27: 100% of students have access to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials for use at home and school. Source: Textbook Inventory Priority 1B				standards-aligned materials	
1.4	Degree school facilities are maintained in good repair. Source: Facilty Inspection Tool (FIT) Report Priority 1C	All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2022-23			2026-27: A rating of "Exemplary" on the Facility Inspection Tool (FIT) Report for all four schools.	
1.5	Parent Connectedness Survey Source: Local Indicator Priority 3B	2024 Parent Connectedness Survey: As a parent/guardian, how connected do you feel to your child's school? Connected or Extremely Connected = 76.2%			2026-27 Parent Connectedness Survey: As a parent/guardian, how connected do you feel to your child's school? Connected or Extremely Connected = 90% or higher	
1.6	Customer Satisfaction Survey Source: Local Indicator	2023-24 Customer Satisfaction Survey:			2026-27 Customer Satisfaction Survey:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C	For Parent/Community Member How likely are you to recommend Standard School District to a friend who is considering enrolling their child? Likely or Very Likely = 76.2% For Staff: How likely are you to recommend Standard School District to a friend who is actively seeking a job? Likely or Very Likely = 69.4%			At least 10% improvement from Baseline in rating of LIkely or Very Likely for parent/community members and staff	
1.7	Staff Connectedness Survey Source: Local Indicator Priority 6C	2024 Staff Connectedness Survey: As an employee, how connected do you feel to your colleagues and team? Connected or Extremely Connected = 83.4%			2026-27 Staff Connectedness Survey: As an employee, how connected do you feel to your colleagues and team? Connected or Extremely Connected = 90% or higher	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Administrative Support Staff	Administrators (7) and administrative support staff (9) across various departments work to enhance the efficiency and effectiveness of our district programs. These include assistant principals as well as classified positions in Business Services, Human Resources, Technology, and MOT departments. As our student population needs grow so does our need for support staff. These additional support staff members will provide crucial support to implement and sustain new district initiatives that will facilitate improvement of administrative functions, streamline processes to better support school sites, families, and student success.	$2,334,111.92	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Teacher/Staff Recruitment and Retention Resources	Invest in materials and resources that help improve recruitment, hiring, onboarding, and training processes and enhance internal and external communication for hiring. These include recruitment brochures, onboarding kits, and training materials. This action also includes investing in resources such as social media management platforms, personnel management systems, and transportation routing systems.	$179,244.88	Yes
1.3	Professional Development - Leadership & District Operations	Implement ongoing professional development opportunities to equip administrators and staff with the skills and knowledge necessary to foster a supportive learning environment and streamline district functions, ultimately enhancing our district's culture of service and support, as well as the efficiency and effectiveness of our overall district operations.	$235,080.53	Yes
1.4	Community Schools Coordinator	Transform all schools into full-service community schools with a "whole child" approach to education, integrating educational services, student support, and expanded learning programs to create a learning environment that supports student academic achievement and wellness. This action includes maintaining one Community Schools Coordinator to collaborate with educators and recruit, manage, and coordinate with community partners to align their supports and services to each school's core instructional program and ensure the responsiveness of school and community resources to the documented needs of students and their families. This action also includes resources and services for students and families.	$200,604.65	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SCHOOL CONNECTEDNESS - Strengthen student, family, and staff services to improve student engagement, parent/family involvement, and school climate.	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.

LCAP Goal #2 was developed in response to the needs identified through a comprehensive capacity review, data analyses, and input from educational partners during this LCAP development.

Findings from a comprehensive capacity review revealed that student behavior challenges were a consistent theme across stakeholder groups. Although the district has embraced positive behavior intervention and supports (PBIS), feedback from stakeholders indicates opportunities for greater coherence and support district-wide. While resources and staff consistently emerged as significant assets for the district, there's an overarching desire for a more clear and organized system.

The 2023 Dashboard data indicate a chronic absenteeism rate of 46.6%. Although all schools improved from the prior year in reducing chronic absenteeism, this rate is still about double the rate for the county and state and is still higher than our pre-pandemic rate (2018-19). Further, the district is eligible for Differentiated Assistance due to chronic absenteeism for foster youth (FY) and students with disabilities (SWD). The 2023 Dashboard data indicate a suspension rate of 5.6%. This is a slight increase from the prior year, and remains higher compared to county and state. The district is also eligible for Differentiated Assistance due to suspension rates for FY & SWD. Although local data show some positive trends in students' sense of safety and school connectedness, more work remains to ensure all students feel safe, valued, and connected to school.

During this LCAP development, input from students, teachers, staff, and parents/families also call out the need for effective behavior management and strategies to reduce chronic absenteeism. The district plans to achieve this goal by maintaining critical student support staff such as Family and Community Engagement (FACE) Facilitators, Campus Security and Attendance Supervisors, Program Specialists, School Counselors, School Nurses and licensed vocational nurses (LVNs), School Psychologists, Special Education Teacher on Special Assignment (TOSA), Behavior Intervention Specialists (BISs), AmeriCorp Mentors, and paraprofessionals. The district also plans to maintain its Alternative-to-Suspension (ATS) and On-Campus-Intervention (OCI) programs to provide targeted support and education for students whose behaviors impede their own and other students' learning and for whom other means of correction have not been effective. These programs will offer structured environments that focus on behavioral improvement and academic continuity. The district also plans to address the identified needs by providing evidence-based resources and ongoing professional development opportunities for all staff.

The district aims to improve student connectedness through actions that focus on improving student engagement, parent/family involvement, and school climate and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family & Community Engagement Metric Family and Community Engagement Metric: 1 = Emerging 2 = Progressing 3 = Excelling 4 = Building Capacity Source: Local Indicator: Priority 3A	2023-24 Baseline: Welcoming All Families = 2 Communicating Effectively = 1 Supporting Student Success = 2 Speaking Up for Every Child (Advocacy) = 2 Sharing Power (Leadership) = 2 Collaborating with the Community = 2			2026-27 Target: A rating of 2 or higher annually on each standard	
2.2	Parent/guardian participation in trainings and events that provide information and resources to support student learning and development in the home. Back-to-School Open House Parent-Teacher Conferences	2023-24 Baseline: Parent/guardian participation: average of 60% or less			2026-27 Target: Increase parent/guardian participation by 10% or more	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator Priority 3B					
2.3	Parent/guardian participation in Individualized Education Plan (IEP) meetings to improve services and results for SWDs (for parents of students receiving special education services) Source: Local Indicator Priority 3C	2023-24 Baseline: Parent/guardian participation in IEPs = 99.8%			2026-27 Target: Parent/guardian participation in IEPs: Continue to meet/exceed state target of 96.5%	
2.4	Parent Connectedness Survey As a parent/guardian, how connected do you feel to your child's school? Source: Local Indicator: Priority 3A	2023-24 Baseline: Connected or Extremely Connected = 76.2%			2026-27 Target: Connected or Extremely Connected = 80% or higher	
2.5	School Attendance Source: CALPADS 14.1 & Local Data Priority 5A	2023-24 Baseline: District = 89.95% HES = 90.59% SES = 90.29% WES = 91.12% SMS = 88.41% EL = 91.38%			2026-27 Target: At least 1% improvement from prior year and 3% improvement from Baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY = 90.68% SED = 90.89%				
2.6	Chronic Absenteeism Source: CA School Dashboard & Local Indicators Priority 5B	2023 CA Dashboard Baseline: ALL students = 46.7% EL = 43.5% FY = 44.2% SED = 48.1% SWD = 49% District = 36% HES = 41% SES = 42% WES = 33% SMS = 40%			2026-27 Target: Decline by at least 3.0% for all students and all student groups annually.	
2.7	Middle School Dropout Source: CALPADS- Fall Report 8.1c; EOY Report 1.10 Completers and Dropouts Priority 5C	2023-24 Baseline: Middle School Dropout = 5 students EL = 0 FY = 0 SED = 0			2026-27 Target: Middle School Dropout = 0	
2.8	Student Suspensions Source: CA School Dashboard Priority 6A	2023 CA Dashboard Baseline: ALL students = 5.6% EL = 1.9% FY = 8.0% SED = 6.0% SWD = 8.8%			2026-27 Target: Decline by at least 0.3% for all students and student groups annually.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Student Expulsions Source: Local Indicator Priority 6B	2023-24 Baseline: Student Expulsions = 2 EL = 0 FY = 0 SED = 1			2026-27 Target: Student Expulsions = 0	
2.10	School Climate & School Connectedness Survey CoVitality Social Emotional Health Surveys (4th - 8th grades only) % of students Moderate-High Thriving (low distress, high thriving) % of students Moderate-High Risk (high distress) School Connectedness T-Score (T-score of 50 = average) Source: Local Indicator Priority 6C	2023-24 Baseline: Elementary (4th-5th): 19.2% = Moderate-High Thriving 23.6% = Moderate-High Risk School Connectedness: T-score of 53.72 (Average range) Middle (6th-8th): 29.3% = Moderate-High Thriving 21.6% = Moderate-High Risk School Connectedness: T-score of 46.73 (Low Average range)			2026-27 Target: CoVitality Social Emotional Health Surveys: For elementary and middle school students: Increase in % of students who fall within the Moderate-High Thriving level (by 10% or higher). Decrease in % of students who fall within the Moderate-High-Risk level (by 10% or higher). Average to High Average score in School Connectedness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					score (T-score at 50 or higher)t	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	FACE Facilitators	Maintain four Family and Community Engagement (FACE) Facilitators (one at each school) to support our high-needs students (EL, FY, and SED) and enhance family engagement. They will also serve as members of the core MTSS implementation teams for their respective schools, with a particular focus on removing barriers to student attendance and reducing chronic absenteeism. Our FACE facilitators play a crucial role in connecting the school district with families and the broader community.	$329,505.12	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Campus Security & Attendance Supervisors	Maintain six Campus Security & Attendance Supervisors to ensure student safety and address chronic absenteeism (one at each elementary school, two for middle school, and one shared by middle school and expanded learning programs). These supervisors will foster a safe and secure learning environment. They will also assist our MTSS implementation teams, with a particular focus on removing barriers to student attendance and reducing chronic absenteeism.	$502,094.80	Yes
2.3	School Counselors	Maintain three middle school counselors and add three additional counselors (one for each elementary school) to provide comprehensive support for our students' social-emotional needs. These counselors will serve as core members of site-based MTSS implementation teams, with a focus on enhancing social-emotional learning (SEL) supports in Tier 1 (general education classrooms/settings). They will collaborate with teachers to scale positive behavior intervention and supports (PBIS) school-wide and integrate SEL lessons into daily instruction as well as provide targeted interventions and supportive counseling for students who need more support.	$947,572.04	Yes
2.4	School Nurses & LVNs	Maintain four school nurses and four licensed vocational nurses (LVNs) (one nurse and one LVN per school) to ensure student health and well-being. These professionals will provide essential medical services, promote health education, and support overall student wellness. They will collaborate with other school staff and community-based organizations in removing barriers to school attendance and reducing chronic absenteeism.	$752,928.88	Yes
2.5	Program Specialists	Maintain three program specialists (one for preschool programs, one for elementary schools, and one for middle school) to offer technical assistance, training, staff development, and ongoing consultation and coaching for teachers and paraprofessionals to ensure high-quality educational services delivery. Support and foster inclusive practices of students to learn and thrive in general education settings.	$528,985.62	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	School Psychologists	Maintain five site-based school psychologists (one at each elementary school and two at the middle school) to deliver comprehensive services, including assessment, intervention planning, and implementation. School psychologists provide direct support to students and consult with teachers, staff, families, and other mental health professionals to improve outcomes for students with exceptional needs and students at risk for academic failure. Additionally, they are integral members of the MTSS implementation teams, collaborating with school administrators and educators to improve school-wide practices and policies. They also work with community providers to coordinate essential services, ensuring a holistic approach to student well-being and academic success.	$629,789.01	Yes
2.7	AmeriCorp Mentors	Maintain four AmeriCorps mentors (one mentor assigned to each school site) to provide individualized support, foster positive relationships, and enhance the overall educational experience for students, particularly those with highest needs.	$100,000.00	No
2.8	Behavior Intervention Specialists	Maintain seven Behavior Intervention Specialists (BISs) (two at each elementary school and one at the middle school) to provide direct support to students exhibiting challenging behaviors, working one-on-one or in small groups, teach and reinforce appropriate social and behavioral skills, respond to behavioral crises and provide immediate de-escalation support and collaborate with staff to create a nurturing learning environment for students.	$495,731.28	Yes
2.9	Supervision Aides	Maintain Supervision Aides across all school sites to monitor students during non-instructional times, including recess, lunch, and before and after school, to ensure a safe environment, support the implementation of school-wide behavior management programs, and supervise transitions and activities.	$392,214.52	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Other Essential Student Support Staff	Maintain other essential student support staff (14 FTE) LEA Wide such as (receptionist/clerk, crossing guards, interpreters/translators, and transportation staff) to assist in ensuring the safety and well-being of students and the effective operation of our student support services and programs in order to improve student engagement and connectedness.	$1,287,458.32	Yes
2.11	Additional Vehicles	Procure two additional vans, to improve transportation services and ensure the safe and efficient transit of students.	$105,000.00	Yes
2.12	Positive Behavior Intervention & Supports (PBIS)	Strengthen the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework by providing targeted training, employing data-driven practices, and utilizing an evidence-based curriculum. This action aims to build capacity among educators and support staff to foster student prosocial behaviors and reduce problem behaviors, ultimately, creating a safer, more supportive, and engaging learning environment that meets the diverse needs of our students.	$71,370.00	Yes
2.13	Family Engagement & Education	Expand family engagement events and include adult education classes in partnership with community-based organizations to expand educational opportunities for adult learners in the community, empowering them to pursue their academic, career, and/or personal/family goals. This action aims to promote family engagement and school-home partnerships as well as provide opportunities to support parents/families in vocational training and personal development (e.g., paraprofessional certification, English language acquisition, GED preparation, vocational training, and personal development courses).	$16,697.25	No
2.14	ATS & OCI	Maintain our "Alternative-to-Suspension" (ATS) programs (one elementary and one middle school) and our "On Campus Intervention" (OCI) program (middle school), each staffed with one teacher and one instructional aide (a total of 5.16 FTE), to provide targeted support and education for students whose behaviors impede their learning and for whom other means of correction have not been effective. These programs will offer structured	$520,151.99	Yes

Action #	Title	Description	Total Funds	Contributing
		environments that focus on behavioral improvement and academic continuity.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ACADEMIC ACHIEVEMENT - Enhance instructional and leadership practices to ensure all students demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) demonstrate progress in developing English language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

> LCAP Goal #3 was developed in response to the needs identified through a comprehensive capacity review, data analyses, and input from educational partners during this LCAP development.
>
> During the comprehensive capacity review process, insights from educational partners highlighted effective instruction and strong leadership as major areas of immediate attention and focus for the district moving forward to deliver on its aspirations of substantially improving student academic achievement.
>
> Results from the 2023 Smarter Balanced assessments indicate a clear need to focus on effective instruction in English Language Arts (ELA) and Math as well as English language development (ELD). Although growth was noted in various grade levels and schools in ELA and Math, the 2023 California Dashboard data showed low percentages of students in grades 3-8 meeting or exceeding state standards in ELA and Math (23% and 13%, respectively). Moreover, in the 2023 Dashboard data, a significant increase in English language proficiency was noted compared to the previous year (from 35.8% to 46.8%). However, 27.8% of EL students experienced a decline in their proficiency level.
>
> During the LCAP development process, educational partners identified the need for the following: ongoing instructional support and professional development for teachers, increased collaboration time, support from instructional aides, and expanded learning opportunities for students.
>
> The district plans to improve student performance in ELA, Math, and English learner proficiency through actions that focus on improving Tier 1 instruction and strengthening leadership practices and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Standards Implementation Rubric - ELA/Literacy California State Standards Implementation Metric - ELA/Literacy: 1 - Initial Awareness 2 - Developing Awareness 3 - Full Awareness 4 - Student Awareness 5 - Full Implementation Source: Local Indicator Priority 2A	2023-24 Baseline: Standards & Framework = 1 Planning = 1 Instruction = 1 Formative Assessment = 1 Summative Assessment = 1			2026-27 Target: Standards & Framework = 3 or higher Planning = 3 or higher Instruction = 3 or higher Formative Assessment = 3 or higher Summative Assessment = 3 higher	
3.2	State Standards Implementation Rubric - Math California State Standards Implementation Metric - Math 1 - Initial Awareness 2 - Developing Awareness 3 - Full Awareness 4 - Student Awareness 5 - Full Implementation Source: Local Indicator Priority 2A	2023-24 Baseline: Standards & Framework = 1 Planning = 1 Instruction = 1 Addressing Mathematical Practices = 1 Formative & Summative Assessment = 1			2026-27 Target: Standards & Framework = 3 or higher Planning = 3 or higher Instruction = 3 or higher Addressing Mathematical Practices = 3 or higher Formative & Summative Assessment = 3 or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	English Language Development (ELD) Program Implementation English Learner Program Metric: 1 - Missing Elements 2 - Developing 3 - Core 4 - Core+ 5 - Exemplary Source: Local Indicator Priority 2B	2023-24 Baseline: Defined Program = 1 Data = 1 Family Engagement/Communication = 1 Equity and Access = 1 Professional Learning = 1 State Standard Implementation = 1			2026-27 Target: Defined Program = 3 or higher Data = 3 or higher Family Engagement/Communication = 3 or higher Equity and Access = 3 or higher Professional Learning = 3 or higher State Standard Implementation = 3 or higher	
3.4	Student performance on CAASPP - ELA (DFS and percentage of students that meet or exceeds the standards). Student performance on CAA - ELA (percentage of students demonstrating understanding or scoring in Level 3) Source: CA School Dashboard Priority 4A	2023 DFS in ELA: All Students = -70 EL = -110.4 FY = -125.5 SED = -72.9 SWD = -140.4 2023 CAA ELA: % of students who met Level 3 (understanding) = 5.56%			2026-27 Targets: DFS in ELA: All Students = +5 points or higher from prior year and +15 or higher from Baseline EL = +3 points or higher from prior year FY = +3 points or higher from prior year SED = +3 points or higher from prior year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD = +3 points or higher from prior year` CAA ELA: increase in % of students who meet Level 3 (understanding)	
3.5	Student performance on CAASPP - Math (DFS and percentage of students that meet or exceeds the standards). 2023 CAA Math (% of students who met Level 3 (understanding): Source: CA School Dashboard Priority 4A	2023 DFS in Math: All Students = -102.8 EL = -127.2 FY = -140 SED = -106.1 SWD = -162 2023 CAA Math: % of students who met Level 3 (understanding) = 0%			2026-27 Targets: DFS in Math All Students = +20 points or higher from Baseline CAA Math = increase in % of students who meet Level 3 (understanding)	
3.6	End-of-Year DIBELS Benchmark Screening results % of students scoring at or above benchmark level Source: Local Indicator Priority 8	2023-24 Baseline: District Average: ALL Students K-5 = 45% K-5 EL = 27% K-5 FY = 44% K-5 SED = 42%			2026-27 Target: District Average: Increase by 10% or higher in K-5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Interim Assessment Blocks (IABs) - number of IABs administered and average percentage of students proficient per grade level/school Source: Local Indicator Priority 8	2023-24 Baseline: Average of less than 3 IABs administered per grade level (3-8)			2026-27 Target: 3 or more IABs administered per grade level (3-8) per school	
3.8	Percentage of ELs who make progress toward English proficiency as measured by ELPI. Source: CA school Dashboard Priority 4E	2023 CA Dashboard Baseline: ELPI = 46.8%			2026-27 Target: ELPI = 50% or greater	
3.9	EL Reclassification Rate Source: Data Quest Priority 4F	2023-2024 Baseline: EL Reclassification Rate = 1.86%			2026-27 Target: EL Reclassification Rate = increase by 2% or higher annually	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	District-level TOSAs	Maintain three district-level Teachers on Special Assignment (TOSAs) to deliver training, technical assistance, and coaching to teachers, staff, and administrators throughout the district. One TOSA will specialize in assessment practices and non-categorical programs, another will support new teachers and coordinate district-wide professional learning, and a third will focus on the inclusion of students with disabilities (SWDs) and support special education programs. The district-level TOSAs will work with site-based TOSAs in these areas to ensure cohesive and comprehensive support in teaching and learning, fostering enhanced capacity in all classrooms across the district.	$350,362.08	Yes
3.2	Site-based TOSAs	Maintain three site-based (3 FTE) Teachers on Special Assignment (TOSAs), one for each of the three elementary schools, to provide technical assistance and instructional coaching for teachers and instructional aides. These site-based TOSAs will also serve as core members of the MTSS implementation team, concentrating on academic interventions and RTI programs ("Walk-to-Learn"). This action aims to improve teacher effectiveness, increase new teacher retention, and ensure effective MTSS/RTI implementation, fostering a culture of support and excellence in education.	$592,878.33	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Mentors for Teachers & Other Certificated Staff	Provide stipends for experienced teachers and other certificated staff to mentor new certificated staff, including teachers, speech/language pathologists (SLPs), who are working on their credentials. This action aims to ensure effective onboarding, improve retention of new staff members, and support the professional development of teachers and other certificated staff members.	$14,592.29	Yes
3.4	Independent Study	Pilot a long-term independent study program at our middle school designed to provide personalized instruction for select students on a volunteer basis to meet the diverse learning needs and preferences of students who thrive in a more flexible, self-paced educational environment.	$18,952.96	Yes
3.5	Instructional Aides	Maintain instructional aides (59 FTE) LEA Wide. Instructional aides work to support student learning and enhance classroom instruction in an effort to close the achievement gap.	$2,471,285.63	Yes
3.6	Bilingual Aides	Maintain bilingual aides at each school to provide direct support for English Learners (ELs and LTELs) with language acquisition. Collaborate with teachers to develop effective instructional strategies, support communication between schools.....	$223,367.83	Yes
3.7	Supplemental Curricula & Instructional Materials	Maintain supplemental curricula and instructional materials to enhance and diversify educational resources available to students and teachers, including educational technology resources. This action aims to support differentiated instruction, address diverse learning needs, and improve student academic outcomes across all grade levels.	$262,301.95	Yes
3.8	Professional Development in Improving Tier 1 Instruction	Provide ongoing professional development for educators, specifically focused on building capacity in Tier 1 of the Multi-Tiered System of Support (MTSS). This includes job-embedded, instructional coaching and collaborative learning opportunities aimed at enhancing core instructional practices and universal supports that benefit all students. By concentrating	$124,107.42	No

Action #	Title	Description	Total Funds	Contributing
		on Tier 1 strategies, the district seeks to ensure that foundational instructional practices are robust and effective, providing a strong base for student success. Continuous professional development will help educators implement evidence-based practices and interventions, fostering an inclusive and supportive learning environment. Regular assessment and feedback mechanisms will ensure that the professional development remains relevant and impactful, ultimately improving student outcomes across the district.		
3.9	Data Wise Improvement Process	Implement the Data Wise Improvement Process across all schools, guiding educators through an eight-step model to enhance teaching and learning collaboratively. This process comprises three phases: "Prepare," fostering a culture of collaboration and responsible data use; "Inquire," analyzing diverse data sources to address specific problems; and "Act," developing and executing strategies while assessing effectiveness. Anchored in a commitment to action, assessment, and adjustment, intentional collaboration, and evidence-based focus, this teacher-led approach ensures continuous improvement in teaching practices and student outcomes.	$76,000.00	No
3.10	Response-to-Intervention (Walk-to-Learn)	Strengthen Response to Intervention (RTI) programs (Walk-to-Learn) in elementary schools to effectively support student achievement and meet diverse learning needs. This includes establishing a clear RTI framework with defined tiers of intervention support, ensuring prompt identification and assistance for at-risk students through regular assessments and data analysis, and developing a repository of intervention resources tailored to different levels of student needs.	$50,108.00	Yes
3.11	English Language Development Supplemental Support and Training	Enhance integrated English Language Development (ELD) practices across all schools to improve English proficiency and academic outcomes for all students. This includes conducting professional development and curriculum alignment efforts, implementing integrated ELD practices and assessment strategies, evaluating the effectiveness, and making adjustments to instructional practices based on outcomes.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	FUTURE-READINESS: Expand learning opportunities to improve students' academic performance, holistic development, and college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP Goal #4 was developed based on comprehensive needs assessments, data analysis, and input from educational partners.

The needs assessment highlighted significant challenges with student engagement, as evidenced by a chronic absenteeism rate of 46.6% in the 2023 Dashboard data. Despite some improvement from the previous year, this rate remains roughly double the county and state averages and higher than the pre-pandemic rate in 2018-19. The district also qualifies for Differentiated Assistance due to chronic absenteeism among foster youth and students with disabilities. Feedback from students, teachers, staff, and parents underscored numerous barriers leading to students' absenteeism and school failure.

To tackle these issues, the district will continue to offer support and enrichment opportunities beyond the regular school day, including academic skill development, enrichment activities, sports and athletics, and career and real-world exploration. Programs like Saturday Camp, Summer Camp, and Saturday School/Summer School will provide engaging educational experiences outside of standard school hours.

The district will also focus on improving student outcomes by addressing the needs of the whole-child, whole-school, and whole-community. This will include providing a wide range of opportunities for academic support, enrichment, sports, holistic development, and career exploration. Progress will be measured using specific metrics, aligning with the community schools model to ensure a supportive and inclusive educational environment that addresses all aspects of a student's experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of students enrolled in electives/CTE courses Number of electives & CTE courses offered Source: Local Indicator Priority 7A	2023-24 Number of Elective Courses Offered = 24 All Students Electives = 1084 FY - 1 SED - 510 EL - 60 Number of CTE Courses Offered = 0 Number of Students Enrolled in CTE = 0			2026-2027: Maintain number of Electives offered and increase the number of CTE courses offered. Increase enrollment in Electives and CTE courses by at least 5% from prior year and at least 10% from Baseline	
4.2	Number of students participating in Expanded Learning Programs Source: Local Indicator Priority 7B	2023-24 After School & Athletics: 1,347 students 2024 Summer Camp: 415 students			2026-2027 After School & Athletics: Continue to meet state target for After School Enrollment	
4.3	Percentage of students with disabilities (SWDs) served inside the regular classroom for at least 80% of the day Source: Local Indicator Priority 7C	2024 = 62.1% (283 students)			2026 = 65% or higher	
4.4	Student Performance on CAST (percentage of	2023 CAST Results:			2026 CAST Results:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students that meet or exceeds standards). Source: Local Indicator Priority 4A	5th Grade (ALL) = 15.7% EL = 0% FY = N/A SED = 15.20% SWD = 7.14% 8th Grade (ALL) = 18.8% EL = 0% FY = N/A SED = 15.51% SWD = 7.14%			All students (5th & 8th) = +5% from Baseline	

Goal Analysis [2023-24]

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	After School Support & Enrichment	Provide after school opportunities for academic support, enrichment, career exploration, and skill development. This action includes a variety of activities such as Career Technical Education (CTE) exploratory instruction, tutoring, and homework help, aimed at enhancing student learning and engagement beyond the traditional school day.	$4,261,466.54	No
4.2	Athletics/Sports	Provide athletics and sports enrichment opportunities for students after school to promote physical fitness, teamwork, leadership skills, and overall well-being among students.	$526,313.06	No
4.3	Maker Spaces/ STEAM Labs	Increase students' access to the STEAM (Science, Technology, Engineering, Arts, and Mathematics) Lab or Maker Space within the district by making it available during the lunch recess period in addition to after school. This action increases students' access to hands-on, experiential learning opportunities where they can explore, create, design, and problem-solve using various tools, materials, and technologies.	$90,000.00	No
4.4	Saturday Camp & Summer Camp	Implement Saturday Camp and Summer Camp programs to provide students with enriching and engaging educational experiences outside of regular school hours. These camps offer opportunities for academic reinforcement, skill development, and social interaction in a relaxed and supportive environment. These programs provide valuable support to families by offering safe and enriching environments for students during weekends and summer breaks, reducing barriers to access and promoting equity in education. Additionally, Saturday Camp and Summer Camp activities promote community engagement and collaboration by involving local organizations and businesses in supporting student learning and development. This action aims to enhance educational opportunities for students and strengthens community ties.	$585,002.79	No
4.5	Saturday School & Summer School	Implement Saturday School and Summer School programs to provide additional academic support and enrichment for students. Saturday School	$479,575.67	Yes

Action #	Title	Description	Total Funds	Contributing
		will offer targeted instruction and intervention on weekends, while Summer School will provide remedial and enrichment courses during the summer break. This action aims to address learning gaps, prevent learning loss, and enhance mastery of core subjects. Staffed by qualified educators, the programs will also incorporate social-emotional learning components to support student well-being. Regular assessments will track student progress, ensuring effective and personalized instruction.		
4.6	Study Trips	Implement study trips for students across all grade levels as part of their educational experience. Study trips offer students the opportunity to explore new environments, cultures, and learning opportunities outside the classroom, enriching their academic knowledge and fostering personal growth. This action enriches the educational experiences of students and strengthens community partnerships. Study trips offer opportunities for collaboration between schools, families, and local organizations, furthering the district's commitment to holistic student development and community involvement.	$46,900.00	Yes
4.7	Edible School Yard	Establish an Edible School Yard program at all schools, promoting hands-on learning, environmental stewardship, and healthy eating habits. This action includes hiring a part-time Garden Specialist to oversee the gardens' ongoing care and maintenance, collaborate with educators, and facilitate student involvement. Additionally, it involves purchasing the necessary materials and equipment to build and sustain the gardens.	$44,961.52	No
4.8	Electives & CTE	Enhance elective and Career Technical Education (CTE) offerings at our middle school by maintaining specialized teachers in areas such as band, choir, and STEM/STEAM and scaling CTE exploratory courses aligned to the offerings of our neighborhood high school. This action aims to provide students with the opportunities to explore their interests, develop new skills, and prepare for future academic and career success. This action also strengthens community ties through performances, showcases, and partnerships with local businesses and organizations, contributing to a vibrant and supportive school culture.	$1,197,938.89	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	Visual & Performing Arts (VAPA)	Expand the district's visual and performing arts (VAPA) programs by adding an elementary music teacher and an elementary STEAM (Science, Technology, Engineering, Arts, and Mathematics) teacher and purchasing additional band/music and visual arts equipment for students. This action aims to establish a comprehensive, high-quality arts education that fosters creativity, critical thinking, and a love of learning among elementary students.	$227,498.58	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12365396.00	$1,601,325

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.328%	0.000%	$0.00	41.328%

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:** Administrative Support Staff **Need:** The identified needs of our unduplicated students include instability, language barriers, and overall limited resources and enriching opportunities. Our unduplicated students also experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities, that	Expanding staffing at each school and across various business and operations departments is essential to meet the needs of our unduplicated students. Increasing personnel allows us to support district initiatives, streamline administrative processes, allocate resources efficiently, and improve facilities and transportation management. By enhancing the efficiency and effectiveness of school and district operations, we aim to reduce barriers to student attendance, ensure the effective implementation of district initiatives, and	Metric 1.1 Metric 1.3 Metric 1.4 Metric 1.5 Metric 1.6 Metric 2.5 Metric 2.6 Metric 2.10

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
	further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. The following data helps to support the need to close achievement gaps both in Chronic Absenteeism and Student sense of belonging. Chronic Absenteeism 2023 Dashboard ALL students = 46.7% EL = 43.5% FY = 44.2% SED = 48.1% SWD = 49% School Climate & School Connectedness Survey 2023-24 Baseline: Elementary (4th-5th): 19.2% = Moderate-High Thriving 23.6% = Moderate-High Risk School Connectedness: T-score of 53.72 (Average range) Middle (6th-8th): 29.3% = Moderate-High Thriving 21.6% = Moderate-High Risk School Connectedness: T-score of 46.73 (Low Average range) Further, educational partners have expressed an overarching desire for improved processes and procedures for supporting students, families, and staff that will improve students levels of engagement.	foster a culture of inclusivity and equity. This action will be provided LEA-wide. Ultimately, this will promote improvement of student and family engagement and well-being for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Teacher/Staff Recruitment and Retention Resources **Need:** In order to address student academic outcomes the district will invest in new teacher recruitment, training and support. By providing professional learning and support to teachers as they clear their credential the district will work towards providing fully credentialed teachers who are trained to meet the needs of our unduplicated population. 2023 CA Dashboard Data reflects an achievement gap for our unduplicated population ELA All Students -69.8 DFS EL -110.4 DFS SED - 72.9 DFS FY - 125.5 DFS Math All Students -102.8 DFS EL - 127.2 DFS SED - 106.1 SED FY - 140.0 DFS	Investing in materials and resources for recruitment, hiring, onboarding, and training processes, along with celebrating student and staff successes and improving communication, directly addresses the needs of our unduplicated students. These resources, including brochures, kits, and training materials, ensure equitable access to support for all staff members. Additionally, tools like social media management platforms and transportation routing systems streamline operations, making services more accessible for vulnerable student populations. Although this action is focused on closing the achievement gap for our unduplicated student groups it is being offered on an LEA-Wide basis to foster a culture of support, promoting pride, belonging, and excellence among all students.	Metric 1.6 Metric 1.7 Metric 3.4 Metric 3.5

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
	Further, teacher recruitment and retention are among the top concerns for our educational partners. **Scope:** LEA-wide		
1.3	**Action:** Professional Development - Leadership & District Operations **Need:** As our student needs and staffing grow, we require more resources and professional development for staff to meet the diverse needs of our students. 2023 CA Dashboard Data reflects an achievement gap for our unduplicated population ELA All Students -69.8 DFS EL -110.4 DFS SED - 72.9 DFS FY - 125.5 DFS Math All Students -102.8 DFS EL - 127.2 DFS SED - 106.1 SED FY - 140.0 DFS Educational partners have called out the need for ongoing professional development for staff and administrators. They have also	Implementing ongoing professional development opportunities for administrators and staff directly addresses the needs of unduplicated students. Professional development aimed at leadership and management practices helps to streamline district functions, such as personnel management and data analysis, enhances the efficiency and effectiveness of district operations, ensuring that resources are allocated equitably and services are delivered promptly to underserved students. This action is being offered on an LEA wide basis. This commitment to continuous learning and improvement ultimately strengthens our district's culture of service and support, creating an environment where all students feel valued, supported, and empowered to succeed.	Metric 1.2 Metric 3.4 Metric 3.5

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
	specifically highlighted professional development in leadership and management practices to improve district operations and overall district culture. **Scope:** LEA-wide		
2.1	**Action:** FACE Facilitators **Need:** Our unduplicated students experience many barriers to regular school attendance such as transportation issues, health concerns, instability, or family responsibilities. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). Educational partners highlight the importance of parent/family involvement in children's education and the urgent need to remove barriers to school attendance so that our students receive the instruction and services they need to succeed in school and life beyond school. **Scope:**	This action addresses the needs of our unduplicated students by providing direct support to unduplicated students and enhancing family engagement and support. FACE Facilitators will provide case management of our unduplicated students and monitor their school attendance, working to remove barriers to attendance and reduce chronic absenteeism. They will serve as key members of the MTSS implementation team within their respective sites with a focus on improving the school attendance of our unduplicated students. This action will be offered on an LEA-Wide basis asFACE facilitators also play a crucial role in bridging the gap between the school district, families, and the broader community, fostering stronger connections, and promoting a supportive environment that enhances student success and well-being.	Metric 2.1 Metric 2.2 Metric 2.4 Metric 2.5 Metric 2.6 Metric 2.10

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
	LEA-wide		
2.2	**Action:** Campus Security & Attendance Supervisors **Need:** Our unduplicated students experience many barriers to regular school attendance such as transportation issues, health concerns, instability, or family responsibilities. They also experience behavior challenges when at school, often leading to disciplinary action such as suspensions. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Student behaviors were a common theme voiced by educational partners as concerning and an area in which schools need more support and resources to improve. **Scope:** LEA-wide	This action addresses the needs of our unduplicated students by facilitating enhanced monitoring and support, ensuring a safe and supportive learning environment while tackling chronic absenteeism and suspensions. Campus Security & Attendance Supervisors will collaborate with educators and site administrators to develop and implement comprehensive support plans for students in need to keep students engaged in their education. This collaboration ensures that students receive the necessary resources and support both at school and at home. By offering this action on a LEA-Wide basis Campus security can ensure a safe and welcoming environment for all students, especially those who may feel marginalized or at risk. By maintaining student safety and addressing absenteeism, they help create a stable and conducive learning atmosphere, which is essential for the academic success and well-being of our high-needs students.	Metric 2.5 Metric 2.6 Metric 2.7 Metric 2.8 Metric 2.9 Metric 2.10

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:** School Counselors **Need:** Results of our 2024 Covitality Social Emotional Health Surveys show about 23% of our elementary students (4th-5th grade) and about 21.5% of our middle school students (6th-8th grade) who completed the survey experience moderate to high levels of psychological distress. The results also reveal low average school connectedness and low average overall life satisfaction for our middle school students. Our unduplicated students experience many more life challenges than other students, such as transportation issues, health concerns, instability, or family responsibilities, that interfere with their regular school attendance. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). Our unduplicated students also experience behavior challenges when at school, often leading to disciplinary action such as suspensions. The Dashboard data show the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners emphasize the importance and need for instruction in social-	This action addresses the needs of our unduplicated students by expanding their access to social-emotional and behavioral support, that they otherwise would not receive, at school. These counselors will be core members of site-based MTSS teams, focusing on enhancing Tier 1 social-emotional learning (SEL). School counselors will collaborate with educators in integrating SEL into daily instruction. By integrating SEL into daily instruction and offering targeted interventions and supportive counseling. By offering this action on an LEA wide basis the counselors help create a supportive and inclusive environment that promotes the well-being and academic success of all students, especially our students with the highest needs.	Metric 2.5 Metric 2.6 Metric 2.7 Metric 2.8 Metric 2.9 Metric 2.10

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
	emotional learning to help students better comprehend their emotions, demonstrate self-control and empathy for others, make positive, responsible decisions, create frameworks to achieve their goals, and build positive relationships with others. **Scope:** LEA-wide		
2.4	**Action:** School Nurses & LVNs **Need:** Educational partners report that health concerns are among the many barriers to regular school attendance that our unduplicated students experience. Data from our student information system (SIS) show an average of 5119 health office visits per school for the 2023-24 school year, this is about 29 health office visits per day, per school. Our SIS data also show we had 513 health alerts during the school year. Additionally our CA School Dashboard data reflects the following Chronic Absenteeism rates. 2023 Baseline: ALL students = 46.7% EL = 43.5% FY = 44.2% SED = 48.1%	This action addresses the needs of our unduplicated students by providing essential medical services, promoting health education, and supporting overall wellness, that they otherwise may not receive, for our high-needs students. Our intention is to keep kids healthy and in school. This action is being offered on an LEA-Wide basis to maintain a healthy school environment, nurses and LVNs help reduce health-related barriers to learning, improve attendance, and create a supportive atmosphere that enhances academic success and personal development for all students.	Metric 2.3 Metric 2.5 Metric 2.6

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
	SWD = 49% **Scope:** LEA-wide		
2.5	**Action:** Program Specialists **Need:** Local special education data indicate many of our unduplicated students are students with disabilities who require specialized academic instruction in the least restrictive environment (FY = 2.5%, EL= 6%, SED = 91%). This indicates the need for effective collaboration between general education and special education to meet the needs of students. Local data indicate over 50% of the district's special education teachers are new to the profession and not yet fully credentialed. Educational partners have emphasized the intense need for support for these new teachers to meet the needs of our most vulnerable students, unduplicated students as well as students with disabilities. Educational partners have also voiced the need for more support for general education teachers to enhance the inclusion of students with disabilities. Local special education data indicate the district did not meet state the target for the number of students with disabilities being served in the general education environment for at least 80% of the	This action addresses the needs of our unduplicated students by ensuring that educational services that these students may not otherwise receive and are of high quality and tailored to the needs of high-needs students. This action is being offered on an LEA-Wide basis so that all students can benefit from the services of a program specialist and school psychologist who help to facilitate a supportive learning environment, enhancing student academic progress and well-being.	Metric 2.3 Metric 2.5 Metric 2.6 Metric 2.8 Metric 2.9 Metric 2.10

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
	school day. Recent data indicate we are at 62.1% on this metric and the state target is 64%. **Scope:** LEA-wide		
2.6	**Action:** School Psychologists **Need:** Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners emphasize the importance and need for student support staff with expertise in comprehensive services, including assessment, intervention planning, and implementation. They also highlight the need for expanding students' access to social/emotional and behavioral supports on site.	This action addresses the needs of our unduplicated students by providing comprehensive support, assessment, and interventions. These psychologists offer direct services to students, helping to mitigate challenges. By consulting with teachers, staff, families, and other mental health professionals, they ensure a collaborative approach to improving outcomes for students with exceptional needs and students at-risk for academic failure. Serving as core members of the Multi-Tiered System of Support (MTSS) implementation teams, the psychologists work closely with school administrators to enhance school-wide practices and policies. Additionally, this action is being addressed on an LEA-Wide basis as they collaborate with community providers to coordinate necessary services, thereby creating a more supportive and responsive educational environment that promotes the academic success and well-being of these vulnerable student groups.	Metric 2.5 Metric 2.7 Metric 2.8 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
	Scope: LEA-wide		
2.8	**Action:** Behavior Intervention Specialists **Need:** Our School Wide Information System (SWIS) data show an average of about 101 office discipline referrals per month, per school, the majority are due to student disruptive behaviors in the classroom. Additionally CA Dashboard Suspension data reflects a need for BIA's to support students in learning different ways to respond when dis-regulated. CA Dashboard Suspension Data 2023-24 Baseline: ALL students = 5.6% EL = 1.9% FY = 8.0% SED = 6.0% SWD = 8.8% Educational partners have expressed a major need for support staff to assist with managing behavioral incidents and provide immediate de-escalation and restorative support for students. Educational partners also highlight the need for more student support providers to connect with students and help keep them engaged and successful in school. **Scope:**	Students who miss class due to behavioral issues miss crucial instructional minutes. BIS will work directly with EL, SED and FY students exhibiting challenging behaviors, offering one-on-one or small-group interventions to teach and reinforce appropriate social and behavioral skills, lessening office referrals and increasing their access to instructional time. This action is being offered on an LEA wide basis to ensure a safe and supportive school environment for all students.	Metric 2.5 Metric 2.6 Metric 2.7 Metric 2.8 Metric 2.9 Metric 2.10

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
	LEA-wide		
2.9	**Action:** Supervision Aides **Need:** Our School Wide Information System (SWIS) data show an average of about 101 office discipline referrals per month, per school. An average of about 138 of these referrals are due to incidents occurring in the playground/yard area. Additionally CA Dashboard Suspension data reflects a need for Supervision Aides to support students who may need additional behavioral supports throughout the school day. CA Dashboard Suspension Data 2023-24 Baseline: ALL students = 5.6% EL = 1.9% FY = 8.0% SED = 6.0% SWD = 8.8% Safety is among the top priorities of educational partners. Supervision aides assist in monitoring students during unstructured settings and in creating a secure and welcoming school environment. **Scope:** LEA-wide	This action addresses the needs of our unduplicated students by ensuring their safety and providing consistent support throughout the school day. They support the implementation of school-wide behavior management programs and supervise transitions and activities, helping to maintain order and structure. By fostering a safe and orderly environment, these aides play a critical role in enhancing academic achievement and supporting effective classroom management, thereby contributing to the overall well-being and success of our most vulnerable student groups EL, SED and FY. This is being offered on an LEA-Wide basis so that all students can benefit from a strong MTSS program.	Metric 2.8 Metric 2.9 Metric 2.10

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
2.10	**Action:** Other Essential Student Support Staff **Need:** The identified needs of our unduplicated students include instability, language barriers, and overall limited resources and enriching opportunities. Our unduplicated students also experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities, that further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. They also experience behavior challenges when at school, often leading to disciplinary action such as suspensions. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Additional support staff such as our counseling center receptionist, crossing guards, transportation staff, and translators/interpreters are of high value to our educational partners because they help to foster a safe, inclusive, and supportive learning environment for all students.	This action addresses the needs of our unduplicated students by ensuring their safety and well-being. Receptionists/clerks facilitate the smooth operation of student support services and programs, ensuring that students have access to necessary resources and assistance. Crossing guards play a crucial role in ensuring the safe passage of students to and from school, particularly in areas with high traffic or safety concerns. Interpreters/translators bridge language barriers, facilitating communication between students, families, and school staff to ensure that English learners receive the support they need to succeed academically. Transportation staff ensure that students have reliable access to school, addressing barriers related to transportation that may affect low-income students' attendance and participation. By maintaining these essential support staff, the district demonstrates its commitment to fostering a safe, inclusive, and supportive learning environment for all students, particularly those who are most vulnerable.	Metric 2.3 Metric 2.4 Metric 2.5 Metric 2.6 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
	Scope: LEA-wide		
2.11	**Action:** Additional Vehicles **Need:** Transportation is one of the major needs of our unduplicated students as reported by educational partners. Lack of reliable transportation has been cited by parents as reasons for students' absences. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). Procuring additional vehicles can help meet the need for reliable home-to-school transportation of many of our students/families, ultimately improving school attendance and student success in school. This action was continued from the previous LCAP because the additional vehicles (two buses and two vans) that the district ordered have not yet arrived this school year. The funding amounts will be carried over to the 24-25 LCAP and budget if the vehicles do not arrive by the close of the fiscal year.	This action addresses the needs of our unduplicated students by enhancing transportation services and ensuring safe and efficient transit for students in need. For FY who may experience changes in living situations, reliable transportation to and from school is crucial for maintaining stability in their education amidst living changes. ELs benefit from access to transportation to have the opportunity to access language support services as well as participate in other enriching, extracurricular activities. Additionally, reliable school transportation is essential for SED students, who may lack private or public transportation options. By procuring more vehicles, the district aims to reduce transportation barriers and promote equitable access to education for all students, regardless of socioeconomic status or individual circumstances. This action is being provided on an LEA-Wide basis to reduce transportation barriers and promote equitable access to education for all students.	Metric 2.5 Metric 2.6

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		
2.12	**Action:** Positive Behavior Intervention & Supports (PBIS) **Need:** The identified needs of our unduplicated students include instability, language barriers, and overall limited resources and enriching opportunities. Our unduplicated students also experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities, that further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. They also experience behavior challenges when at school, often leading to disciplinary action such as suspensions. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Our School Wide Information System (SWIS) data show an average of about 101 office	PBIS helps to address the diverse needs our SED, EL and FY populations by strengthening Positive Behavioral Interventions and Supports (PBIS) across all schools. PBIS includes integrating the teaching of positive prosocial behaviors in classrooms and implementing effective, appropriate consequences for behavior, ensuring a comprehensive approach to student development. This action is being offered on an LEA-Wide basis so that all students can benefit from a more inclusive and effective educational experience.	Metric 2.5 Metric 2.6 Metric 2.7 Metric 2.8 Metric 2.9 Metric 2.10

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
	discipline referrals per month, per school. An average of about 138 of these referrals are due to incidents occurring in the playground/yard area. Student behavior challenges are among the top concerns for educational partners. Further, educational partners called for consistent protocols for managing students with challenging behaviors and improvement in communication and collaboration among staff members in addressing behaviors. **Scope:** LEA-wide		
2.14	**Action:** ATS & OCI **Need:** Concerns about student behaviors were prevalent among educational partners. Educational partners have expressed a major need for alternative educational options for students with chronic behavioral difficulties. Our School Wide Information System (SWIS) data show an average of about 101 office discipline referrals per month, per school, the majority are due to student disruptive behaviors in the classroom and the playground/yard. The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%)	This action addresses the needs of our unduplicated students by providing targeted support and education for students whose behaviors hinder their learning and have not responded to other interventions. By offering structured environments focused on behavioral improvement and academic continuity, these programs aim to address the underlying issues contributing to disruptive behavior while ensuring that students continue to receive educational support. This action is being offered on an LEA-Wide to keep students engaged in learning and reduces the likelihood of further disciplinary actions, ultimately promoting academic success and positive behavior for all students.	Metric 2.5 Metric 2.6 Metric 2.7 Metric 2.8 Metric 2.9 Metric 2.10

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
	student groups are above the state average of 3.5% and district average of 5.6%. Educational partners have expressed high value for alternative education programs such as Alternate-to-Suspension (ATS) and On-Campus Intervention (OCI) programs for students with chronic behavioral difficulties. **Scope:** Schoolwide		
3.1	**Action:** District-level TOSAs **Need:** Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data, their performance fell within the Very Low level in both ELA (70.1 points below average) and Math (95.1 points below average). Additionally, the Dashboard data reveals chronic absenteeism rates for our unduplicated students (FY=44.2%, EL=43.5%, and SED=48.1%) are nearly double the state average of 24.3%. This underscores an urgent need for tailored support services and resources to remove barriers to school attendance, as well as an intense focus on building instructional capacity in all classrooms to meet the needs of our unduplicated students. Moreover, the themes of effective instruction, professional	One TOSA will focus on assessment practices and non-categorical programs to ensure equitable educational opportunities. Another TOSA will support new teachers and coordinate district-wide professional learning, fostering an environment where educators can enhance their teaching skills to meet diverse student needs. The third TOSA will enhance the inclusion of students with disabilities and support special education programs across the district. By collaborating with site-based TOSAs and administrators, these district-level TOSAs will provide specialized support and professional development, contributing to the continuous improvement of teaching practices and promoting the academic success of unduplicated students district-wide, therefore this action is being offered on an LEA-Wide basis.	Metrics 3.1 - 3.9

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
	development, and teacher support emerged prominently among educational partners. **Scope:** LEA-wide		
3.2	**Action:** Site-based TOSAs **Need:** Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data, their performance fell within the Very Low level in both ELA (70.1 points below average) and Math (95.1 points below average). Additionally, the Dashboard data reveals chronic absenteeism rates for our unduplicated students (FY=44.2%, EL=43.5%, and SED=48.1%) are nearly double the state average of 24.3%. This underscores an urgent need for tailored support services and resources to remove barriers to school attendance, as well as an intense focus on building instructional capacity in all classrooms to meet the needs of our unduplicated students. Moreover, the themes of effective instruction, professional development, and teacher support emerged prominently among educational partners. **Scope:**	By providing direct technical assistance and coaching to general education teachers and instructional aides, our site-based TOSAs can elevate their instructional practices to better serve the needs of our unduplicated students. This support involves conducting regular classroom observations, providing constructive feedback, and modeling effective teaching techniques. Through collaboration with district-level TOSAs and supporting MTSS/RTI programs within their schools, site-based TOSAs play a vital role in enhancing the overall quality of tier-1 instruction district-wide.	Metric 1.2 Metric 1.7 Metrics 3.1 - 3.9

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
	LEA-wide		
3.3	**Action:** Mentors for Teachers & Other Certificated Staff **Need:** Over 10% of our teaching staff and 40% of our speech/language pathologists (SLPs) are not yet fully credentialed and require support and mentorship. Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data, their performance fell within the Very Low level in both ELA (70.1 points below average) and Math (95.1 points below average) This underscores an urgent need for professional development of our certificated staff who are new to their role to build their capacity to meet the needs of our unduplicated students. Moreover, the themes of effective instruction, professional development, and teacher/SLP support emerged prominently among educational partners. **Scope:** LEA-wide	To improve instructional delivery and improving student achievement for SED, EL and FY this action helps to ensure effective onboarding, enhancing the retention of new staff members and facilitating the professional development of teachers and other certificated staff. This mentorship program helps create a supportive environment for new educators, enabling them to better address the diverse needs of students, particularly those who are struggling academically. This action is being provided on an LEA-Wide basis in order to contribute to improving educational outcomes for all students by fostering a strong and effective teaching workforce.	Metric 1.2 Metric 1.7 Metric 3.4 Metric 3.5
3.4	**Action:** Independent Study	This action addresses the needs of our unduplicated students by providing an opportunity for more personalized instruction students,	Metric 2.6 Metric 3.4 Metric 3.5

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
	Need: Unduplicated students experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities that further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. CA State Chronic Absenteeism Rate 24.3% Standard School District Chronic Absenteeism Rate 46.7% FY 44.2% EL 43.5% SED 48.1% Educational partners have communicated that instability, language barriers, and limited resources create barriers that make attending a traditional school difficult. Some parents/families of students experiencing these challenges and other unique circumstances have requested alternative options to the regular school schedule. **Scope:** Schoolwide	accommodating the diverse learning needs and preferences of students who demonstrate need for a more flexible educational setting. By offering this alternative approach, the program accommodates students who may benefit from a more individualized learning experience, ensuring that their unique academic needs are met. This personalized instruction fosters a supportive and conducive environment for academic growth and success, ultimately promoting the achievement and well-being of high-needs students within the district.	
3.5	**Action:** Instructional Aides **Need:** Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data,	This action addresses the needs of our unduplicated students by providing support to teachers in delivering high-quality instruction and meeting the diverse needs of students. By assisting teachers in various aspects of instruction, they help create inclusive learning environments where all students can thrive.	Metric 3.6

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
	their performance fell within the Very Low level in both ELA (70.1 points below average) and Math (95.1 points below average). Further, they have also demonstrated high rates of suspensions and chronic absenteeism (rates are very high or within the Red Indicator level for FY). The academic and behavioral challenges of our unduplicated students highlight the need for high-quality instruction. Providing teachers with the resources and support they need to be able to deliver high-quality instruction is essential. Instructional aides are among the resources voiced by educational partners as essential in providing classroom support for both students and teachers. **Scope:** LEA-wide	This action is being offered on a school-wide basis as a pilot program at the middle school to provide an Independent study option for all students. This support contributes to student success and academic achievement by ensuring that all students receive the attention and assistance they need to excel academically, regardless of their background or learning abilities.	
3.7	**Action:** Supplemental Curricula & Instructional Materials **Need:** Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data, their performance fell within the Very Low level in both ELA (-110.4 DFS) and Math (127.2 DFS). Additionally, the Dashboard data reveals chronic absenteeism rates for our unduplicated students (FY=44.2%, EL=43.5%,	This action addresses the needs of our unduplicated students by enriching and diversifying educational resources. These resources, which include educational technology tools, aim to support differentiated instruction and cater to the diverse learning needs of students. By providing a variety of materials and resources, teachers can better accommodate the unique needs of these student groups, ensuring that all students have access to high-quality instruction. This action is being offered on an LEA-Wide basis and is designed to improve student outcomes across all grade levels by equipping teachers with the resources they need to effectively address the	Metrics 3.4 Metric 3.5 Metric 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and SED=48.1%) are nearly double the state average of 24.3%. This underscores an urgent need for an an intense focus on building instructional capacity in all classrooms to meet the needs of our unduplicated students. Educational partners have expressed high value in maintaining supplemental curricula and instructional materials to address these identified needs. **Scope:** LEA-wide	varied needs of foster youth, English learners, and low-income students.	
3.10	**Action:** Response-to-Intervention (Walk-to-Learn) **Need:** Our unduplicated student populations have historically underperformed on state tests for ELA and Math demonstrating the need for improved and increased academic data analysis and interventions. CAASSP ELA All Students -69.8 DFS EL -110.4 DFS FY -125.5 DFS SED -72.9 DFS CAASSP Math All Students -102.8 DFS EL -127.2 DFS FY -140.0 DFS SED -106.1 DFS	RTI works to identify and address academic gaps for EL, SED and FY students through regular assessments and data analysis, and developing a repository of intervention resources tailored to different levels of student needs. Although this action focuses on our unduplicated population it is being provided on an LEA-Wide basis so that all students may benefit from intervention resources.	Metric 3.4 Metric 3.5 Metric 3.6

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
	Educational partners have expressed high value in maintaining supplemental curricula and instructional materials to address these identified needs. **Scope:** LEA-wide		
4.5	**Action:** Saturday School & Summer School **Need:** Our unduplicated students also experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities, that further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. They also experience behavior challenges when at school, often leading to disciplinary action such as suspensions. 2023 DFS in ELA: All Students = -70 EL = -110.4 FY = -125.5 SED = -72.9 SWD = -140.4 2023 DFS in Math: All Students = -102.8 EL = -127.2 FY = -140	Implementing Saturday School and Summer School programs directly addresses the needs of our unduplicated students by providing additional academic support and enrichment. Saturday School offers targeted instruction/interventions and attendance recovery opportunities on weekends, while Summer School provides remedial and enrichment courses during the summer break. This action is being offered LEA-Wide so that these programs can help to address learning gaps, prevent learning loss, and enhance mastery of core subjects. Staffed by qualified educators, they also incorporate social-emotional learning components to supports for all students.	Metric 3.4 Metric 3.5 Metric 3.6 Metric 3.8 Metric 3.9 Metric 4.1 Metric 4.2 Metric 4.4

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
	SED = -106.1 SWD = -162 Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners have emphasized the need for additional academic support and enrichment for students during the summer break to prevent summer learning loss. **Scope:** LEA-wide		
4.6	**Action:** Study Trips **Need:** Our unduplicated students experience barriers such as limited opportunities for enriching experiences outside of school hours. By providing experiences outside of the classroom that students otherwise may not experience, Study Trips help to engage students in learning, increasing their overall engagement in school. This action includes funding for EL, SED and FY 6th grade	Implementing study trips for students across all grade levels addresses the needs of our unduplicated students by offering enriching educational experiences outside the classroom. These trips provide opportunities to explore new environments, cultures, and learning contexts, enhancing academic knowledge and personal growth. By exposing students to diverse settings and experiences, study trips help bridge educational gaps and promote equity. Additionally, these trips foster community partnerships and collaboration between schools, families, and local organizations, reinforcing the district's commitment	Metric 4.4 Metric 2.6

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
	students to attend camp KEEP which offers students a hands on learning experience for Science and Environmental Studies. CA Dashboard Chronic Absenteeism 2023-24 Baseline: ALL students = 46.7% EL = 43.5% FY = 44.2% SED = 48.1% SWD = 49% 2023 CAST Results: 5th Grade (ALL) = 15.7% EL = 0% FY = N/A SED = 15.20% SWD = 7.14% 8th Grade (ALL) = 18.8% EL = 0% FY = N/A SED = 15.51% SWD = 7.14% Educational partners describe challenges our unduplicated students experience such as generational poverty, multiple family and multi-generational dwellings, and limited or no access to personal vehicles limiting students' opportunities to travel outside their neighborhood. **Scope:**	to holistic student development and community involvement with the goal of increasing overall student engagement This comprehensive approach is being offered on an LEA-wide basis in order to support the academic and social-emotional well being of all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.8	**Action:** Electives & CTE **Need:** Local and dashboard data shows a low level of engagement with our SED, EL and FY student groups. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners have emphasized the importance and urgent need to increase student engagement and school connectedness. Educational partners have also expressed high value for exposing students to career-related exploratatory opportunities, aligned to students' interests as well as to the offerings in the neighborhood high school to better engage students in school. **Scope:** Schoolwide	This action addresses the needs of our unduplicated students by providing diverse and engaging learning opportunities, helping students explore interests, develop skills, and prepare for future academic and career success that they otherwise would not have access to. Strengthening community ties through performances, showcases, and partnerships with local businesses and organizations fosters a supportive school culture, promoting a sense of belonging and pride. This action is being offered LEA-wide as to support a holistic student development that bridges educational gaps that benefit all students.	Metrics 3.1 - 3.9 Metrics 2.4 - 2.6 Metric 2.9 Metric 4.1

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
3.6	**Action:** Bilingual Aides **Need:** The 2023 Dashboard data show the district increased significantly from the prior year (from 35.8% to 46.8%) in our English Learners' progress as measured by ELPI. However, the data also show about 27% of ELs declined in their level of English proficiency. This indicates more work is needed to ensure ELs make progress in English proficiency as well as in meeting state standards for core academic subjects. Assistance from bilingual aides has been expressed as invaluable by educational partners. Our DELAC committee, for instance, has expressed appreciation for the academic support their students receive from bilingual aides as well as support for parents in communicating with educators. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the needs of our unduplicated students by providing direct assistance to ELs, helping them navigate language barriers and access academic content. They collaborate with teachers to develop effective instructional strategies tailored to the needs of ELs, ensuring that they receive targeted support to succeed academically. Additionally, bilingual aides facilitate communication between schools and families, promoting greater family engagement and involvement in their children's education. By promoting cultural competency within the school community, these aides help create an inclusive environment where ELs feel valued and supported, ultimately contributing to their academic success and overall well-being.	Metric 3.8 Metric 3.9
3.11	**Action:** English Language Development Supplemental Support and Training	By providing supplemental support and training to certificated staff. Teachers will have the necessary	Metric 3.4 Metric 3.8 Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: English Learners historically underperform on state tests for ELA. According to the 2023 Dashboard data their performance fell within the Very Low level in ELA (-110.4 DFS) **Scope:**	tools to help to close the achievement gap for our English Learner population.	

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant funding will be used to maintain and expand classified staff (e.g, instructional aides, bilingual aides, and administrative support staff) to provide direct services to students at schools that have a high concentration of foster youth, English learners, ad low-income students. Goal 3 Action 3.5 Goal 1 Action 1.1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1-to-10
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1-to-16

2024-25 Total 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	29920145.00	12365396.00	41.328%	0.000%	41.328%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,470,396.00	$8,064,790.80	$0.00	$740,967.55	$21,276,154.35	$16,632,383.88	$4,643,770.47

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	Administrative Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,323,101.96	$11,009.96	$2,334,111.92	$0.00	$0.00	$0.00	$2,334,111.92	
1	1.2	Teacher/Staff Recruitment and Retention Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$179,244.88	$179,244.88	$0.00	$0.00	$0.00	$179,244.88	
1	1.3	Professional Development - Leadership & District Operations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$235,080.53	$203,950.00	$27,330.53	$0.00	$3,800.00	$235,080.53	
1	1.4	Community Schools Coordinator	All	No			All Schools	on-going	$200,604.65	$0.00	$0.00	$200,604.65	$0.00	$0.00	$200,604.65	
2	2.1	FACE Facilitators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$327,883.09	$1,622.03	$159,038.95	$168,844.14	$0.00	$1,622.03	$329,505.12	
2	2.2	Campus Security & Attendance Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$497,718.70	$4,376.10	$247,829.58	$254,265.22	$0.00	$0.00	$502,094.80	
2	2.3	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$947,572.04	$0.00	$471,063.43	$476,508.61	$0.00	$0.00	$947,572.04	
2	2.4	School Nurses & LVNs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$750,580.38	$2,348.50	$638,284.43	$92,258.12	$0.00	$22,386.33	$752,928.88	

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
2	2.5	Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$527,704.62	$1,281.00	$528,985.62	$0.00	$0.00	$0.00	$528,985.62	
2	2.6	School Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$629,789.01	$0.00	$629,789.01	$0.00	$0.00	$0.00	$629,789.01	
2	2.7	AmeriCorp Mentors	All	No			All Schools	on-goin	$0.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	$100,000.00	
2	2.8	Behavior Intervention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$495,731.28	$0.00	$295,658.43	$200,072.85	$0.00	$0.00	$495,731.28	
2	2.9	Supervision Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$392,214.52	$0.00	$392,214.52	$0.00	$0.00	$0.00	$392,214.52	
2	2.10	Other Essential Student Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,246,863.32	$40,595.00	$1,287,458.32	$0.00	$0.00	$0.00	$1,287,458.32	
2	2.11	Additional Vehicles	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$105,000.00	$105,000.00	$0.00	$0.00	$0.00	$105,000.00	
2	2.12	Positive Behavior Intervention & Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$71,370.00	$19,370.00	$52,000.00	$0.00	$0.00	$71,370.00	
2	2.13	Family Engagement & Education	All	No			All Schools	on-going	$0.00	$16,697.25	$0.00	$0.00	$0.00	$16,697.25	$16,697.25	
2	2.14	ATS & OCI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Highland Elementary and Standard Middle	on-going	$520,151.99	$0.00	$152,230.82	$367,921.17	$0.00	$0.00	$520,151.99	
3	3.1	District-level TOSAs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	on-going	$350,362.08	$0.00	$156,734.98	$0.00	$0.00	$193,627.10	$350,362.08	

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										
3	3.2	Site-based TOSAs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$592,878.33	$0.00	$473,415.54	$0.00	$0.00	$119,462.79	$592,878.33	
3	3.3	Mentors for Teachers & Other Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$14,592.29	$0.00	$14,592.29	$0.00	$0.00	$0.00	$14,592.29	
3	3.4	Independent Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Standard Middle School Grades 6 - 8	on-going	$18,952.96	$0.00	$18,952.96	$0.00	$0.00	$0.00	$18,952.96	
3	3.5	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,471,285.63	$0.00	$1,902,277.98	$330,597.12	$0.00	$238,410.53	$2,471,285.63	
3	3.6	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$223,367.83	$0.00	$223,367.83	$0.00	$0.00	$0.00	$223,367.83	
3	3.7	Supplemental Curricula & Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$262,301.95	$262,301.95	$0.00	$0.00	$0.00	$262,301.95	
3	3.8	Professional Development in Improving Tier 1 Instruction	All	No			All Schools	on-going	$124,107.42	$0.00	$0.00	$124,107.42	$0.00	$0.00	$124,107.42	
3	3.9	Data Wise Improvement Process	All	No			All Schools	on-going	$0.00	$76,000.00	$0.00	$76,000.00	$0.00	$0.00	$76,000.00	
3	3.10	Response-to-Intervention (Walk-to-Learn)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$50,108.00	$50,108.00	$0.00	$0.00	$0.00	$50,108.00	
3	3.11	English Language Development	All	No			All Schools	on-going	$0.00	$4,000.00	$0.00	$4,000.00	$0.00	$0.00	$4,000.00	

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
		Supplemental Support and Training														
4	4.1	After School Support & Enrichment	All	No			All Schools	on-going	$1,505,631.27	$2,755,835.27	$0.00	$4,261,466.54	$0.00	$0.00	$4,261,466.54	
4	4.2	Athletics/Sports	All	No			All Schools	on-going	$304,313.06	$222,000.00	$0.00	$526,313.06	$0.00	$0.00	$526,313.06	
4	4.3	Maker Spaces/ STEAM Labs	All	No			All Schools	on-going	$0.00	$90,000.00	$0.00	$90,000.00	$0.00	$0.00	$90,000.00	
4	4.4	Saturday Camp & Summer Camp	All	No			All Schools	on-going	$217,002.79	$368,000.00	$0.00	$585,002.79	$0.00	$0.00	$585,002.79	
4	4.5	Saturday School & Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$479,575.67	$0.00	$479,575.67	$0.00	$0.00	$0.00	$479,575.67	
4	4.6	Study Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$46,900.00	$46,900.00	$0.00	$0.00	$0.00	$46,900.00	
4	4.7	Edible School Yard	All	No			All Schools	on-going	$44,961.52	$0.00	$0.00	$0.00	$0.00	$44,961.52	$44,961.52	
4	4.8	Electives & CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Standard Middle 6-8th Grade	on-going	$1,197,938.89	$0.00	$1,197,938.89	$0.00	$0.00	$0.00	$1,197,938.89	
4	4.9	Visual & Performing Arts (VAPA)	All	No			All Schools	on-going	$227,498.58	$0.00	$0.00	$227,498.58	$0.00	$0.00	$227,498.58	

2024-25 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
29920145.00	12365396.00	41.328%	0.000%	41.328%	$12,470,396.00	0.000%	41.679 %	**Total:**	$12,470,396.00
								LEA-wide Total:	$10,877,905.50
								Limited Total:	$223,367.83
								Schoolwide Total:	$1,369,122.67

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	Administrative Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,334,111.92	
1	1.2	Teacher/Staff Recruitment and Retention Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,244.88	
1	1.3	Professional Development - Leadership & District Operations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,950.00	
2	2.1	FACE Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,038.95	
2	2.2	Campus Security & Attendance Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,829.58	
2	2.3	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$471,063.43	

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	2.4	School Nurses & LVNs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$638,284.43	
2	2.5	Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$528,985.62	
2	2.6	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$629,789.01	
2	2.8	Behavior Intervention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,658.43	
2	2.9	Supervision Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$392,214.52	
2	2.10	Other Essential Student Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,287,458.32	
2	2.11	Additional Vehicles	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,000.00	
2	2.12	Positive Behavior Intervention & Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,370.00	
2	2.14	ATS & OCI	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Highland Elementary and Standard Middle	$152,230.82	
3	3.1	District-level TOSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,734.98	
3	3.2	Site-based TOSAs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$473,415.54	
3	3.3	Mentors for Teachers & Other Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,592.29	

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 (%)
3	3.4	Independent Study	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Standard Middle School Grades 6 - 8	$18,952.96	
3	3.5	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,902,277.98	
3	3.6	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$223,367.83	
3	3.7	Supplemental Curricula & Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,301.95	
3	3.10	Response-to-Intervention (Walk-to-Learn)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,108.00	
4	4.5	Saturday School & Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,575.67	
4	4.6	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,900.00	
4	4.8	Electives & CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Standard Middle 6-8th Grade	$1,197,938.89	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$60,645,032.94	$60,645,032.94

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	Staff, Supplies, and Services		$33,391,380.84	32,639,433.33
1	1.2	Teacher Support and Induction Program	Yes	$163,862.00	234,253.09
1	1.3	Instructional Materials	Yes	$117,351.00	425,517.48
1	1.4	Technology	Yes	$1,095,872.00	1,466,557.82
1	1.5	Professional Development	Yes	$1,057,576.00	386,521.53
1	1.6	Intentionally blank	No	$0.00	0.00
1	1.7	Intentionally blank	No	$0.00	0.00
1	1.8	Study Trips	Yes	$246,735.00	234,288.35
1	1.9	Class Size Reduction	No	$580,755.00	478,608.14
2	2.1	Parent Involvement	Yes	$248,602.68	377,695.07
2	2.2	School Climate and Student Support	Yes	$3,469,756.77	2,576,410.63

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	2.3	Student Safety and Attendance Improvement	Yes	$569,915.00	617,266.60
2	2.4	Health Services	Yes	$690,397.00	702,015.09
2	2.5	School Facilities	Yes	$640,324.10	1,596,037.50
2	2.6	School Grounds: Maintenance and Improvement	Yes	$456,567.00	1,561,684.39
2	2.7	Additional Transportation Support for Students with Chronic Absenteeism	Yes	$750,000.00	284,210.85
3	3.1	Academic Intervention and Support Services	Yes	$10,056,117.83	10,830,533.68
3	3.2	Supplemental Academic Support Programs	Yes	$1,280,916.72	959,286.35
3	3.3	After School Sports Program	Yes	$227,723.00	181,167.89
3	3.4	Extended Learning Opportunities	Yes	$5,601,181.00	5,093,545.15

2023-24 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)
$11,845,233	$13,436,175.10	$13,823,963.67	($387,788.57)	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	1.2	Teacher Support and Induction Program	Yes	$163,862.00	157,699.00		
1	1.3	Instructional Materials	Yes	$22,425.00	89,519.27		
1	1.4	Technology	Yes	$659,797.00	1,155,032.31		
1	1.5	Professional Development	Yes	$189,689.00	70,628.85		
1	1.8	Study Trips	Yes	$79,250.00	87,312.80		
2	2.1	Parent Involvement	Yes	$229,818.68	333,853.55		
2	2.2	School Climate and Student Support	Yes	$1,472,100.77	1,239,471.19		
2	2.3	Student Safety and Attendance Improvement	Yes	$569,915.00	413,225.49		
2	2.4	Health Services	Yes	$182,502.00	95,123.72		
2	2.5	School Facilities	Yes	$640,324.10	571,878.59		
2	2.6	School Grounds: Maintenance and Improvement	Yes	$332,785.00	1,444,057.14		
2	2.7	Additional Transportation Support for Students with Chronic Absenteeism	Yes	$750,000.00	278,449.47		
3	3.1	Academic Intervention and Support Services	Yes	$6,747,039.83	6,997,655.74		

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	Supplemental Academic Support Programs	Yes	$1,053,236.72	773,557.16		
3	3.3	After School Sports Program	Yes	$9,370.00	3,166.75		
3	3.4	Extended Learning Opportunities	Yes	$334,060.00	113,332.64		

2023-24 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)
29,226,562	$11,845,233	6.46%	46.989%	$13,823,963.67	0.000%	47.299%	$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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

  o 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,

  o 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) (California Legislative Information) 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.

    o 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:

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

o 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.

o 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.

o 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.

  o **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
- 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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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.

- 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.

- 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:

  o 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.

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

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o   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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   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**

  o   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)**

  o   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 (%)**

  o   This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o   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)**

  o   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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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