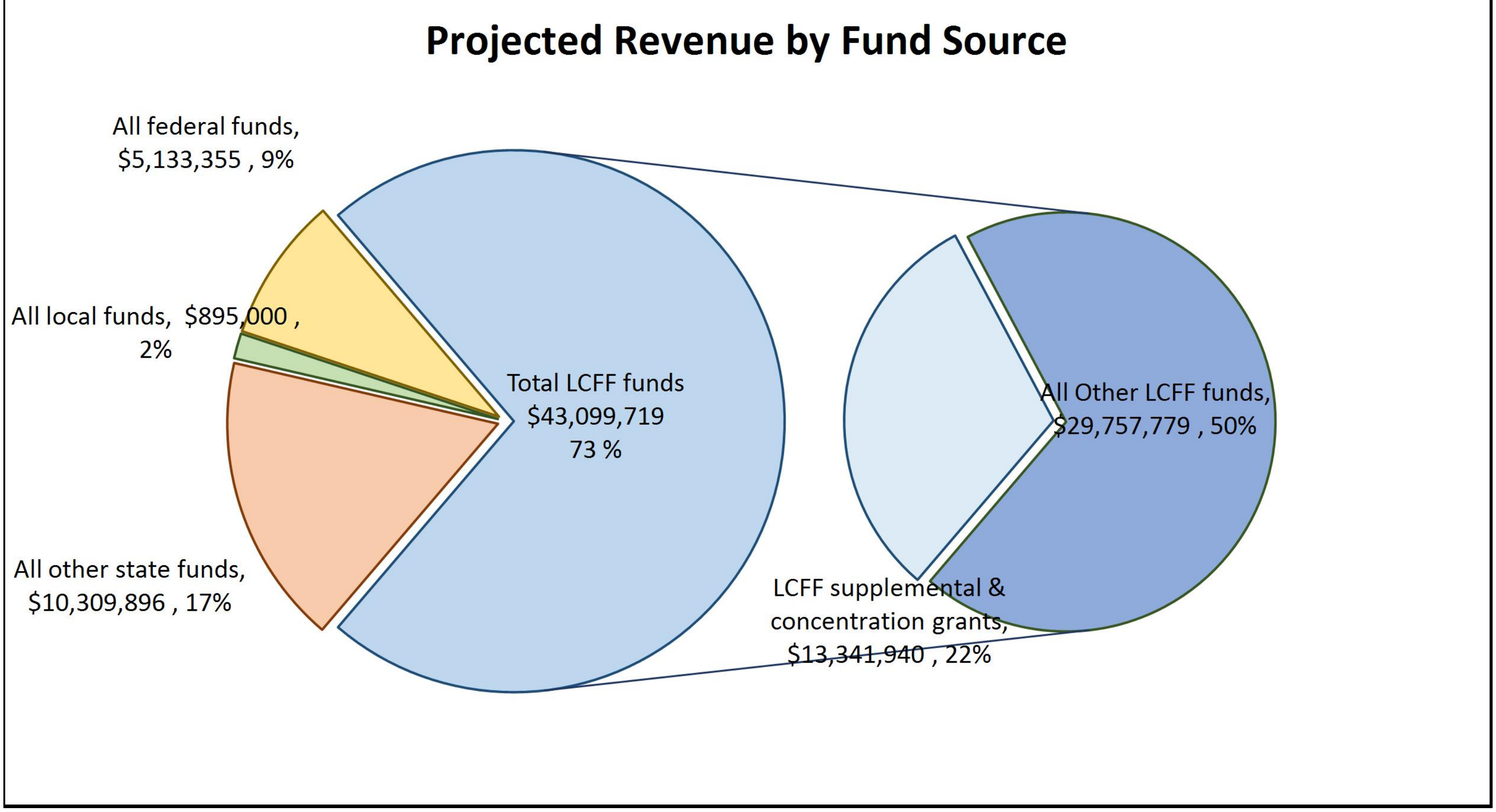
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arvin Union School District
CDS Code: 15-63313-0000000
School Year: 2025-26
LEA contact information:
Georgia Rhett
District Superintendent
rhett@arvin-do.com
(661) 854-6500

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 2025-26 School Year

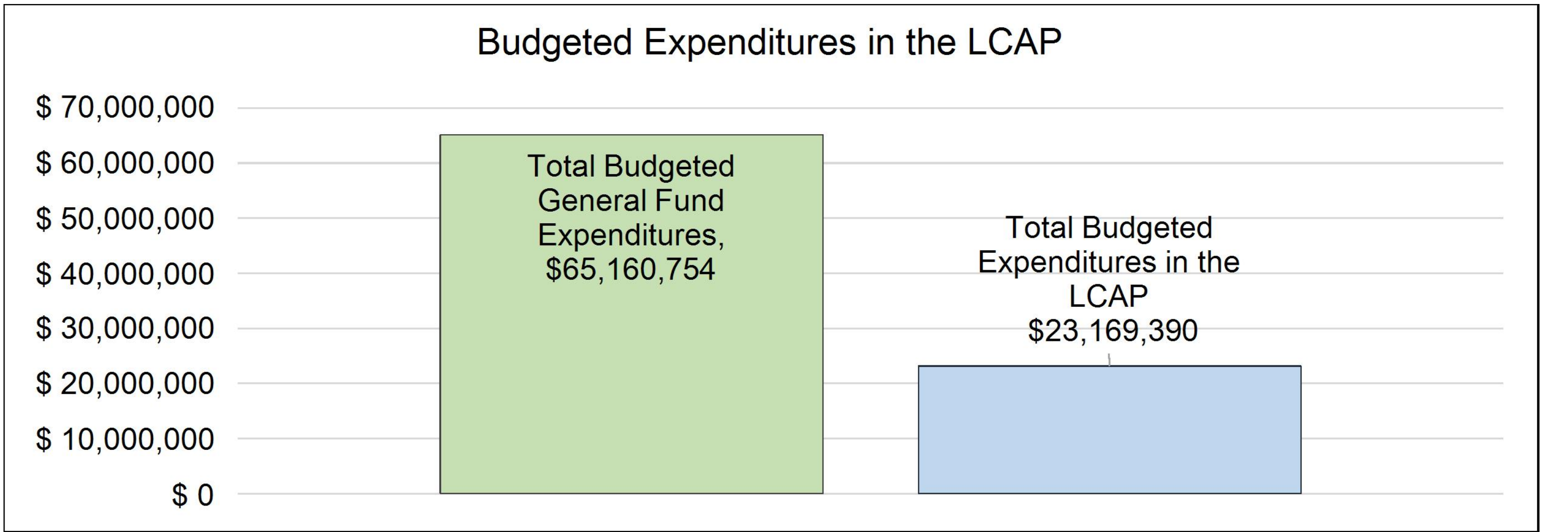


This chart shows the total general purpose revenue Arvin Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arvin Union School District is $59,437,970, of which $43,099,719 is Local Control Funding Formula (LCFF), $10,309,896 is other state funds, $895,000 is local funds, and $5,133,355 is federal funds. Of the $43,099,719 in LCFF Funds, $13,341,940 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Arvin Union School District plans to spend for 2025-26. 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: Arvin Union School District plans to spend $65,160,754 for the 2025-26 school year. Of that amount, $23,169,390 is tied to actions/services in the LCAP and $41,991,364 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

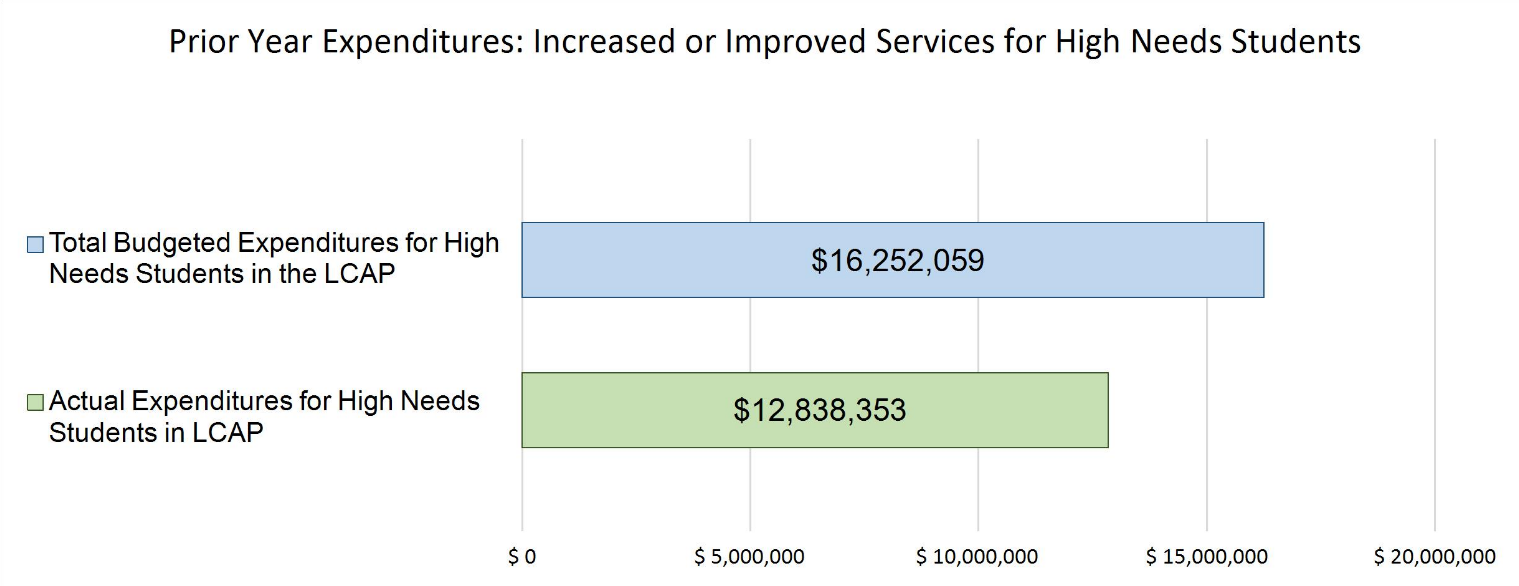
General fund expenditures include salaries and benefits for certificated teachers, classified personal, and administrative staff members. In addition, other expenditures in this area include: textbooks, books and supplies, services, and operating expenditures (example utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Arvin Union School District is projecting it will receive $13,341,940 based on the enrollment of foster youth, English learner, and low-income students. Arvin Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Arvin Union School District plans to spend $16,674,218 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Arvin Union School District's LCAP budgeted $16,252,059 for planned actions to increase or improve services for high needs students. Arvin Union School District actually spent $12,838,353 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $3,413,706 had the following impact on Arvin Union School District's ability to increase or improve services for high needs students:

The availability of one time funds to support student needs including ESSER and Expanded Learning Opportunity Grant provided the opportunity to access these funds and rollover LCAP funds. Actions and services within the 2024-25 LCAP were largely provided as planned as noted within reviews of each action steps in the annual update tables and goal analysis explanation of material differences.

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
Arvin Union School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500

Plan Summary [2025-26]

General Information

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

The Arvin Union School District serves approximately 2,770 students in grades TK-8 across four school sites: Bear Mountain Elementary (TK-6), El Camino Real Elementary (K-6), Sierra Vista Elementary (K-6), and Haven Drive Middle School (7-8). The district also provides early childhood services, including California State Preschool programs at Sierra Vista and Bear Mountain, and a centralized Transitional Kindergarten program at Bear Mountain Elementary.

Located in southern Kern County, Arvin is an agricultural community with high poverty rates, limited local employment opportunities, and seasonal fluctuations in workforce stability. Many parents commute long distances to work in agriculture, warehouses, or the I-5 corridor, impacting student attendance and engagement. The city faces social and economic challenges, including limited access to healthcare and mental health services, high unemployment & poverty rates that exceed the state average, few local businesses or economic opportunities, and limited broadband and mobile connectivity. However, new community resources—such as a Bakersfield College satellite campus, a health center expansion, and an electric bus fleet—offer opportunities for growth and improved student support.

As of mid-February 2025, Arvin Union School District's unduplicated student population includes: 93% Low-Income, 55.6% English Learners (primarily Spanish-speaking, with a small population of Arabic and indigenous language speakers),13.6% Migrant students, 4.8% Homeless students, 0.4% Foster youth, and 11.5% Students with Disabilities (SWD). Ethnically, the district is 93% Hispanic/Latino, with smaller populations of White (5.6%), Asian (0.2%), African American (0.68%), and Filipino (0.14%) students. With a Local Control Funding Formula (LCFF) unduplicated percentage of 95.3%, the district is required to increase or improve services beyond what is provided to all students.

Key Challenges Identified through the California School Dashboard and Local Data include:
1. Low Academic Achievement in ELA & Math as all student groups perform in the Low or Very Low category on CAASPP assessments.
2. Chronic Absenteeism with high rates among low-income students, English Learners, and students experiencing homelessness.
3. School Climate & Student Connections as California Healthy Kids Survey indicates low school connectedness and limited meaningful student engagement.

The district's strategic planning is guided by the vision of "Working together to empower all students to be lifelong learners," and the mission of "Every Child Learning, Every Day, No Matter What It Takes."

To address the needs of our students, Arvin USD has developed six strategic goals, aligned with LCFF State Priorities:
Goal 1 is focused on wraparound services for students including aims to ensure foundational conditions for learning—such as qualified staffing, well-maintained facilities, aligned instructional materials, effective professional development, and strong communication systems—are in place and continually improved to support high-quality instruction, equitable student outcomes, and staff retention across the district addressing Priority 6/School Climate. Goal 2 focuses on reducing chronic absenteeism including parent outreach, incentives, and transportation support addressing Priority 5/Student Engagement and Priority 6/School Climate. Goal 3 focuses on meaningful student engagement and school connectedness with funding assigned to extracurricular programs and leadership opportunities addressing Priority 3/Parent and Family Engagement and Priority 6/School Climate. Goal 4 focuses on strengthening parent and community engagement with bilingual workshops, literacy programs, and family resource hubs addressing Priority 3/Parent and Family Engagement and Priority 7/Access to a Broad Course of Study. Goal 5 focuses on improving academic growth with implementation of high-quality curriculum, professional development and intervention programs addressing Priority 4/Student Achievement and Priority 2/Implementation of State Standards. Goal 6 focuses on accelerating English Language Development for EL students with a focus on designated and integrated ELD, professional development, and instructional support addressing Priority 4/Student Achievement and Priority 2/Implementation of State Standards.

The district engaged parents, students, staff, and community members in developing this LCAP through Parent and Family Engagement including the District Advisory Council (DAC), English Learner Advisory Committee (ELAC) and Parent Advisory Committee Meetings/Coffee with the Principal with bilingual sessions including topics of LCAP goals, Dashboard data, and family needs. Community Partnership Engagement included collaboration with the South Valley Neighborhood Partnership to align district services with health and social service providers. Student and Staff Input included Student Focus Groups at each school with discussions related to the district goals and action steps supporting students. Student Advisory sessions focused on school climate, mental health supports, engagement, homework, and cell phone use. Teacher and staff included input on instructional needs, professional development priorities, and student engagement strategies. These engagement efforts directly influenced the development of district actions in the LCAP. With a 95.3% unduplicated count, the district must increase or improve services in proportion to LCFF funding received.

The LCAP includes actions principally directed for Low-Income, English Learner and At-Risk Students. Targeted Instruction and Intervention (English Learners, Low-Income Students) focused on hiring additional bilingual paraprofessionals for targeted small-group ELA & Math support, expanding intervention programs with a focus on literacy acceleration and implementing adaptive learning software for differentiated instruction. Expanded Social-Emotional & Mental Health Supports (Foster Youth, Homeless, Low-Income Students) include full-time social workers for counseling, trauma-informed training for teachers & staff, and partnerships with mental health providers to increase student access to counseling services. Strengthening Parent & Family Engagement (EL, Migrant, Low-Income Families) includes Family Resource Hubs at each school with bilingual support for navigating educational & social services, Parent Academy with workshops on school success, digital literacy, and postsecondary opportunities and Expansion of district translation services for better communication with non-English-speaking parents.

These actions go beyond what is provided for all students and are principally directed toward unduplicated pupils to close achievement gaps and improve outcomes.

Reflections: Annual Performance

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

The Arvin Union School District remains committed to continuous improvement by refining instructional strategies and providing whole-child supports. The district's three primary theories of action, formalized during the 2022–2023 Improvement Process supported by the Kern County Superintendent of Schools, focused on the development and refinement of tiered systems of support for social, emotional, behavioral, and academic needs; structured academic and behavioral supports; and shared accountability. These theories have been validated by measurable progress, including the district exiting Differentiated Assistance and all school sites exiting Additional Targeted Support and Intervention (ATSI) in winter 2023–2024. This work continued through the 2023-2024 school year with additional refinements. While there are significant areas of growth, key student groups remain in the Red performance band, requiring further targeted interventions. Below is a comprehensive reflection on district-wide and student group performance across all indicators on the 2023-2024 California School Dashboard.

MATHEMATICS DASHBOARD REFLECTION
Key Growth Areas:
Overall District Performance: Improved by 10.5 points, moving from Red to Yellow (Low Status).

Significant District Student Group Growth:
Students with Disabilities: +13.6 points, improving from Red to Orange.
English Learners: +14 points, improving from Red to Yellow.
Hispanic Students: +11.1 points, improving from Red to Yellow.
Low-Income Students: +10.9 points, improving from Red to Yellow.
Long term English Learners: +24.6 points - Orange

Site Growth:
Haven Drive: +20.9 points, improving from Red to Orange.
Haven Drive Hispanic Student Group: +20.8 points, improving from Red to Yellow.
Bear Mountain English Learners: +4.2 points, improving from Red to Yellow.
El Camino Students with Disabilities: +17.1 points, improving from Red to Orange.
Sierra Vista Students with Disabilities: +30.4 points, improving from Red to Orange.

Persistently Low Performing

School-Specific Student Groups:
Bear Mountain Students with Disabilities (-7.6 points, remained Red).

Newly Identified in 2023-2024 (Red) Student Groups:
District-Wide:
Homeless Students (-11.9 points).
White Students (-34.6 points).

Strategic Adjustments leading to growth:
Assessment growth was reflected in 2024 California Dashboard outcomes indicating a multi-year focus on math instruction supported by EdPartners P3CC and is producing growth at the district level, site levels, and for multiple student groups. This multi-year focus began with a comprehensive reflection on district practices which initiated a focus on deep and wide-spread needs:
1. curriculum re-alignment developed collaboratively by school site representatives working alongside Kern County Superintendent of Schools Consultants and Teachers on Special Assignment (1.3)
2. creation/redesign of calendared common formative assessments (5.1)
3. refinement of Professional Learning Team implementation with a focus on purposes (the why) and the practice (the how) (1.3, 5.2, 5.8)
4. more effective use of data analysis with a focus on identifying student strengths and creating supports to focus on student needs at a district, site, classroom, and student level (1.3. 3.1)
5. professional development to enhance best practices to support rigorous and standards-aligned instruction (1.3, 5.2)
6. core instruction with a foundation in conceptual modeling and justification of responses (1.3)
7. supplemental intervention (5.2)
8. monthly classroom walkthroughs guided common conversations regarding standards implementation and prompted targeted professional development (1.3, 5.8)

ENGLISH LANGUAGE ARTS DASHBOARD REFLECTION
Key Growth Areas:
Overall District Performance: Improved by 4.7 points, reaching Yellow (Low Status).

Significant District Student Group Growth:
English Learners: +7.7 points, improving from Red to Yellow
Students with Disabilities: +7.3 points, moving from Red to Orange

Site Growth:
Sierra Vista overall (-67.5, increased 4.2) moving from Red to Yellow
Sierra Vista:
English Learners (-69.8, increased 8.9) moving from Red to Yellow
Hispanic Students (-67.7, increased 4.3) moving from Red to Yellow
Low-Income Students (-68.3, increased 4.7) moving from Red to Yellow
El Camino:

Students with Disabilities (-94.8, increased 42) moving from Red to Orange
Bear Mountain:
English Learners (-94.3, increased 3.7) moving from Red to Orange
Students with Disabilities (-140.8, increased 3.7) moving from Red to Orange

Persistently Low-Performing (Red) Student Groups:
School-Wide Performance (Red):
Bear Mountain Overall (-86.9, declined -3.2).
Bear Mountain:
Hispanic Students (-88.1, declined -3.4).
Low-Income Students (-86.9, maintained -0.7).

Newly identified in 2023-2024 (Red) Student Groups:
District-Wide:
Homeless (2.4 points, maintained)

Strategic Adjustments:
Strengthen early literacy intervention (95% Model) and Science of Reading-aligned instruction. (5.1)
Focus on Tier 1 instruction with implementation of new curriculum adopted for 2024-2025 with support of intervention personnel (1.3, 5.1, 5.2)
Expand small-group literacy instruction with Intervention teachers and Aides (5.2)
Provide intensive support for English Learners (Designated ELD improvements) (6.1)
Implement structured writing interventions aligned with state standards(1.3, 5.6)

ENGLISH LEARNER DASHBOARD REFLECTION
District-wide
English Learners were identified as moving from Orange to Yellow (48.8% making progress, maintained 0.2%)
Long Term English Learners were identified as Yellow (51.9% making progress, maintained -1.1%)

School Specific groups:
El Camino - Green
Bear Mountain - Orange
Sierra Vista and Haven Drive - Yellow

Strategic Adjustments:
1. While there are slight increases to the ELPI outcomes, Long Term English Learner numbers remain high and reclassification rates have not met targets. District walkthroughs indicate increased observations at the developing or higher levels with one exception - sophisticated forms of thinking and learning lags as a marker for all sites in both Integrated and Designated ELD. A continued concentration on professional development for implementation of ELD at the middle school with newer teachers and a refinement of purposes for class

assignment and deployment aligned better to language levels of proficiency at all sites are prompting shifts to our Dual Immersion schedules to provide more hands for more focused deployment, a decrease in time of 15 minutes in Designated to provide more time in core (prompted by instructional staff discussions), and an increase in targeted work during Designated ELD.
2.Teacher training in Designated ELD with continued support of strategies with a shift in professional development purpose to targeted instruction for particular levels and domains of English Language Development (6.2)
2. Refined use of newcomer EL support materials and structures (6.3)
3. Increase foundational writing skill development (6.1, 6.3)
4. Focus on foundational reading skills at the TK - 3 level with 95% support as a component of Integrated ELD (6.1)

CHRONIC ABSENTEEISM DASHBOARD REFLECTION
Overall District Chronic Absenteeism: Decreased 5.7%, reaching Yellow (18.9%).
All School Sites - overall Yellow

Significant District Student Group Growth:
Homeless- (29.7, declined -12.6) moving from Red to Orange see specific action to address in Goal 3 Action 3

Newly identified in 2023-2024 (Red) Student Groups
El Camino Real
White (31.7%, increased 8.6%)
Bear Mountain
Students with Disabilities (35.2, increased 10.2%)

Strategic Adjustments:
Expand home visits and attendance incentives (3.1)
Strengthen supports for homeless and foster students through case management (3.3)
Targeted attendance campaigns with attendance conferencing (3.1)
Short term independent study for illnesses continues (3.1)

SUSPENSION DASHBOARD REFLECTION -no groups with lowest performance level identified
District suspension rate declined (0.5%, declined 0.3%) moving from Green to Blue
School Sites Blue: Bear Mountain, Sierra Vista, El Camino Real
School Sites Green: Haven Drive Middle School
At risk: Students with Disabilities

Strategic Adjustments:
Expand restorative practices and mental health services (3.1, 3.2, 3.3)
SEL (RULER) implementation (2.1)
Alternate to Suspension class (ALA) (2.6)

LOCAL MEASURES:
BASIC: The district continues to meet state expectations for Facilities, Access to Standards Aligned materials, and Teacher Credentialing (1.1) and Assignment.
ACADEMICS: The Butte County Instructional survey indicates improvements in 5 of 6 areas in Language Arts, 6 of 6 areas in Math, 5 of 5 areas in Science and History/Social Science. Walkthrough data indicated instructional delivery has moved farther into and beyond the developing levels for Language Arts and Math. I-Ready data indicates Grades K, 2, 4, and 6 are identified in a low performance/high growth quadrant in mathematics and grades K, 2, 4, and 5 were identified in a low performance high growth quadrant for language arts. Spring to Spring comparisons for Math indicate a 1% decrease at 3 years below grade level, a 2% increase of students 2 years below grade level, a 2% decrease for students 1 grade below grade level, and an increase of 1% for student early on/mid/or above grade level. Similar comparisons for Language Arts indicate no change at 3 years below grade level, a 1% decrease of students 2 years below grade level, an increase of 1% for students 1 grade below grade level, and an increase of 1% for student early on/mid/or above grade level. STAR Language Arts data at the middle school indicates an 11% gain in students at or above benchmark in 7th grade and a 3% gain in 8th grade from fall to spring. Furthermore, a 1% drop in 7th grade math and 17% gain in students at or above benchmark in 8th grade.
SAFETY/CLIMATE: California Healthy Kids Surveys paired with Kern Integrated Data Student Connectedness Surveys and input continue to indicate a significant lack of connectedness and meaningful engagement which all school sites are battling to overcome with increased attention to implementation of SEL-RULER curriculum, augmented implementation of PBIS, and utilization of restorative practices (2.1, 5.1). That said, each site had notable improvements in multiple areas of the California Healthy Kids student and parent surveys.
BROAD COURSES OF STUDY: The district continues to expand opportunities through electives to give students a broad course of study during the day and ELOP funds have provided expanded opportunities after school and during inter-sessions (1.6). Student focus group participants and parents are favorable of expanded elective opportunities and the continuation of art and music at the elementary levels.
PARENT PARTICIPATION: School sites have begun Parent Engagement groups focused on broadening parent input to increase participation. Events with a focus on family engagement are well attended. Parent conference attendance rates continue to increase at the elementary and middle school. (1.4, 4.1)

SUMMARY AND NEXT STEPS
This reflection highlights substantial district-wide progress as measured by 2023-2024 Dashboard Data, however consistent patterns of growth at the site and district level are not yet evident. In addition, there are wide variations among site performance and student group performance.
Next Steps for 2025-2027 LCAP implementation
Focus on more targeted Needs Assessments at the district and site levels (1.2, 1.3, 1.4)
Strengthen attendance interventions for high-absence student groups(3.1, 3.4)
Increase parent engagement opportunities specifically using strategies/insights gained from the Community Engagement Initiative begun at Haven Drive (4.2)
Further support of Tier 1 instruction given the high numbers of students in the Low and Very Low levels (2.1, 5.1, 5.2, 5.3, 5.7, 5.8)
Refine intervention strategies for persistently Red student groups (5.2)
Expand early literacy instruction and Science of Reading-aligned strategies (5.3, 5.4)
Enhance Designated ELD supports for English Learners (6.1, 6.2, 6.3, 6.5)

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The district has a remaining Learning Recovery Block Grant (LREBG) allotment of $3,662,506.79 available for expenditure between the 2025-2026 and 2027-2028 school year. $1,024,000 are included in expenditures which are included in Goal 5 Action 2 and Goal 1 and Action 8 for this plan's budget year. The required needs assessment has been completed and the Arvin Union School District plans to use LREBG funds to implement strategies that address the most significant areas of student need identified through Dashboard and local data analysis. These needs include:

-Local and state data highlights foundational skill deficits in ELA and Math, with 22% of students three or more grade levels behind in math and 31% three or more levels behind in reading at the elementary level. 27% of students require urgent intervention at the middle school level in reading and 18% in math.

-Chronic absenteeism, although decreasing, remains high at 13% for the district with Hispanic, African American, Two or More Races, White, Homeless, LTEL, Socially Economically Disadvantaged, and Students with Disabilities equaling or exceeding that percentage.

-Suspension at the middle school exceeds the rest of the district at 1.23% with English Learner, LTEL, Homeless, and SWD exceeding the overall trend of 0.3%.

-Monitoring short-term progress through the use of Diagnostic Assessments, PLCs, KiDS data dashboards, professional learning walkthroughs, and targeted educational partner engagement to ensure responsive adjustments to LCAP and LREBG actions and services.

Arvin Union School District has prioritized the use of LREBG funds to address significant and persistent academic achievement gaps identified through state summative assessments. The following actions and allocations are grounded in recent performance data and the district’s comprehensive needs assessment. There is a critical need for standards-aligned, intentional universal instruction with structures for Universal Design for Learning followed by targeted academic interventions. Key areas are especially in solidifying foundational skills in literacy and numeracy and progressing to grade level proficiency given over 80% of our students are below grade level. This, along with the data below, supports the strategic use of LREBG funds for learning recovery through reduced class/intervention as noted in Action 5.2.

Assessment Data Highlights (2023–2024)- summary of data can located in LCAP metrics above as well as a companion document "LREBG Needs Assessment"
ELA (Grades 3–8, LREBG Students)
Only 2.02% met the “Standard Exceeded” level, with an additional 10.10% at “Standard Met.”
A combined 63.16% of students scored “Standard Not Met,” a marginal improvement from previous years.

Mathematics (Alternate Assessment, LREBG Students)
Only 33.33% of students demonstrated “Foundational Understanding” or above.
One-third of students remain at “Limited Understanding” levels, consistent with the prior year.

Additionally, to ensure targeted instructional practice the district plans to purchase addition Chromebooks to extend 2 to 1 devices to Kindergarten and First Grade. Educational partner input, usage rates, and students outcomes in Kindergarten and First Grade support this action step as sites and grade levels that utilize i-Ready for practice beyond the school day show greater outcomes on i-Ready assessments. LREBG funds for supplemental practice on additional devices is noted in Action 1.8.

Reflections: Technical Assistance

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

Not Applicable

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
LCAP input- general groups	The following process was utilized for all groups: A Google Presentation was developed and shared during Educational Partner sessions. Information shared included 2023-2024 Dashboard results for the district/school sites/and student groups. Also included were LCAP priority areas, 2024-2027 LCAP goals, and an input document for systematic gathering of information with all educational partners. A special focus was placed on explaining inputs, outputs, and outcomes. Either the Superintendent, Assistant Superintendent, or both along with district community engagement personnel were present at formally scheduled initial input sessions. Input documents included six goal areas for suggestions to continue, abandon, modify, or add new ideas. These were distributed and time provided for those in attendance to complete during the workshop or to take home and return to the site administration at a later date. Input sessions typically ranged from 45 minutes to 1.5 hours and started at the end of January through mid-March. Written and qualitatively shared focus group information was gathered for review and consideration. Following this cycle, priorities were developed and initial budgets proposed for review. LCAP goals, action steps, and proposed expenditures from the initial 2024-2027 plan were reviewed and updates made available in May utilizing a 12 page overview summary draft including action steps, metrics, and funds allocated. A draft of

Educational Partner(s)	Process for Engagement
	the LCAP plan will be accessible on the district website by June 12, 2025 for review and further input by all stakeholders.
School Board	Board Study session on February 8, 2025 focused on the role of the board in vision development and goal setting. The mid-year review was presented at the board meeting of February 18, 2025 with a status of actions to date, mid-year data available, and expenditures. A draft summary of LCAP goals, action steps, and proposed expenditures was provided for review during the Superintendent report on May 20th, 2025. A public hearing is scheduled to be held on June 17, 2025 and scheduled board approval is for June 24, 2025.
Teachers	Meetings at each school site to share process described in general groups utilizing the process explained for general groups. Three surveys were conducted with teachers including online California Healthy Kids Staff survey, Learning by Doing Professional Learning Community Survey, and Butte County Instructional Survey.
Principals	Principals participated in site meetings with teachers to review the general process for groups and completed the three surveys that teachers completed. In addition, monthly administrative cabinet meetings focused on specific goals or action steps as site level data was reviewed to ensure strategic plan alignment and a through-line between SPSAs and the LCAP with a focus on actions and metrics. Principals were present either at the May or April meeting of the District Advisory Council where the 12 page summary was shared and input taken.
Administrators	Program Administrators participated in monthly administrative cabinet meetings focused on specific goals or action steps. Program level data was reviewed to ensure strategic plan alignment and a through-line between program plans and the LCAP with a focus on actions and metrics. District administrators were presented with the Draft summary of LCAP goals, action steps, and proposed expenditures for review and any further input on June 6, 2025.
Other School Personnel	Small group input sessions were designed for job alike groups utilizing the general input format noted above or lead by direct

Educational Partner(s)	Process for Engagement
	supervisors to gather input. This group of staff were also included to complete the California Healthy Kids Staff survey.
Local Bargaining units	Bargaining unit members participated in general group input as part of their initial job duties. In addition, site representative meetings are held monthly to celebrate gains and identify needs for strategic planning. Negotiating units focused on salary inputs and job descriptions while executive boards reviewed draft plans as goals, metrics, and actions were placed in draft format. Information on LCAP goals, action steps, and proposed expenditures scheduled for review and any further input was shared during the regular monthly union/district site representative meetings. Union leadership met to review complete draft plans on May 20, 2025 prior to being placed on the board agendas for public hearing. The certificated union president attended LCAP trainings provided by KCSOS.
Parents	Coffee with the Principal and Community Input nights followed the General input format. Additional surveys included California Healthy Kids survey for Parents (done by paper copy) as well as Parent Square online district surveys.
Students	Focus groups of students were identified by site principals including representatives of unduplicated groups of students. General input format utilized with focus group discussions to facilitate information gathering. Additionally, a student advisory committee was formed to provide input and guide monthly discussions with district leadership. An LCAP specific advisory subgroup from Haven Drive Middle School met on May 21, 2025 to review and provide input on the 12 page summary LCAP draft.
District Advisory Council / District English Learner Advisory Council	The general input format was utilized by the district Assistant Superintendent or the Supervisor II of Curriculum, Instruction, and Assessment followed by draft reviews of action steps for input. District staff are scheduled to present the developed LCAP draft to the Parent Advisory Committee (DAC) and District English Learner Advisory (DELAC) Committee on May 14, 2025 including a summary of LCAP goals, action steps, and proposed expenditures was provided for review and any further input during the regular monthly union/district site representative meeting. No written response by the Superintendent was requested by either group.

Educational Partner(s)	Process for Engagement
Community Educational Partners	Public forums following the General input session format for district community input. Additionally, the district partners with 2 neighboring school districts and conducted an abbreviated general input session sharing individual site data but without current actions to get input on next steps given public agency collaboration. A public hearing is scheduled to be held on June 17, 2025 and scheduled board approval is for June 24, 2025.
SELPA	The district attended KCSOS LCAP trainings to satisfy the SELPA LCAP Consultation. A particular focus was conducted on February 4, 2025 with a review of SELPA required Assurances.
Student Advisory	A student advisory group from the middle school met monthly along with students from the elementary sites beginning in September 2024-normally the same days as the monthly board meeting. Input initially focused on data from CHKS, homework, and cell phones. Their session also included the general input as noted above for Educational Partners. The middle advisory group met on May 21, 2025

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

The 2024–2027 LCAP reflects a comprehensive and collaborative planning process involving educational partners across all four district schools. Input was gathered through structured surveys, School Site Council meetings, community partner sessions, and site-based forums with students, certificated and classified staff, administrators, and families. Using a planning tool provided by the Kern County Superintendent of Schools, feedback was examined through the lens of four priority areas—Conditions of Learning, Engagement, Parent Involvement, and Student Outcomes—and reorganized under six expanded goals. This new structure provided a more actionable and outcomes-focused framework for refining existing actions and introducing new ones to address emerging needs.

Goal 1: Basic Services emerged from a strong emphasis on the foundational resources needed to support all other aspects of the educational program. District administrators, principals, and directors emphasized mentoring and professional development for new teachers, particularly those entering the Dual Immersion pathway (1.1). The interest in bi-literacy drives our commitment to continue to purchase Spanish materials through LCAP (1.6). Teachers on Special Assignment and CSU Bakersfield partners encouraged pathways to develop bilingual educators, a recommendation that was echoed by parents (1.1). Teachers at Haven Drive and Sierra Vista as well as parents from District Advisory and Haven Drive Coffee with the Principal highlighted the need for continued investment in technology support personnel to maintain reliable 1:1 and 2:1 device access. Additional devices promotes middle school homework and access to a device at school and Kindergarten usage for i-ready at home (1.8). Principals and district administrators emphasized the value of Professional Learning Teams and tools for disaggregating data lead by coaches and TOSA (1.3). Parents frequently praised the Family Resource Center promoting plans to continue services and staffing. Staffing was noted by parents to facilitate community services and was deemed important by staff, students, and parents with a special focus on mental and physical health of students (1.4) alongside continued support for foster youth (1.5).

Expansion of the center is based on family input. Students across all sites celebrated art, music, cooking, and gardening classes and asked for more elective options such as drama, fashion, robotics, and world languages which has prompted Dual Immersion for 7th grade as well as a drama and a PE elective. Prop29 funds supporting site-based art and music has been noted positively by site administration, teachers, and students as site-based teachers facilitate scheduling and participation (1.6). Parents from El Camino and Bear Mountain voiced support for continued HVAC services (1.7), and feedback from across sites affirmed the need for sustained technology infrastructure to ensure equitable access (1.8).

Goal 2: Safety and Engagement was shaped by stakeholder input that emphasized emotional well-being, positive behavior reinforcement, and school climate. Students described feeling welcomed when “staff greet us with kindness at the gates” and praised yard supervisors as “wonderful helpers”. Middle school students expressed a need for staff training to ensure respectful relationships and ensuring a context is known before acting and the power (positive and negative) of a staff action. At the same time, both staff and students expressed concerns about bullying, cyber-drama, and disrespectful behavior, themes echoed in CHKS survey data. Principals supported the refinement of Positive Behavior Interventions and Supports (PBIS), including the addition of Suite360, modifications to SEL delivery, and enhancement of Calming Corners (2.1). Survey information from certificated and classified staff following "An Anxious Nation" film showing, prompted the purchase of an additional SEL curriculum Navigate 360 SEL as this is a new area for many instructional staff (2.1). Parents and students strongly affirmed the impact of district social workers, who provide both individual and group support as well as staff training on suicide prevention and bullying (2.2). The movement of 2 social workers to the Family Resource Center prompts the addition of 3 full time campus supervisors who elementary students mention frequently as helping them (2.3). Students also requested PBIS incentives that emphasized connection and celebration—assemblies, awards ceremonies with family attendance, and school-wide festivals were among the most popular ideas (2.3). Continuation of sports was widely supported by parents and students, contributing to student engagement and positive behavior (2.4). The role of custodians in maintaining clean and welcoming facilities was highlighted, along with continued investments in fencing, security cameras, and vape prevention curriculum (2.5). Input from students and parents focused on desires for more opportunities for field trips thus, another set of custodian/drivers and a bus were added to the plan to facilitate this wish for incentives, college visits, and field trips. Input from administrators, social workers, and classified staff also led to the continuation and refinement of the Alternative to Suspension (ALA) classroom, emphasizing clear expectations and restorative practices. Parents supported ALA as an alternative to at-home suspensions yet are concerned with mixing upper elementary students at the middle school program site. Staff requested additional communication around its impact and implementation (2.6).

Goal 3: Attendance stands independently this year to address the district-wide concern of chronic absenteeism. Although the Dashboard indicates a 9% reduction in chronic absenteeism, principals and classified staff reported that conferencing and home visits had the most significant impact on re-engaging students (3.1). These efforts will be maintained and expanded. Staff also noted that while A2A is under contract, concerns remain about data accuracy and service quality (3.1). Parents emphasized that school nurses play a key role in building trust and alleviating concerns around illness, confirming their continued role within this goal (3.2). Transportation challenges, especially for homeless students, were identified by students as a barrier to attendance and will continue to be addressed (3.3). Students appreciated existing attendance incentives such as the “Cookie Monster,” but requested more individualized and frequent recognition. Classified staff echoed this, advocating for incentives that are more relational and less reliant on tangible items (3.4). Finally, parent and student input regarding cold weather clothing led the Board to adopt a policy allowing sweatpants during winter months to promote attendance during colder seasons (non-LCAP funded). Key to safe routes to school which support attendance, from a parent perspective is to continue to provide bus services for the maximum number of students that can be served to assure safe arrival to school and to continue crossing guards especially given the Highway 223 that runs through the middle of town.

Goal 4: Parent Involvement reflects strong input from families seeking culturally responsive, accessible, and meaningful opportunities for engagement. Parents at Sierra Vista and El Camino requested more bilingual workshops, food at events, and outreach in Spanish. One student remarked, “My mom only goes to things when they call her directly—texts don’t always work.” These insights led to expansion of outreach strategies, inclusion of live translation services, and an increase in in-person and virtual events (4.1). Students suggested that events like “Lunch on the Lawn” be held more frequently to encourage parent participation. Additionally, parents expressed interest in more academic-focused workshops with practical take-home materials reinforcing standards based grade level workshops. In response, the district will expand offerings through programs such as the CABE Parent Strand, Parenting Partners, Latino Family Literacy, and Fresno State parent engagement workshops (4.2). While over 95% of families are registered on ParentSquare, students noted that some parents may not know how to use all features of the app; as a result, new workshops will be offered to support technology use for family communication (4.1).

Goal 5: Academic Achievement was reaffirmed by all groups as a critical area for growth. Teachers, administrators, SELPA leaders, parents, and students all pointed to continued needs in English Language Arts and Math. Feedback from site leaders and instructional staff confirmed the value of diagnostic platforms like iReady, STAR, and 95%, while student input prompted continuation of tools such as programs for math fluency (5.1). Intervention support will be strengthened through additional certificated and classified staffing at the elementary level (5.2). Students shared that they sometimes don’t understand their teacher’s explanation and benefit from different instructional styles, prompting support for differentiated instruction and targeted interventions (5.2). Teachers, principals, and district leaders advocated for continued investment in supplemental instructional materials and technology enhancements (5.3). Students and parents supported maintaining library access and purchasing more books in multiple languages (5.4). They also recommended field trips be scheduled earlier in the year and connected to academic learning, and requested more exposure to college and career pathways. A highlight of field trips is the academic award of attending Magic Mountain as the graduation trip funded from LCAP (5.5). Input from parents strongly supported expanded after-school and summer learning opportunities, with some asking for additional winter and spring break sessions. Students speak very highly of the summer expanded learning activities which, with funding cuts in 21st Century and ACES, will be paid by LCAP (5.6). Academic incentives emerged as one of the most celebrated supports across all stakeholder groups (5.7). To ensure instructional alignment and effectiveness, professional development cycles will shift to short, data-driven models focused on ELA, ELD, and Math. District coaching contracts were reevaluated and streamlined to ensure greater coherence with internal instructional goals (5.8).

Goal 6: English Language Development was developed as a standalone focus goal in response to concerning Dashboard results for English Learner Progress Indicator (ELPI) and persistently low reclassification rates. It includes the required actions for English Learners and Long-Term English Learners. Students, teachers, and parents alike emphasized the importance of targeted instructional and materials support for English Learners (Actions 6.1, 6.3). Students requested more opportunities to practice speaking English with peers and suggested having “buddies” to help with presentations (Action 6.2). Teachers and TOSAs expressed concern about clustering newcomers and intervention students in the same classroom, which can limit exposure to English-speaking peers and impact scheduling which is leading to the review and refinement of homeroom/course/deployment placements (6.1 and 6.5). Site leaders and instructional coaches advocated for a stronger emphasis on language functions, moving from oral production to written academic language, which professional development will support informed by outcomes from use and reflection of information gathered on the district-developed ELD instructional rubric during walkthoughs. A refinement of deployment and instructional focus during ELD will be implemented in the 2025-2026 school year (6.2). Title III aides and teachers requested supplemental materials and games for reinforcing ELD skills, especially for newcomers and students not making adequate progress (6.3). Substitutes will again be provided during ELPAC testing so teachers can assess their own students—an approach favored by both parents and students for its positive impact on student confidence (6.4). Additionally, the district has requested the Kern

Integrated Data System (KiDS) to include Long-Term English Learners as a unique group for early identification and monitoring across multiple metrics (6.5). While initially supported by administration, administration and teacher input to not pull teachers from classrooms for professional development during the school day has led to modification of implementation methods of Action 6.1 and 6.2 as the intent of these actions will be critical to address Butte County concerns in 2 areas that declined.

Although input came from various groups which is noted above, during review of the draft plan there was affirmation of plan components by various groups based on data and action step presentations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote well-being and foster an environment conducive to elevating student learning and staff retention through a multi-faceted approach including provision of basic services and implementation of grade-level standards supported by professional development, mentorship opportunities, and Professional Learning Team collaboration assessed by district surveys/reviews and walkthrough rubrics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This action step is multi-fold as basic conditions of learning includes staffing, infrastructure, communications, and instructional support.

The district's high rate of teachers who are not fully credentialed poses a significant challenge to maintaining instructional quality and consistency. New hires to the Arvin Union School District are largely at the beginning of their credentialing cycle as fully credentialed teachers are not sufficiently available to meet district needs. A partnership with Cal State University supported by LCAP funds is planned to continue as this prepares new hires to enter the district as preliminary teachers with mentors support paid during their training year. Staff have been assigned and dedicated to mentoring permitted staff which, over a period of years, has promoted a large percentage to move toward full certification as noted by the number of staff we were able to rehire for the 2024-2025 school year and will be able to rehire for the 2025-2026 even as the district continues to expand interventions requiring additional staff. This has been identified as an area to continue by multiple stakeholder groups. By providing expanded professional development and mentorship opportunities; the district supports potential, new, and current teachers and instructional staff in developing their skills and understanding of California instructional frameworks and the art/science of teaching, thus improving the quality of instruction and creating relationships and a sense of belonging which supports staff retention. Fostering a supportive and collaborative environment through Professional Learning Teams (PLTs) is intended to alleviate the stress and isolation often experienced by new teachers, leading to higher staff retention rates facilitating ongoing implementation of district programs developed to support students and student outcomes.

In addition, ensuring basic services through facilities upkeep/safe comfortable learning environments and assurance of available adopted materials and knowledge of/access to services ensures all students, staff, and families are equipped with equitable standards-aligned tools to support instruction in well-maintained facilities which continue to meet Facilities Review at an Exemplary level. While meeting this mark, taking pride in and care for work and learning spaces to ensure regular upkeep and lack of interruption to routine school activities is a need mentioned by staff, administration, and students. This was specifically evidenced in Parent responses to California Healthy Kids Survey (CHKS) with ranges among schools from 32 to 54% agreeing that facilities were well maintained. While there are many new facilities spread among the district, some buildings are aging and general upkeep in areas, specifically yard upkeep, have been noted as needing improvement. Furthermore, while provision of foundational instructional items is a first step and noted through textbook reviews as meeting standards, support on flexible use to meet student needs is critical as noted through new teacher focus group discussions and grade level representative input during math alignment, Professional Learning Team training, and LCRSET plan development stages.

As basic services are guaranteed to be in place, the district then focuses on program development and implementation/review and overall implementation of standards. Walkthroughs of classrooms and reviews of district programs are conducted to ensure services are being provided to students with the expectation of growth in student outcomes. Walkthrough rubrics outcomes for Designated ELD and Math/Integrated ELD conducted through Fall-Winter have indicated the majority of classroom interactions at the Implementing or Developing stages (Stages 2 and 3 of 4) largely due to students not being fully engaged or accountable in the work with teacher as facilitator. Along with this is a significant amount of time focused in the performance zone (independent work without feedback) vs. the learning zone (short bits of practice following specific instruction). This has begun to transition to strong level 3 scores and the focus of support has transitioned to implementation of grade level standards within these lessons. The Compliance and Improvement Monitoring (CIM) process for Special Education has focused on provision of services, alignment of materials with IEP goals, program implementation, assessments, and IEP development. While being identified as Needs Assistance, the district continues to meet Proportionality requirements. District support staff including Teachers on Special Assignment, Academic Coaches, and District Support Personnel have supported gains in this area and are needed to ensure systematic, consistent, and equitable instruction.

2021-2024 Professional development sessions, in conjunction with ongoing support from district TOSA's and coaches, has supported teacher confidence as reported through LCAP input especially as they support the ability for instructional peers to learn from each other. Improved utilization of Frameworks for Language Arts and Math, support of new intervention programs, and ensuring structures for analysis of grade level standards instruction is addressing needs of identified student groups has affected outcomes on the California State Standards Implementation Metric. Outcomes in Language Arts and Math positively indicated the district met the 3 year goal of 75% at the developing or higher level in 7 of 10 areas. While meeting our 3 year goal in these areas is a reason for celebration, this indicates that 25% of teachers have not yet gained a Full Awareness of standards, planning, instruction, and assessment for Language Arts and Math indicating a need for further professional development and support. As the district focused on Language Arts and Math, outcomes for science and social studies declined and remain an area requiring focus. District staff will work to support integration of Science and Social Studies content into Language Arts and Math while providing Professional Development on Framework expectations and aligned strategies. Walkthrough results, utilizing a district rubric, indicated elementary sites fell just one point short of the 80% goal having increased 64% over the 3 year period reported in this annual update. The middle school, in one year with new leadership and staff focus, gained 24%.

As instruction occurs in the classroom, we must also be preparing students for the demands of an evolving global economy. Fostering creativity and critical thinking, promoting biliteracy, and equipping students with diverse skills and knowledge are reasons we have focused on access to a broad range of courses and technology. These include a focus on staff to support implementation of programs and specific student groups, infrastructure, and technology devices to support students' learning in a supportive technological environment.

The district has developed a multitude of resources however not all families are aware of these resources or services accessible to them. In addition, school staff are not always informed of the strengths or immediate needs of families. Availability of staff and reliable/consistent structures to ensure 2-way communication have been deemed as critical to building knowledge about needs and meeting them. This is especially important to note as parent responses on California Healthy Kids Surveys range between 50 and 67% at the four school sites indicating a necessity to continue to focus on communication structures and strategies to reach more families. The use of district surveys and walkthrough rubrics for assessment ensures that progress toward goals is regularly monitored, evaluated, and shared among an expanded group of stakeholders. This will allow a diverse group to provide input and inform data-driven decisions making adjustments to actions as needed. Grouping together items which are measured with local measures allows short term formative reviews of status as these priority areas are foundational to all of our work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers holding credentials/permits 1.1A: clear - fully credentialed 1.1B: out of field 1.1C: intern 1.1D: ineffective 1.1E incomplete Priority 1A- Basic Source: Assignment Monitoring Report CDE	2022-2023 1.1A: 79.3% 1.1B: 0.2% 1.1C: 6.6% 1.1D: 9.1% 1.1E. 4.8%	2022-2023 1.1A: 79.3% 1.1B: 0.2% 1.1C: 6.6% 1.1D: 9.1% 1.1E. 4.8%		2025-26 1.1A: 90% 1.1B: 0 1.1C: 5% 1.1D: 5% 1.1E: 0	2022-2023 1.1A: 0 1.1B: 0 1.1C: 0 1.1D: 0 1.1E. 0
1.2	% of students with access to their own copies of standards-aligned instructional materials Priority 1B- Basic Source: Williams Textbook Review - Textbook Inventory	2023-24 100%	2024-2025 100%		2026-27 100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	School Facilities Rating- level of repair (poor, fair, good, exemplary) 1.3A: SV 1.3B: BME 1.3C: ECR 1.3D: HD Priority 1C- Basic Source: Facilities Inspection Tool (FIT)	2023-24 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	2024-2025 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary		2026-27 1.3A: Exemplary 1.3B: Exemplary 1.3C: Exemplary 1.3D: Exemplary	2024-2025 1.3A: Maintained Exemplary 1.3B: Maintained Exemplary 1.3C: Maintained Exemplary 1.3D: Maintained Exemplary
1.4	% of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 1.4A: Elementary average 1.4B: Middle school average Priority 2A- Implementation of Standards Source: Math Local Walkthrough rubric	2023-24 1.4A: 79% Developing or higher 1.4B: 65% Developing or higher	2024-2025 1.4A: 81% Developing or higher 1.4B: 58% Developing or higher		2026-27 1.4A: 90% Developing or higher 1.4B: 85% Developing or higher	2024-2025 1.4A: 2% 1.4B: (-6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 1.5A: Elementary average 1.5B: Middle school average Priority 2A- Implementation of Standards Source: WICOR/ELA Local Walkthrough rubric	2023-24 1.5A: 0% 1.5B: 0%	2024-2025 1.5A: 74% Developing or higher 1.5B: 75% Developing or higher		2026-27 1.5A: 70% Developing or higher 1.5B: 65% Developing or higher	2024-2025 1.5A: 74% 1.5B: 75%
1.6	% of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 1.6A: Elementary average	2023-24 1.6A: 81.5% Developing or higher 1.6B: 30% Developing or higher	2024-2025 1.6A: 86% Developing or higher 1.6B: 34% Developing or higher		2026-27 1.6A: 90% Developing or higher 1.6B: 75% Developing or higher	2024-2025 1.6A: 5.5% 1.6B: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.6B: Middle school Priority 2B- Implementation of Standards Source: Designated ELD Local Walkthrough rubric					
1.7	% of unduplicated students who received their first choice of an elective at the middle school 1.7A: Low Income 1.7B: English Learners 1.7C: Foster Priority 7A- Course Access The extent to which students have access to and are enrolled in a broad course of study. Source: AERIES	2023-24 1.7A: 0% new metric 1.7B: 0% new metric 1.7C: 0% new metric	2024-2025 1.7A: all students - 42% 1.7B: 0 -will begin 2025-2026 1.7C: 0-will begin 2025-2026		2026-27 1.7A: 90% 1.7B: 90% 1.7C: 100%	2024-2025 1.7A:- 42% 1.7B: 0 1.7C: 0
1.8	Programs and services for Low income, English Learner, and foster youth Source: I-Ready/STAR/District intervention lists % of students identified as far-below standard who receive	2023-24 1.8A: 0% new metric 1.8B: 0% new metric 1.8C: 0% new metric	2024-2025 1.8A: 39% 3 below / 38% 2 below 1.8B: 36% 3 below / 45% 2 below 1.8C: 33% 3 below / NA 2 below 1.8D: Homeless: 55% 3 below /45%		2026-27 1.8A: 100% 1.8B: 100% 1.8C: 100% 1.8D: 100%	2024-2025 1.8A: 39% 3 below / 38% 2 below 1.8B: 36% 3 below / 45% 2 below 1.8C: 33% 3 below / NA 2 below 1.8D: Homeless: 55% 3 below /45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	supplemental Tier 2 services 1.8A: Low Income 1.8B: English Learners 1.8C: Foster Priority 7B - Course Access		2 below - establish baseline			2 below - established baseline
1.9	% of Students with Disabilities served inside the regular classroom for at least 80% of the school day. Priority 7C Programs and Services developed and provided to students with exceptional needs Source: Notification of Annual Determination from CDE	2023-24 54.07%	2023-24 62.1% May data from SIRUS pending state Notification of Annual		2026-27 62%	2024-2025 7.4%
1.10	% of instructional staff reporting understanding and implementation of English Learner Program on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary) for each of the following areas: 1.10A: Defined Program 1.10B: Data	2023-24 1.10A: 71% Core or above 1.10B: 81% Core or above 1.10C: 79% Core or above 1.10D: 77% Core or above 1.10E: 84% Core or above 1.10F: 80% Core or above	2024-25 1.10A: 85.2% Core or above 1.10B: 84.1% Core or above 1.10C: 80.4% Core or above 1.10D: 80.1% Core or above 1.10E: 80.5% Core or above 1.10F: 84.6% Core or above		2026-27 1.10A: 80% Core Plus 1.10B: 80% Core Plus 1.10C: 80% Core Plus 1.10D: 80% Core Plus 1.10E: 80% Core Plus 1.10F: 80% Core Plus	2024-25 1.10A: 14.2% 1.10B: 3.1% 1.10C: 1.4% 1.10D: 3.1% 1.10E: (-3.5%) 1.10F: 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.10C: Family Engagement/Communication 1.10D: Equity and Access 1.10E: Professional Learning 1.10F: State Standards Priority 2 - B Implementation of State Standards English Learner Program Metric Source: California State Standards Implementation Metric- English Learners					
1.11	% of instructional staff reporting understanding and implementation of ELA on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.11A: Standards and Framework 1.11B: Planning 1.11C: Instruction 1.11D: Formative Assessment 1.11E: Summative Assessments	2023-24 1.11A: 81% Full Awareness or higher 1.11B: 81% Full Awareness or higher 1.11C: 76% Full Awareness or higher 1.11D: 72% Full Awareness or higher 1.11E: 77% Full Awareness or higher	2024-25 1.11A: 83% Full Awareness or higher 1.11B: 80% Full Awareness or higher 1.11C: 83% Full Awareness or higher 1.11D: 80% Full Awareness or higher 1.11E: 82% Full Awareness or higher		2026-27 1.11A: 71% Student Awareness 1.11B: 81% Student Awareness 1.11C: 76% Student Awareness 1.11D 72% Student Awareness 1.11E: 77% Student Awareness	2024-25 1.11A: 2% 1.11B: (-1) 1.11C: 7% 1.11D: 8% 1.11E: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2 - A Implementation of State Standards ELA Source: California State Standards Implementation Metric- ELA conducted in April					
1.12	% of instructional staff reporting understanding and implementation of Math on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.12A: Standards and Framework 1.12B: Planning 1.12C: Instruction 1.12D: Addressing Math Practices 1.12E: Summative and Formative Assessments Priority 2 - A Implementation of State Standards English Math Source: California State Standards Implementation Metric - Math :	2023-24 1.12A: 77% Full Awareness or higher 1.12B: 77% Full Awareness or higher 1.12C: 85% Full Awareness or higher 1.12D: 74% Full Awareness or higher 1.12E: 67% Full Awareness or higher	2024-25 1.12A: 79% Full Awareness or higher 1.12B: 79% Full Awareness or higher 1.12C: 87% Full Awareness or higher 1.12D: 81% Full Awareness or higher 1.12E: 85% Full Awareness or higher		2026-27 1.12A: 90% Student Awareness 1.12B: 90% Student Awareness 1.12C: 90% Student Awareness 1.13D: 90% Student Awareness 1.12E: 90% Student Awareness	2024-25 1.12A: 2% 1.12B: 2% 1.12C: 2% 1.12D: 7% 1.12E: 18%
1.13	% of instructional staff reporting understanding	2023-24	2024-25		2026-27	2024-25 1.13A: 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and implementation of Science on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.13A: Standards and Framework 1.13B: Planning 1.13C: Instruction 1.13D: Summative and Formative Assessments Priority 2 - A Implementation of State Standards Science Source: California State Standards Implementation Metric- Science conducted in April	1.13A: 39% Full Awareness of higher 1.13B: 37% Full Awareness or higher 1.13C: 38% Full Awareness or higher 1.13D: 33% Full Awareness or higher	1.13A: 45% Full Awareness of higher 1.13B: 38% Full Awareness or higher 1.13C: 42% Full Awareness or higher 1.13D: 38% Full Awareness or higher		1.13A: 75% Full Awareness or higher 1.13B: 75% Full Awareness or higher 1.13C: 75% Full Awareness or higher 1.13D: 75% Full Awareness or higher	1.13B: 1% 1.13C: 4% 1.13D: 5%
1.14	% of instructional staff reporting understanding and implementation of Social Studies/History on a 5 point scale (Initial, Developing, Full Awareness, Student Awareness, Full Implementation) for each of the following areas: 1.14A: Standards and Framework	2023-24 1.14A: 39% Full Awareness or higher 1.14B: 37% Full Awareness or higher 1.14C: 38% Full Awareness or higher 1.14D: 33% Full Awareness or higher	2024-25 1.14A: 48 % Full Awareness or higher 1.14B: 45% Full Awareness or higher 1.14C: 52% Full Awareness or higher		2026-27 1.14A: 75% Full Awareness or higher 1.14B 75% Full Awareness or higher 1.14C: 75% Full Awareness or higher	2024-25 1.14A: 9% 1.14B: 8% 1.14C: 14% 1.14D: 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.14B: Planning 1.14C: Instruction 1.14D: Summative and Formative Assessments Priority 2 - A Implementation of State Standards Social Studies/History Source: California State Standards Implementation Metric-Social Studies/History conducted in April		1.14D: 45% Full Awareness or higher		1.14D: 75% Full Awareness or higher	
1.15	Distance from Standard for student groups in math: 1.15A: All students 1.15B: English Learners 1.15C: Homeless 1.15D: Socio-economic disadvantaged 1.15E: Students with disabilities 1.15F: Hispanic 1.15G: White Priority 4A: Student Achievement Source: California Dashboard Math	2022-23 1.15A: (-96) Red 1.15B: (-106.8) Red 1.15C: (-100.1) Orange 1.15D: (-98) Red 1.15E: (-164.1) Red 1.15F: (-95.9) Red 1.15G: (-80.5) Yellow	2023-2024 1.15A: (-85.6) Yellow- Low 1.15B: (-92.9) Yellow- Low 1.15C: (-112) Red-Very Low 1.15D: (-87.1) Yellow-Low 1.15E: (-150.5) Orange- Very Low 1.15F: (-84.9) Yellow- Low 1.15G: (-115.1) Red- Very Low 1.15H: LTEL (-127.5) Orange-Very Low establish baseline		2025-26 1.15A: (-51) *Yellow Increase Significantly +51/Status Low 1.15B: (-61.8) *Yellow Increase Significantly +45/Status Low 1.15C: (-51) *Yellow Increase Significantly +50/Status Low 1.15D: (-51) *Yellow Increase Significantly +47/Status Low 1.15E: (-90)	From 2023-2024 to 2024-2025 1.15A: Increased 10.4 1.15B: Increased 14 1.15C: Declined 11.9 1.15D: Increased 10.9 1.15E: Increased 13.6 1.15F: Increased 11 1.15G: Declined 34.6 1.15H: LTEL Increased Significantly 24.6 Very Low - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Yellow Increase Significantly +74.1/Status Low 1.15F: (-50.9) *Yellow Increase Significantly +45/Status Low 1.15G: (-35.5) Yellow Increase Significantly +45/Status Low 1.15H: LTEL (-92.9) *Yellow Increase +34.6	
1.16	Distance from Standard for student groups in language arts: 1.16A: All students 1.16B: English Learners 1.16C: Homeless 1.16D: Socio-economic disadvantaged 1.16E: Students with disabilities 1.16F: Hispanic 1.16G: White Priority 4A: Student Achievement Source: California Dashboard ELA	2022-23 1.16A: (-62) Orange 1.16B: (-76.1) Red 1.16C: (-87.3)Orange 1.16D: (-64.4)Orange 1.16E: (-136.1) Orange 1.16F: (-61.9) Orange 1.16G: (-61.9) Orange	2024-2025 1.16A: (-57.3) Yellow- Low 1.16B: (-68.5) Yellow- Low 1.16C: (-84.9) Red- Very Low 1.16D: (-59.5) Yellow- Low 1.16E: (-128.8) Orange- Very Low 1.16F: (-56.9) Yellow- Low 1.16G: (-73.8) no color assign 1.16H: LTEL (-86.4) Orange- Very Low		2025-26 1.16A: (-42) decrease 20 1.16B: (-46.1) decrease 30 1.16C: (-47.3) decrease 40 1.16D: (-64.4) decrease 20 1.16E: (-76.1)decrease 60 1.16F: (-41.9) decrease 20 1.16G: (-41.9) decrease 20 1.16 H: LTEL (-68.5) decrease 17.9	From 2023-2024 to 2024-2025 1.16A: Increased 4.7 1.16B: Increased 7.6 1.16C: Declined 2.4 1.16D: Increased 4.9 1.16E: Increased 7.3 1.16F: Increased 5 1.16G: Declined 11.9 1.16H: LTEL Increased 4.4- Very Low

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			establish baseline			established baseline
1.17	% of students identified with chronic absenteeism 1.17A: Homeless 1.17B: African American 1.17C: White 1.17D: All Students 1.17E: English Learners 1.17F: Foster Youth 1.17G: Hispanic 1.17H: Socioeconomically Disadvantaged 1.17I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2022-23 RED 1.17A: 42.3% increase 0.5% ORANGE 1.17B: 64.1% declined 10.3% 1.17C: 35.3% declined 9.4% YELLOW 1.17D: 24.6% declined 9% 1.17E: 21.1% declined 8.7% 1.17F: 16.7% declined 10.6% 1.17G: 23.8% declined 8% 1.17H: 25% declined 8.9% 1.17I: 31.6% declined 9.1%	2023-2024 1.17A: 29.7% Orange- Very High 1.17B: 22.2% -no color assigned 1.17C: 33.3%- Very High Orange 1.17D: 18.9% Yellow- High 1.17E: 16.3% Yellow- High 1.17F: 15.4% Yellow- High 1.17G: 18.3% - High 1.17H: 19.4% Yellow- High 1.17I: 26.6% Yellow- High 1.17J: LTEL16.5% Yellow- High establish baseline		2025-26 1.17A: 9% *Green -Decline Significantly - 33.3%/Status Medium 1.17B: 9% *Green -Decline Significantly - 55.1%/Status Medium 1.17C: 9% *Green - Decline Significantly - 26.3% /Status Medium 1.17D: 9% *Green -Decline Significantly - 15.6%/Status Medium 1.17E: 9% *Green - Decline Significantly - 11.1%/Status Medium 1.17F: 9%	From 2023-2024 to 2024-2025 1.17A: Declined 12.6% 1.17B: Declined 41.9% 1.17C: Declined 2% 1.17D: Declined 5.7% 1.17E: Declined 4.8% 1.17F: Declined 1.3% 1.17G: Declined 5.5% 1.17H: Declined 5.6% 1.17I: Declined 5% 1.17J: LTEL Declined Significantly 6.1% High - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Green -Decline - 7.7%/Status Medium 1.17G: 9% *Green - Decline Significantly - 14.8%/Status Medium 1.17H: 9% *Green - Decline Significantly - 16%/Status Medium 1.17I: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium 1.17J: LTEL 9% *Green Decline- 7.5%	
1.18	% of Staff indicating "Developing" or higher based on five point scale (Pre-initiating, Initiating, Implementing, Developing, Sustaining) on the Professional Learning Community (PLC) Survey.	2023 PLC Survey: 1.18A: 71.9% 1.18B: 66.7% 1.18C: 73.3% 1.18D: 71.9% 1.18E: 69.6% 1.18F: 70.4% 1.18G: 68.1% 1.18H: 68.9%	2024 PLC Survey 1.18A: 66.7% 1.18B: 63.5% 1.18C: 73% 1.18D: 69.2% 1.18E: 71.8% 1.18F: 74.4% 1.18G: 83.3% 1.18H: 70.5%		March 2027 90% Developing or higer (Levels 3 and above on the five point rubric-Pre-initiating, Initiating, Implementing, Developing, Sustaining)	1.18A: Declined 5.2% 1.18B: Declined 3.2% 1.18C: Declined 0.3% 1.18D: Increased 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1.18A: Communicating Priorities 1.18B: Communicating Priorities through Action 1.18C: Shared Mission 1.18D: Shared Vision 1.18E: Shared Values 1.18F: Common School Goals 1.18G: Work Interdependently 1.18H: Honoring Commitments 1.18I: Utilizing SMART Goals 1.18J: Clarifying What Students Must Learn 1.18K: Turning Data Into Information 1.18L: Clarifying Criteria 1.18M: Common Fornative Assessment 1.18N: Providing Students with Systemic Intervention and Extensions 1.18O: Retaining Veteran Staff Members 1.18P: Responding To Conflict 1.18Q: Implementing the PLC Process Districtwide	1.18I: 71.1% 1.18J: 74.1% 1.18K: 69.6% 1.18L: 69.6% 1.18M: 69.6% 1.18N: 64.4% 1.18O: 57% 1.18P: 56.3% 1.18Q: 56.3%	1.18I: 71.8% 1.18J: 78.8% 1.18K: 69.9% 1.18L: 75.6% 1.18M: 80.1% 1.18N: 65.4% 1.18O: 42.3% 1.18P: 53.2% 1.18Q: 56.4%			1.18E: Increased 2.2% 1.18F: Increased 4% 1.18G: Increased 15.2% 1.18H: Increased 1.6% 1.18I: Increased 0.7% 1.18J: Increased 4.7% 1.18K: Increased 0.3% 1.18L: Increased 6% 1.18M: Increased 10.5% 1.18N: Increased 1% 1.18O: Declined 14.7% 1.18P: Declined 3.1% 1.18Q: Increased 0.1%
1.19	Average weekly usage (minutes) of personalize		1.19A: Math 19 Kinder		1.19A: Math 38 Kinder	1.19A: Math 0 Kinder

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instruction as reported by I-Ready End Of Year Report 1.19A: Math Kinder 1.19B: Math 1st Grade 1.19C: Reading Kinder 1.19D: Reading 1st Grade		1.19B: Math 24 1st Grade 1.19C: Reading 23 Kinder 1.19D: Reading 31 1st Grade		1.19B: Math 38 1st Grade 1.19C: Reading 38 Kinder 1.19D: Reading 38 1st Grade	1.19B: Math 0 1st Grade 1.19C: Reading 0 Kinder 1.19D: Reading 0 1st Grade

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:
Action 1.1: Personnel support staff and training - A Human Resources Director and all stipend paid positions were implemented as planned. The contract with Kern County Superintendent of Schools for induction and Cal State Bakersfield for Dual Residency were fully implemented. Staff trainings, materials, and incentives were implemented as planned.
Action 1.2: District Program Personnel - All positions were filled following beginning of year staffing transitions (see modified implementation 1.2) and job duties implemented as expected.
Action 1.3: Staff to support implementation of standards - All positions were maintained and job duties fully implemented and framework implementation training was implemented for science, language arts, and math.
Action 1.4: Family Resource Center: All positions were maintained and job duties fully implemented including case management of foster and homeless youth. In conjunction with an SBHIP grant, an new building is near completion and is expected to be open to provide services early in the 2025-2026 school year.
Action 1.5: Foster Services: Family Resource Center staff provided case management services and supplemental school supplies and resources to assist foster students as planned. Transportation costs were incurred as services were provided and fulfilled as expected.
Action 1.6: Added one elementary art and band teacher with Prop 28 funds which have been assigned to one sight and the shared job duties now are handled at each site by one assigned teacher. A 4th PE teacher at Haven Drive and an elective Spanish language teacher duties were fully implemented along with purchases of materials for all courses described in the action step.
Action 1.7: Staff was hired and completed job duties as assigned.
Action 1.8: Technology and infrastructure was updated.

Modified Implementation:
Action 1.2: Due to a retirement, the position of Director of Curriculum and Instruction was modified to Supervisor II of Curriculum, Assessment, and Instruction. The 10 month tech position was discontinued following a resignation.

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

Action 1.1: LCAP costs for Dual Teacher Residency were less than expected as Cal State implemented grant funding budgeted and supplies were less than expected.
Action 1.2: LCAP costs were less than budgeted with the transition to a Supervisor position rather than Director, the discontinuation of one classified technology position following a resignation, and the replacement of a Vice Principal at a lower cost mid-year.
Action 1.3: LCAP staffing costs showed a slight increase with intensive standards alignment activities.
Action 1.4: LCAP costs were lower than expected as measures were taken to utilize Family Resource Buildings in the most effective way possible utilizing SBHIP funding for the majority of a new building with very little cost overruns beyond the grant.
Action 1.5: LCAP costs less than expected as transportation needs were not as high as estimated.
Action 1.6: Costs for LCAP were less than expected - increased total costs include the hire of 1 elementary art and 1 elementary music teacher and a middle school art teacher funded through Prop 28 and materials for art and music paid by Prop 28.
Action 1.7: LCAP costs slightly higher than expected given overtime.
Action 1.8: A significant material difference is noted in this action step as immediate technology needs and upgrades were funded with final ESSER expenditures during the initial writing period of the 2024-2025 plan. A full transition to Google and Chromebooks for students has significantly decreased ongoing costs previously budgeted for laptops and associated Windows services.

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

Action steps 1.1 through 1.8 were effective in support of academic growth either through support of instruction or direct instruction. In the case with foster students (Action 1.5), case management to provide access to resources ensured students were in school to receive core instruction or intervention. With the exception of homeless and white students, all other student groups made growth on the California Dashboard for Language Arts and Math. This indicates actions are working on a wide scale however there is a continued need to focus on individual students as well as student groups of smaller numbers utilizing disaggregated data to inform instruction and grouping. This is especially clear as Metric 1.8 indicates that not all students identified as 2 and 3 years below grade level are receiving intensive supplemental support.

Action steps 1.1, 1.2, 1.3, 1.4, 1.6, 1.7 and 1.8 supported the following increases on the California Dashboard for Math:
Focus groups for Math included English Learners, Socio-economic Disadvantaged, and All Students in the 2024/2025 LCAP. English Learners decreased the distance from standard by 14 points, SED by 10.9 points and all students by 10.4 points.

Action steps 1.1, 1.2, 1.3, 1.4,1.6, 1.7 and 1.8 supported the following increases on the California Dashboard for English Language Arts:
Focus groups for English Language Arts included English Learners, Socio-economic Disadvantaged, and All Students in the 2024/2025 LCAP. English Learners decreased the distance from standard by 7.6 points, SED by 4.9 points and all students by 4.7 points.

Actions 1.1, 1.2, and 1.3 are directly attributed to instructional lessons moving to a developing or higher level as measured by classroom walkthroughs meeting the third year target in year 1 for Metric 1.5 for both the elementary and middle school. Similarly, lesson delivery as measured by ELD walkthroughs showed gains at both the elementary and middle school levels with specific gains in preparing for student's learning.

Action 1.2- staff funded through this action have work closely with the Director of Student Services focused on increasing the percentage of students served in the regular classroom for at least 80% of the day and recent IEP and inclusion conversations are focused on this goal with their support. The percentage has increased significantly from the baseline as reported by county SIRUS reports- many of these students belong to unduplicated student groups.

Action 1.5- supports for foster students ensuring case management ensured 33% of foster students below grade level received intervention support.

Metric 1.18 has been reintroduced to the Arvin LCAP given concerns about Professional Learning Team implementation and variations in implementation across sites. While there are many increases, declines in communicating priorities 1.18A and 1.18B are of concern as are 1.18O. Retaining Veteran staff members and 1.18P. Staff in Actions 1.1, 1.2, and 1.3 will be tasked with supporting the addressing of this information.

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

There were no changes to the planned goal.

Metric 1.7 was modified for the 2024-2025 school year as data was not collected relative to student groups A, B, and C. For the 2024-2025 year only "all students" data was available.
Metric 1.8 has one student group (Homeless) added to student groups below grade level receiving supplemental services.
Metric 1.9 does not have available state data so a local indicator (SIRUS report) was utilized to show current progress.
Metrics 1.15, 1.16, and 1.17 have one student group added (LTEL) as required by the state.
Metric 1.18 was added to continue a previous focus on Professional Learning Team implementation and survey information which provided valuable information related to district and site communication effectiveness, team planning reflections, and reflections on use of data.
Metric 1.19 was added to support increased opportunities for Kindergarten and 1st grade students through the purchase of Chromebooks. This metric tracks average weekly usage (in minutes) of i-Ready Personalized Instruction in Reading and Math. By providing devices for both classroom and at-home use, students are afforded greater access to the i-Ready platform, supporting increased time on task in both settings. This expanded access is designed to help students meet the recommended 38 minutes per week and promote academic growth through consistent engagement with personalized instruction.

Target Outcomes for 1.15, 1.16, and 1.17 include LTEL as required by the state.
Target Outcomes for 1.18 were added with the addition of metric 1.18.

Target Outcomes for 1.19 were added with the addition of metric 1.19.

All actions/budget items including staff will be impacted by the known increase to health benefits.
Action/Budget 1.1: Numbers of stipends and induction spaces modified to support upcoming staffing requirements and training/certification needs. Budget adjusted accordingly.
Budget 1.2: Budget modified to account for current personnel with staff changes in positions listed and not filling a 10-month technology position that was vacated.
Budget 1.3: Federal funds reflect site coaches and district TOSA costs. Budget modified to match calendared dates for 2025-2026 curriculum alignment work which has positively impacted daily instructional delivery as noted in walkthrough data as well as modified duty assignments for TOSA's which resulted in restructuring of Title 1, Title III, and LCAP to match time accounting.
Budget 1.4: Decrease in budget for 2025-2026 due to expected completion of construction and full expenditure of SBHIP grant funds with final installment for physical/mental health building. In addition, increased on going LCAP costs for all staff as they will be 100% funded through the LCAP as the district will no longer participate in First5 which was listed as local funding in previous years - this does not change the total costs for personnel just the funding source.
Budget 1.5: Decrease to previous year funding due to low numbers of students and costs of transportation have been less than expected over the last years budgeted.
Action/Budget 1.6: Spanish Elective will be deleted due to adding a Dual Strand at the middle school in Curriculum and Instruction which decreased LCAP costs for that item within the action. The addition of 1 elementary art and 1 elementary music teacher at each site (full time) increased Total Costs as funded through Prop 28 funds. A drama elective has been added to be a co-funded position (general fund ELA / LCAP drama) and a co-funded PE (general fund PE/sports elective). Materials costs have been modified to meet the needs of ongoing and new electives/single subject support staff. Materials costs for Dual Immersion (world language support) is significantly increased with the projected district-wide math adoption in 2025-2026. Decisions based on stakeholder feedback.
Budget 1.7: Increase due to projected overtime based on 2024-2025 end of year expenditures.
Budget 1.8: Budget modified to address a rotating purchase calendar for Chromebook/device replacement, printer replacement and associated contracted costs, and technology infrastructure. Parent and staff stakeholder feedback promotes 2 to 1 computers. Funds added in consideration of adding 1 to 1 to Kindergarten and/or 7th grade to promote i-ready usage for Kinder and in-class computer use in 7th grade. This also promotes needs noted within our Instructional Continuity plan for students without home/school access.
Action 1.8: Addition of $350,000 for purchase of Chromebooks This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing the significant achievement gaps in foundational literacy and numeracy as documented in the district’s 2023–24 summative assessment data and LREBG Needs Assessment. Specifically, this action provides technology infrastructure and devices to promote equitable access to personalized instruction for unduplicated students in early grades. Arvin Union School District will purchase Chromebooks to expand the 2:1 student-to-device ratio in Kindergarten and 1st Grade, allowing for increased use of i-Ready Personalized Instruction in Reading and Math.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Personnel support staff and training	Continuity of instruction is supported by well-prepared staff who have mastery of, or have received training targeted on strategies to support district unduplicated student needs. Attracting staff who are empathetic and are committed to serving our community demographics and then retaining them is critical. Providing district support staff to accomplish this task is the purpose of this action step with the goal of attracting and retaining staff in a highly competitive market and with many options in the larger municipal area of Bakersfield. The LCAP funded District Human Resources Director, working directly with district and program administrators focuses on ensuring appropriately credentialed staff and supporting an inclusive environment working with Teachers on Special Assignment (TOSAS) LCAP funded action (1.3) to ensure development of a well-trained staff as our status as a rural district makes it extremely difficult to fill positions at all levels. Continuing current efforts is expected to maintain our rate of zero mis-assignments. Numbers for budgeting include 27 Induction and 5 Intern Mentors provide direct guidance for provisional teachers to support moving through the credentialing process with costs including LCAP funded stipends and trainings. Their work is supported by a contract with Kern County Superintendent of Schools support services providing Induction and Mentor guidance and workshops. 41 Dual Immersion stipends to promote retention of staff with Bilingual Certification and training/ professional development to promote successful implementation of the district's Dual Immersion program which currently serves approximately 1/3 of our population and for the 2025-2026 school year will be expanded to the middle school. Teacher Residency program: "Cultivando Maestros" preparation pathway for certification to instruction in Dual Immersion in coordination with Cal State Bakersfield. Costs to include 8 mentor stipends. Supplies to support staff and to promote appreciation, recognition and retention in their positions.	$617,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	The Supervisor II Curriculum Instruction and Assessment, Director of Student Services (funded Special Education), Supervisor II of Early Childhood Education, Vice Principals at all sites (4), and Dean at Haven Drive will be charged with ensuring quality functional learning environments, leading Common Core implementation, professional development, and coaching for instructional staff, since our data shows the majority of our student groups are performing in the very low or low performance levels on state assessment for English Language Arts and Math. Additionally, one Certificated Technology staff member and 4 Classified Technology staff members will ensure functionality/access to district technology and data systems leading to 21st Century skills and utilization of 1 to 1 technology in all classrooms to ensure support for disaggregating data that will further enhance student academic achievement.	$2,045,435.00	Yes
1.3	Staff to support implementation of standards	Four district Teachers on Special Assignment and four Academic Coaches (one at each site) will facilitate professional development and accessibility of data for groups, coaching for grade levels, and 1 on 1 targeted support for certificated and classified staff to support all students but specifically the English Learners, foster, socioeconomically disadvantaged, and special education students as their academic achievement falls below that of all students on Distance From Standard in Language Arts and Math and CAASPP Meeting or Exceeding Standard based on 2022-2023 Assessment Data. An equity TOSA (totaling 5 TOSAs) will support district and site staff use of data within Professional Learning Teams, MTSS structures, and parent engagement to support student attainment of standards mastery with a focus on ensuring data for all student groups is available and utilized to address needs. Substitutes or overtime to facilitate training related to framework implementation $150,000 (salary and benefits combined)	$1,579,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Family Resource Center to meet basic needs	The Family Resource Center is essential for meeting diverse needs, promoting equity and inclusion, preventing crises, fostering community connections, collaborating with partners, empowering families as advocates, and evaluating and improving services to LCAP focus families. These efforts contribute to the well-being, stability, and resilience of families and communities, making FRCs indispensable assets in the social fabric of society. This action step includes the Family Resource Center Director, two Family Advocates, and a Support Services Clerk. Funds are included to support homeless student needs for students who are case managed through the FRC supported through LCAP as well as Title I. $10,000 in supplies to support initial start up of a food pantry are included this year utilizing a space in the new physical/mental health center. SBHIP funding expenditures for construction of a district physical/mental health center to date total $1,098,579.75. An additional $759,999.25 SBHIP funds are allocated to support completion of construction expected in the fall of 2025-2026. To bring completion of a project began with SBHIP, LCAP budgeted for 2024-2025 were utilized prior to the last installment of SBHIP funds being received was 262,185.30 and $20,000 is being set aside in LCAP 2025-2026 for final elements of the mental health/ health center at the FRC complex to provide the ability to expand services through a Community School Model including health, mental health, and parent education services.	$1,360,123.25	Yes
1.5	Foster Services	2 Family Advocates and the Director of Student Support Services are identified as key personnel the Foster student group will be assigned to case-management (Family Resource Center staff identified in Action 1.4). Students will be supported through transportation supplemental to regular bussing including associated cost as necessary. Further, this group will be supported through supplemental school supplies and school readiness items to assist with entry into and success in school. Additional needs including access to tutoring, social-emotional support, trauma informed care will be identified by FRC or site personnel and addressed under those district systems.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Access to a broad course of study	In addition to core classes, continue expanded course offerings to students district wide including 3 district elementary art teachers (co-funded LCAP and Prop 28), 3 district elementary music teachers (co-funded LCAP and Prop 28), and continuing with 1 site based physical education teacher at each elementary site to facilitate student engagement and address the metric for chronic absenteeism, CHKS connectedness/engagement, and Physical Fitness Assessment outcomes. To further address student engagement, implementation of Interactive Science/Project Lead the Way, art, and band/music classes are continued at the middle school as electives with the support of general fund teachers including 1 band teacher, 2 art teachers (1 general fund/1 art and music grant), and current science teachers assigned to elective courses. Continue AVID as a districtwide initiative to support student readiness for college and career including salaries and materials to provide expanded curricular activities. Ensure all student have access to a diverse set of elective courses and the opportunity to participate in hands-on and engaging activities supported by the purchase of course related materials and related professional development for staff directly instructing classes. Continuation of a 4th LCAP funded Haven Drive PE teacher to keep class sizes smaller and to implement a new wellness/sports elective class as well as the addition of 2 sections of drama utilizing a current English Language Arts teacher (partially funded LCAP for elective course times) . Costs for implementation of new math adoption and other material supports to support Dual Immersion classes/world languages.	$2,769,666.00	Yes
1.7	Safe and comfortable physical environment	Due to our district's rural location and extreme weather conditions, continuation of the district's HVAC technician position ensures immediate repairs that facilitate a healthy, safe environment with filtered air without student displacement or interruption of learning for students as CA Dashboard reflects a need for focus on student achievement maximizing learning time is essential.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Technology infrastructure and devices	LCFF Funds in the amount of $400,000 will: Provide technology infrastructure and devices to support equity in education for unduplicated students as well as support for equitable facilities updates to sites. ***** LREBG Funds in the amount of $350,000: This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is focused on addressing the significant achievement gaps in foundational literacy and numeracy as documented in the district's 2023–24 summative assessment data and LREBG Needs Assessment. Specifically, this action provides technology infrastructure and devices to promote equitable access to personalized instruction for unduplicated students in early grades. Arvin Union School District will purchase Chromebooks to expand the 2:1 student-to-device ratio in Kindergarten and 1st Grade, allowing for increased use of i-Ready Personalized Instruction in Reading and Math. Research-Based Rationale: The purchase and implementation of devices for early grades are supported by high-quality, evidence-based research: ESSA Tier 1: Strong Evidence The IES Regional Educational Laboratory (REL) Midwest identifies Tier 1 evidence as practices supported by high-quality randomized control trials. Research cited in the REL Midwest summary on ESSA Tiers shows that digital adaptive platforms like i-Ready—when implemented consistently—demonstrate significant impacts on student learning outcomes, particularly in early literacy and numeracy. Reference: IES REL Midwest ESSA Tiers Overview AND i-Ready: Evidence of Effectiveness (Tier 1) Multiple independent evaluations of i-Ready (Curriculum Associates) confirm its classification as a Tier 1 intervention. When students engage in personalized instruction for the recommended 30–49 minutes per subject weekly, statistically significant gains in ELA and Math outcomes are observed compared to control groups. Example source: Curriculum Associates i-Ready ESSA Evidence Report	$750,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These sources validate the use of adaptive technology tools in supporting academic recovery, particularly when access is expanded through targeted infrastructure support. Metrics Used to Monitor Impact: The impact of this action will be monitored through usage analytics reported in i-Ready’s End-of-Year Reports, specifically tracking: 1.19A – Average weekly minutes of Math Personalized Instruction – Kindergarten 1.19B – Average weekly minutes of Math Personalized Instruction – 1st Grade 1.19C – Average weekly minutes of Reading Personalized Instruction – Kindergarten 1.19D – Average weekly minutes of Reading Personalized Instruction – 1st Grade Current weekly usage is below the research-based recommendation of 30 to 49 minutes per subject. The district's goal is to increase and sustain usage to meet or exceed this benchmark, ensuring students receive adequate instructional time to make academic gains.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement multi-faceted strategies aimed at holistic student success and safety focused on social-emotional-behavioral learning initiatives and extra-curricular activities fostering a positive and engaging learning environment, curriculum to ensure equitable academic success, and a supportive physical and emotional environment fostering inclusion and well-being of all students assessed by state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Recent data from the California Dashboard indicates a low or very low level of suspensions across all schools within our district when looking at the group "All Students". Action steps set in place in previous LCAP's supporting these surface level low rates include increasing the amount and hours of Campus Supervisors on campus, providing noon duty staff equitably by site need rather than in equal numbers, ensuring there are two social workers on each campus to support instruction with staff in Social-Emotional Learning and mental health, and to provide groups and individual therapy to address student needs. These staff additions or expansions are directly supported by a set time in the master schedule of each school to focus on SEL curriculum. RULER, was rolled out earlier and fully implemented in 2023. In addition, PBIS implementation, in conjunction with a district-wide referral system and an Alternate to Suspension class, have been developing over the past LCAP term.

While these actions have supported a low suspension rate overall, there is significant disparity among student groups when it comes to suspension, particularly African American and Homeless, who were identified as Orange on the Dashboard. All other groups are Blue or Green. Additional data supporting district and school site challenges includes continued referrals to the Alternate to Suspension class at high levels at the middle school. Additionally, California Healthy Kids data from the 2023-2024 school year noted in Baseline Metrics, within this goal that indicate staff, students, and parents have concerns regarding student connectedness, meaningful engagement, and safety. This is further supported by approximately 25-30% of student negative responses on the Kern Integrated Data System's (KiDS) School Connectiveness survey which is taken in the Fall and Spring by 3rd through 8th graders. They indicated they do not feel it is easy to talk to teachers, that they don't always feel staff care about them or their absences, and that they don't feel they belong in school. Input from staff focus sessions highlight concerns regarding the content and direct supports students receive when enrolled in the Alternate to Suspension directly resulting in the format of the class and staffing duties are being addressed. Additionally, concerns about implementation of major and minor referral consistency of reporting and consistency of consequences that are equitable and restorative vs. punitive have been noted in stakeholder input. The topic of ACES (Adverse Childhood Experiences) has been introduced and Intervention staff support focus on individual student needs. However, this staff while "knowing" each student individually, must also focus on the larger scale to support positive interactions versus not excuse inappropriate behaviors, which has not yet been accomplished. While Parent responses from the CHKS indicate a range of 81 to 95% strong agreement with staff implementing strategies for mental health a significant disparity is noted when responding to a question regarding perceptions of school disorder with extremely inconsistent patterns of response from strongly agree to strongly disagree.

We recognize that there continues to be a need to address behavior challenges after they are noted and manifested in various forms, including disruptive behavior in the classroom, conflicts among students, social-emotional struggles, and mental health needs. Input also strongly indicates a need to expand proactive measures that support the focus and expectations of a positive school climate, social emotional learning, and mental health support for all students. This includes acknowledgement of students by supporting and rewards appropriate behavior and focusing on training for interaction strategies to decrease the need for behavior referrals. Strengthening Universal structures (Tier I structures) and prioritizing Supplemental supports (Tier II) and Intensified supports (Tier III interventions) that address the disproportionate suspension rates and fostering a sense of connectedness and belonging among all students, the district aims to create a more inclusive and supportive school climate where every student can thrive academically, socially and emotionally. Monitoring progress through ongoing data analysis and stakeholder feedback, which has begun but is not consistently implemented across the district, will be essential to address the effectiveness of these interventions and make necessary adjustments to ensure continuous improvement. This includes utilization of data at the student, class, grade level, school site and district levels to identify trends, patterns, and areas of concern, allowing for timely interventions.

In summary, while suspension rates may appear low on the surface, our district remains committed to addressing behavior challenges and promoting positive school climate and mental health support for all students with the expectation the positive environment is mirrored in school connectedness and California Health Kids Surveys. Through the implementation of proactive interventions, frameworks, and services, we aim to create a safe, supportive, and inclusive learning environment where every student can thrive academically, socially, and emotionally. Providing ongoing training and professional development opportunities for educators and staff in culturally responsive teaching practices, implicit bias awareness, and trauma-informed approaches will be necessary to provide an equitable learning environment with systems of supports for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students reported as Suspended on the California Dashboard and placement on the dashboard based on status and change 2.1A: District Overall 2.1B: English Learners	2022-23 GREEN 2.1A: 0.8% (maintained 0) 2.1B: 0.7% (declined 0.3%) 2.1C: 0.8% (maintained 0)	2023-2024 2.1A: 0.5% Blue (Declined 0.3% Very Low) 2.1B: 0.5% Blue (Maintained 0.2% Very Low) 2.1C: 0.5% Blue		2025-26 2.1A : 0.6% *Green -Maintain - 0.2%/status of Low 2.1B: 0.6% *Green - Maintain - 0.1% /status of Low	2.1A: Declined 0.3% 2.1B: Declined 0.2% 2.1C: Declined 0.3% 2.1D: Declined 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.1C: Hispanic 2.1D: Low Income 2.1E: Students with Disabilities 2.1F: White 2.1G: Foster Youth 2.1H: African American 2.1I: Homeless Priority 6A: School Climate- Source: California Dashboard Suspension Indicator	2.1D: 0.8% (maintained 0) 2.1E: 0.3% (increase 0.3%) 2.1F: 1% (declined 1.1%) BLUE - 2.1G: 0% (declined 4%) ORANGE - 2.1H: 4.8% (maintained 0.1%) 2.1I: 1.9% (increased 1.9%)	(Declined 0.3% Very Low) 2.1D: 0.5% Blue (Declined 0.3% Very Low) 2.1E: 0.8% Yellow (Increased 0.5% Low) 2.1F: 0.7% Green (Declined 0.3% Low) 2.1G: 0% Blue (Maintained 0% Very Low) 2.1H: 0% Blue (Declined 4.8% Very Low) 2.1I: 1% Green (Declined 0.8% Low) 2.1J: LTEL Green (Declined 2.3% Medium) establish baseline		2.1C: 0.6% *Green - Maintain - 0.2%/status of Low 2.1D: 0.6% *Green -Maintain - 0.2% /status of Low 2.1E: 0.3% *Blue - Maintain 0 / status of Very Low 2..1F: 0.6% *Blue - Decline - 0.4%/status of Very Low 2.1G: 0% *Blue -Maintain 0 /status of Very Low 2.1H: 0.6% *Blue -Decline significantly - 4.2%/status of Low 2.1I: 0.6% *Green -Decline - 1.3% /status of Low Low 2.1J: 0.3% LTEL	2.1E: Increased 0.5% 2.1F: Declined 0.3% 2.1G: 0 2.1H: Declined 4.8% 2.1I: Declined 0.8% 2.1J: Declined 0.5% - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	% of Students Expelled Priority 6B: School Climate- Source: Data Quest Expulsion Rate	2022-2023 0%	0.03% estimated with 1 expulsion		2025-26 0%	.03% estimated
2.3	% of students responding strongly agree to the following questions on the California Healthy Kids survey. 2.3A: School Connectedness 5th 2.3B: School Connectedness 6th 2.3C: School Connectedness Middle School 2.3D: Perceived School Safety 5th 2.3E: Perceived School Safety 6th 2.3F: Perceived School Safety Middle School 2.3G: Meaningful Participation 5th 2.3H: Meaningful Participation 6th 2.3I: Meaningful Participation Middle School	February 1, 2024 2.3A: 72% 2.3B: 61% 2.3C: 39% 2.3D: 75% 2.3E: 64% 2.3F: 34% 2.3G: 48% 2.3H: 40% 2.3I: 15%	February 2025 2.3A: 76% 2.3B: 61% 2.3C: 45% 2.3D: 83% 2.3E: 66% 2.3F: 50% 2.3G: 52% 2.3H: 36% 2.3I: 27%		2026-27 2.3A: 85% 2.3B: 85% 2.3C: 85% 2.3D: 85% 2.3E: 85% 2.3F: 85% 2.3G: 75% 2.3H: 75% 2.3I: 75%	February 2025 2.3A: Increase 4% 2.3B: Increase 1% 2.3C: Increase 6% 2.3D: Increase 8% 2.3E: Increase 2% 2.3F: Increase 16% 2.3G: Increase 4% 2.3H: Decline 4% 2.3I: Increase 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Students					
2.4	% of staff at the elementary or middle school responding strongly agree to the following questions on the California Healthy Kids survey 2.4A: Safe Place for staff elementary 2.4B: Safe Place for staff middle school 2.4C: Safe Place for students elementary 2.4D: Safe Place for students middle school 2.4E: Meaningful student participation elementary 2.4 F: Meaningful student participation middle school Priority 6C: Survey of Safety and Climate- Source: California Healthy Kids Staff	February 1, 2024 2.4A: 41% 2.4B: 19% 2.4C: 43% 2.4D: 16% 2.4E: 39% 2.4F: 22%	February 2025 2.4A: 47% 2.4B: 16% 2.4C: 49% 2.4D: 19% 2.4E: 39% 2.4F: 20%		2026-27 2.4A: 75% 2.4B: 75% 2.4C: 75% 2.4D: 75% 2.4E: 75% 2.4F: 75%	February 2025 2.4A: Increase 6% 2.4B: Decline 3% 2.4C: Increase 6% 2.4D: Increase 3% 2.4E: 0 change 2.4F: Declined 2%
2.5	% of parents at the elementary or middle school responding	2023-2024 data 2.5A: 50% to 56%	2024-2025 data 2.5A: 51% to 60%		2026-27 2.5A: 75% 2.5B: 65%	2024-2025 data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	strongly agree to the following questions on the California Healthy Kids survey 2.5A: Safe place elementary range 2.5B: Safe place middle school 2.5C: Meaningful student engagement elementary range 2.5D: Meaningful student engagement middle school 2.5E: Facilities well maintained elementary range 2.5F: Facilities well maintained middle school Priority 6C: Survey of Safety and Climate-Source: California Healthy Kids Parents	2.5B: 28% 2.5C: 46 to 53% 2.5D: 38% 2.5E: 39 to 53% 2.5F: 30%	2.5B: 36% 2.5C: 46% to 55% 2.5D: 31% 2.5E: 49% to 59% 2.5F: 43%		2.5C: 75% 2.5D: 65% 2.5E: 60% 2.5F: 30%	2.5A: Increase 1% to 4% 2.5B: Increase 8% 2.5C: Increase 0 to 2% 2.5D: Decrease (-7%) 2.5E: Increase 10% to 6% 2.5F: Increase 13%
2.6	% of students responding agree or strongly agree to the following questions on the Kern Integrated Data Systems (KiDS) Connectedness Survey Spring:	2023-24 2.6A: 70.51% 2.6B: 74.16% 2.6C: 75.9% 2.6D: 69.02%	2023-24 2.6A: 71.42% 2.6B: 71.35% 2.6C: 75.9% 2.6D: 68.84%		2026-27 2.6A: 85% 2.6B: 95% 2.6C: 95% 2.6D: 85%	2023-24 2.6A: 0.91% 2.6B: (-2.81)% 2.6C: (-2.72)% 2.6D: (-0.18)%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.6A: I feel like it is easy to talk with teachers/ staff at this school. 2.6B: I feel like my teachers and school staff care about me. 2.6C: If I am absent, I feel like there is a teacher or some other adult who will notice my absence. 2.6D: I feel like I belong when I am at school. Priority 6C: Survey of Safety and Climate- Source: Kern Integrated Data Systems (KiDS) Connectedness Survey Spring					
2.7	% of students identified with chronic absenteeism 2.7A: Homeless 2.7B: African American 2.7C: White 2.7D: All Students 2.7E: English Learners 2.7F: Foster Youth 2.7G: Hispanic	2022-23 RED 2.7A: 2.3% (increase 0.5%) ORANGE 2.7B: 64.1% (declined 10.3%) 2.7C: 35.3% (declined 9.4%) YELLOW	2023-2024 2.7A: 29.7% Orange (Declined 12.6 Very High) 2.7B: 22.2% No color (Declined Significantly 41.9%) 2.7C: 33.3% Orange		2025-26 2.7A: 9% *Green -Decline Significantly - 33.3%/Status Medium 2.7B: 9% *Green -Decline Significantly - 55.1%/Status Medium	2.7A: Declined 12.6 2.7B: Declined 41.9% 2.7C: Declined 2% 2.7D: Declined 5.7% 2.7E: Declined 4.7% 2.7F: Declined 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2.7H: Socioeconomically Disadvantaged 2.7I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	2.7D: 24.6% (declined 9%) 2.7E: 21.1% (declined 8.7%) 2.7F: 16.7% (declined 10.6%) 2.7G: 23.8% (declined 8%) 2.7H: 25% (declined 8.9%) 2.7I: 31.6% (declined 9.1%)	(Declined 2% Very High) 2.7D: 18.9% Yellow (Declined Significantly 5.7% High) 2.7E: 16.3% Yellow (Declined Significantly 4.7% High) 2.7F: 15.4% Yellow (Declined 1.3% High) 2.7G: 18.3% Yellow (Declined Significantly 5.5% High) 2.7H: 19.4% Yellow (Declined Significantly 5.6% High) 2.7I: 26.6% Yellow (Declined Significantly 5% High) 2.1J: LTEL 16.5% Decline 6.1% establish baseline		2.7C: 9% *Green - Decline Significantly - 26.3% /Status Medium 2.7D: 9% *Green -Decline Significantly - 15.6%/Status Medium 2.7E: 9% *Green - Decline Significantly - 11.1%/Status Medium 2.7F: 9% *Green -Decline - 7.7%/Status Medium 2.7G: 9% *Green - Decline Significantly - 14.8%/Status Medium 2.7H: 9% *Green - Decline Significantly - 16%/Status Medium	2.7G: Declined 5.5% 2.7H: Declined 5.6% 2.7I: Declined 5% 2.1J: Declined 6.1% - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2.7I: Students with Disabilities 9% *Green -Decline Significantly - 22.6%/Status Medium 2.1J: LTEL 9% *Green 7.5%	

Goal Analysis [2024-25]

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

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

The district has continued to set foundations in place for district-wide implementation of supports for school connectedness, increased attendance, and a low suspension rate.

SUCCESSFUL IMPLEMENTATION - Actions 2.1, 2.2, 2.4, and 2.5 were all implemented as planned.
Action 2.1: Tier 1/PBIS Engagement and Safety- Campus Supervisors, Noon Duty positions, and district staff utilized Positive Behavior Intervention proactive supports to reinforce positive behavior along with implementation of RULER to support a focus on identifying emotions. Campus Supervisors recorded behavior concerns and monitored behavior trends utilizing PBIS Online, KIDS, and Aeries. Data gathered from their work supported celebrations with incentives funded from Action 2.3 and implementation of targeted site actions or interventions. This was supported by Parent Workshops aligned to the goal. The KIDS School Connectedness Survey and California Healthy Kids Survey both provide information to monitor engagement and connectedness which are reviewed annually. Professional development was provided to instructional and site support staff to support implementation of the SEL curriculum RULER and PBIS/Behavior Suite 360 and for noon duty training. Successful implementation of PBIS is reflected in site growth at every elementary on the Tiered Fidelity Indicator Review with 2 sites becoming eligible to apply for Silver status and 2 sites eligible to apply for Gold.

Action 2.2: Mental Health Professionals- Two School Social Workers at each site supported an increasingly consistent implementation of a Multi-Tiered System of Supports in the mental health area through group and individual case work services. A Clinica Sierra Vista Counselor was hired as planned for Haven Drive.

Action 2.4: Haven Drive sports/clubs- Extracurricular activities including sports and clubs at the middle school were actively promoted by site administration and led by certificated and classified staff members. 212 students participated in sports throughout the year which requires a 2.0 GPA requiring these students to maintain adequate grades. A sports awards ceremony at the end of the year celebrated the accomplishments of students and teams. A beginning set of weightlifting equipment and benches for quads were purchased yet, due to room restraints, the amount was limited and will be expanded with plans to transform current locker rooms into elective classroom space in 2025-2026.

Action 2.5: Facility Safety Supports- Addition of a gate around the new cafeteria at Sierra Vista and addition of cameras to expand visual reference across campuses were implemented and signage for new areas continues. Raptor visitor management is being implemented as planned at all school sites yet Verkada visitor management continues to be considered given expanded capacities. The crossing guard at Haven and Stockton has provided eased traffic and student crossing concerns as reported by parents. Vape sensors were not purchased as planned due to input from neighboring districts that have implemented the sensors to find that students learn to circumvent the system.

IMPLEMENTATION CHALLENGES:
Action 2.1: While overall successes are seen at the middle school, excessive absences of Campus Supervisors at that site have impacted site systems of support when reviewed on a daily/weekly basis.

Action 2.5: While the district continues to post with the intent of implementing custodian/driver positions included in the plan, several new hires did not pass the bus driver requirements in a timely manner to remain in their hired position causing significant turn-over.

Action 2.6: Alternative to Suspension class- All staff were hired as planned. While promoting a restorative location following an offense which could promote a suspension, lack of consistency of implementation of program foundations and lack of follow-through with other Tiered Interventions have impacted implementation of the program's initial vision. The curriculum and contractual support have been costly given a dollar to impact value. Staff roles are being reviewed and realigned to program components which require refinement in terms of time spent on restoration of behavior, academic support, and appropriate time/place visits for check in/check out.

MODIFIED IMPLEMENTATION:
Action 2.1: Tier 1/PBIS Engagement and Safety- Staffing at the middle school was modified to 3 full time Campus Supervisors combining 2 part time positions with the expectation that the additional time on campus would allow for deeper support for students given more time to interact. Noon duty hires varied by site based on fluctuating needs across campus including schedule changes, numbers of students, and identified key areas for supervision.

Action 2.3: Student Recognitions- Sites have implemented various forms of student recognition. Many of these have promoted a dependency on extrinsic rewards that do not promote engagement or connectedness which is a concern in student advisory group discussions as well as California Healthy Kids data outcomes. An additional concern is that awards provided early in the year did not include parents in attendance or communication of the recognition. Educational partner input from staff, parents and students noted the positive impact that public student recognitions have on attention to school rules and promoting positive behavior as well as parent engagement and beginning steps were taken to include a variety of recognitions.

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

Action 2.1: Overall costs were less than expected given times when positions were empty or absences did not incur costs. Significant reviews of scheduling, positions of duties, and behavior management strategies occurred to keep costs contained in this area which had been an area of concern in past years. Noon duty costs were not as high as expected- a transition to posted 2 to 3 hour positions at most sites supported a more easily tracked budget than overtime positions.
Action 2.2: Costs were less than expected as projected professional development was conducted during work time and led by current staff.
Action 2.3: Costs were less than budgeted as awards were limited to material items/activities on campus as bus/trips which have higher costs were limited with limited bus/driver availability. Haven Drive graduation was moved from this action step to be funded out of Goal 5 (academic incentives).
Action 2.4: Costs were far less than expected due to reconsideration of room renovations for Haven Drive sports.
Action 2.5: Costs allocated for safety needs were less than budgeted for projects/materials/supplies.
Action 2.6: Significant staff absences and a return to only 2 instructional aides after covering a position led to decreased costs for salary and benefits.

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

The implementation of multi-faceted activities aimed at holistic student success and safety focused on social- emotional-behavioral learning initiatives and extra-curricular activities has produced measurable gains toward outcomes measuring attendance for all student groups, safety and connectedness as perceived by students, and continued low suspension rates for 9 of 10 groups.

EFFECTIVE
Actions 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6 have worked in tandem to decrease or maintain suspension rates for 9 of 10 students groups as measured by the California Dashboard Metric 2.1. Continued reflection on the needs of Students with Special Needs is necessary. Additionally, these joint actions have supported decreased chronic absentee rates for all student groups as measured by the California Dashboard Metric 2.7 with specific support from Action 2.6 (Alternate to Suspension class).

Actions 2.1, 2.2, 2.3, and 2.5 are attributed to supporting positive outcomes in Metric 2.3 with increases in percentages of elementary and middle school students reporting feeling safe and connected on the 2024-2025 California Health Kids Survey. This was also emphasized by Metric 2.4 reports from elementary staff.

Actions 2.1, 2.2, 2.5, and 2.6 are attributed to improving Metrics 2.5A, B, C, E, F which indicates parent perceptions have increased with the work done at the sites related to safety and well maintained facilities.

INEFFECTIVE TO DATE - MEANINGFUL ENGAGEMENT
Actions to date have not yet significantly had an effect on middle school safety or student meaningful engagement at both the middle school and elementary school levels as reported by staff (Metric 2.4). This is a concern also for 6th graders headed to the middle school with a decline in their responses for meaningful engagement (Metric 2.3) and parents (Metric 2.5D) for the middle school. Application reports from PBIS and educational partner input indicate lack of consistency of implementation of initiatives as well as inconsistent expectations among

sites and throughout staff interactions with students.   Concerns at the middle school are significant given a 2024-2025 expulsion and a small but extremely disruptive set of students with multiple visits to the Alternative to Intervention Class and related suspensions. Ongoing behavior challenges which has been a pattern for this group prior to distance learning during the pandemic and worsening as years progress. Tiered interventions have not been able to sufficiently impact this small group and their participation in day to day activities which is affecting the entire school. Early Tier 1 expectations and foundational social, emotional, behavioral instruction is noted as being key to increasing positive outcomes from Preschool through 8th grade to ensure students have strong foundational behavioral and social skills.

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.

CHANGES TO ACTIONS FOR THE UPCOMING YEAR
Goal- No changes were made to Goal 2.

Metric 2.1, 2.7- Addition of Long Term English Learner (LTEL) as a student group Year 1, 3 year outcomes, and yearly change.

Target Outcome 2.1, 2.7- Addition of LTEL as a student group

Action/Budget 2.1: Tier 1/PBIS Engagement and Safety- Addition of Navigate 360 SEL Curriculum including 40 lessons to promote weekly aligned topics throughout the district and supporting staff follow-through during a dedicated time block on each school/grade master schedule. Inclusion of funds for aligned professional development and training. Haven Drive will have 3 full time campus supervisors rather than a larger number of part -time staff to facilitate building strong relationships with students. Addition of one full time campus supervisor to each elementary site. Update of noon/gate duty positions based on end of year placement in 2024-2025.

Action/Budget 2.2: Mental Health Professionals- The total of district Social Workers will be decreased from 8 to 7. Two Social Workers will be assigned to the District Mental Health Center in the newly constructed building located by the Family Resource Center and Community Schools staff. One Social Worker will remain at each elementary school site and two will remain at the middle school. This is a shift to focus efforts on Tier 2 and Tier 3 needs utilizing a more refined referral system.

Action 2.3: Student Recognitions- Student recognitions will be expected to focus more on group relational activities rather than individual prizes and including engagement of families on a more consistent basis. Haven Drive graduation trip moved to Goal 5 (Academic incentive).

Action/Budget 2.4: Budget allocations will be significantly decreased for the 2025-2026 year given constraints on room reconfiguration for Haven Drive sports.

Action 2.5: Facility Safety Supports- Addition of an assigned gate duty staff member to support the new TK complex drop off and pick up areas. Addition of one custodian/driver per campus to facilitate campus upkeep and to support field trips and activities. Funding allocated to safety materials and supports for the sites to ensure projected and unexpected needs to support unduplicated students can be met.

Action/Budget 2.6: Alternative to Suspension class- Cancellation of the contract with BlueWater Consulting, implementation of Navigate 360 SEL curriculum and expansion of Navigate 360 behavioral curriculum, clarified staff roles, student support timelines within the 3 or 5 day ALA assignment, inclusion of district psychologist support, TYM4 Change during lunch periods when certificated staff is off-duty from ALA duties, and revision of the exit sessions scheduling to ensure the certificated teacher is not pulled away from the classroom when students are present. Return to two (2) rather than three (3) paraprofessionals- as one had been in place to cover a long-term leave. Decrease accordingly in salary and benefits.

Staff represented in all action steps will receive clarification of their roles, the metrics currently assigned to their roles, and targeted professional development to support the Multi-Tiered Systems of Support and family engagement for which they play critical parts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1/PBIS Engagement and Safety	One full time Campus Supervisor at each elementary campus, one part time Campus Supervisor at each elementary campus, and three full time Campus Supervisors at the district middle school will contact families and utilize data from AERIES, Kern Integrated Data Systems, and PBIS Online (also funded out of this action step) to monitor daily/weekly/monthly behavior referrals and identify trends. They also implement proactive Tier 1 incentives (Action 2.3) and restorative practices through early intervention protocols to identify students at risk and provide targeted support services to address underlying barriers. This may involve collaborating with social workers and other district staff to personalized interventions, such as mentoring, counseling, and assistance. Provide proactive incentives and targeted interventions including conducting home visits and conferencing. Offer resources, workshops, and family engagement opportunities to empower parents and guardians in promoting positive behavior habits and addressing challenges that may impact their child's safety and wellbeing at school. Provide professional development for educators and staff to enhance their understanding of the factors influencing student behaviors and Adverse Childhood Experiences and equip them with strategies to support positive behavior routines. An initial 27 contracted Noon duty positions are identified among the four school sites to provide safety, security and supervision for students during	$920,206.21	Yes

Action #	Title	Description	Total Funds	Contributing
		lunch periods. Additional non-contracted (less than 2 hour) noon duty and gate assistant positions will be identified by site administration to cover areas of need and will play a critical role in ensuring the safety and well-being of students during non-instructional periods, such as lunch breaks and arrival/dismissal times. By enhancing support for these positions, we aim to create a secure and orderly environment where students can engage in positive social interactions, follow school rules, and transition safely between activities. Staffing allocation: will be assessed and assigned based on student population size, campus layout, and specific safety concerns. Resources and time will be set aside to train noon duty/gate assistants to provide appropriate and sufficient coverage during designated periods as students state staff should be trained to work more positively with students. Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for staff implementation and to support all students in a school to achieve social, emotional, and academic success. The PBIS online Digital Reinforcement System supports a system for acknowledging and reinforcing positive behavior, while providing a platform to track student behavior and monitor progress towards behavioral goals allowing regular communication with parents to share updates. A contract for Suite 360-Behavioral Intervention for students, initiated in 2024-2025, will continue to be funded to enhance the implementation of Tier 1 behavior supports. An additional Suite (SEL Compass) will be added to provide weekly Tier 1 lessons with themed SEL support strategies. SEL curriculum is integrated into our educational programs to support the social, emotional, and behavioral development of students. Through SEL instruction and activities, students learn essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. RULER curriculum to support instruction of Social-Emotional vocabulary, implementation of skills, and awareness of mental health wellness will continue to be implemented through a focused period in the master schedule of each site and ongoing use of strategies and vocabulary through the school day. Calming corners and their appropriate use for a mental health break, rather than an escape or avoidance strategy, will be promoted throughout the district through professional		

Action #	Title	Description	Total Funds	Contributing
		development and administrative support/expectations. Safe School Ambassadors at each site support a welcoming and safe environment and their activities are budgeted within this action goal. California Healthy Kids Survey provides an opportunity for yearly data gathering from all staff, all families, and 5th, 6th, and 7th grade students specifically as it relates to meaningful engagement, connectedness, and safety. In addition a TUPE module is added to provide student reported information regarding alcohol and drug use. Professional development for implementation of RULER, PBIS, tiered supports and interventions, attention to implicit bias, acknowledging Adverse Childhood Experiences, establishing consistency with referrals/restorative consequences, and setting expectations for appropriate interactions between adults/adults, adults/students, and students/students will be scheduled on a monthly basis and focused on needs of the site based needs identified through reviewed data.		
2.2	Mental Health Professionals	Integrating social workers into school sites to enhance the availability and effectiveness of social-emotional support services for students. One Social Worker will be assigned to each elementary site. Two Social workers will be assigned to the middle school in addition to one contracted Clinica Sierra Vista Counselor to play a crucial role in addressing the diverse social and emotional needs of students, thereby contributing to their overall well-being and academic success. Two Social Workers will be assigned to the new district mental health center at the Family Resource Center. By integrating Social Workers at school sites, we aim to provide timely and targeted support to students, families, and staff members. The Social Workers assigned to the mental health center will focus on family and Tier III interventions. Both group's work includes: 1. providing trauma-informed care, crisis intervention, building of cultural competence, and collaboration with educators and community partners; 2. developing protocols and procedures for referrals, case management, and information sharing to ensure seamless service delivery; 3. working collaboratively with school-based teams to develop and implement individualized support plans for students with social-emotional needs; and 4. utilizing assessment data,	$1,110,843.00	Yes

Action #	Title	Description	Total Funds	Contributing
		input from teachers and parents, and evidence-based interventions to tailor support services to meet the unique needs of each student.		
2.3	Student Recognitions	Establish a system of student recognitions and incentives for positive behavior that fosters a positive school climate, supports social-emotional development, and promotes academic achievement. This may include time to build strong relationships with others, certificates, prizes, awards, and field trips. Student recognitions and incentives for positive behavior play a crucial role in reinforcing desired behaviors, motivating students to excel, and creating a positive and supportive school culture. By implementing a comprehensive system of recognitions and incentives, we aim to cultivate a school environment where students feel valued, respected, and empowered to make positive choices. Given student and parent input, a specific focus is expected to be placed on group activities and inclusion of parents for recognition activities.	$60,000.00	Yes
2.4	Haven Drive sports/clubs	Through the provision of extra-curricular activities at the middle school, we aim to enhance student connectedness, promote positive behavior, and create a supportive and inclusive school environment where all students can thrive academically and socially. This action step provides extra-curricular activities including stipends for sports, clubs, and related materials/travel. Updating locker rooms to provide instructional sports and club spaces is a component carried over for 2025-2026 due to lack of implementation as a limited amount of new weight equipment was purchased in 2024-2025 but room preparation did not occur and overall costs will be significantly less due to DSA restrictions for room renovations.	$203,000.00	Yes
2.5	Facility safety supports	Expand, enhance, and/or upgrade facilities/materials for student safety and welcoming environment. This action step includes items such as replacement of/or additional cameras, fences, and signage. Supplemental materials including visibility vests for staff, radios, emergency kits, and	$929,840.10	Yes

Action #	Title	Description	Total Funds	Contributing
		emergency/safety materials may be funded out of this action. Safety updates and classroom updates at school sites. Additional custodians/bus driver, 2 per campus to support this action step. Currently Raptor is being funded, yet Verkada is being piloted for a possible shift in visitor management system. Contracted crossing guard continued extra duty at Haven and Stockton. Addition of a dedicated gate duty position to cover the TK entry and exit area given on-going construction and yard work for the TK wing.		
2.6	Alternative to Suspension class	We recognize that traditional suspension practices may not always be the most effective or beneficial approach to addressing behavioral issues. Therefore, we have developed an Alternate to Suspension program that provides students with alternative interventions and supports designed to address the underlying causes of their behavior while keeping them engaged in the learning process. Refined implementation of an Alternative to Suspension class and system of check-in/check-outs for students who have been identified as having committed an act justifying suspension by Education Code will be facilitated by a separate class to include a certificated teacher, 2 paraprofessionals, materials, and training support. Class content will include structured SEL and academic lessons, expectations for completing classwork sent by rostered teachers, a differentiated schedule of arrival and departure, monitored access to facilities outside the ALA classroom, a required parent meeting for entering and exiting the program, and check-in/check-out with rostered teachers to promote continued implementation of skill sets promoted by the class.	$215,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement a comprehensive attendance improvement program targeting chronic absenteeism, utilizing strategies such as personalized outreach, early intervention, and community engagement to foster a positive attendance culture within the school community to be assessed by state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Given the persistent challenges highlighted by the California Dashboard Chronic Absenteeism Data, it is imperative for the Arvin Union School District to address disparities within data which indicate improvement but continued high levels of chronic absenteeism especially among particular student groups. To address these concerns, the Local Control and Accountability Plan (LCAP) proposes Goal #3 focused on attendance in alignment with the district's commitment to fostering a positive and inclusive school environment where all students feel connected, engaged, and supported.

Previous attendance intervention efforts have resulted in positive outcomes as displayed on the California Dashboard including:
1. An overall attendance rate increase year to date over the last 2 years with an approximate 1% increase above 2022-2023.
2. A decrease in chronic absenteeism between 2021-2022 and 2022-2023 of approximately 9% overall which has continued to decrease slightly in 2023-2024 as measured year to date.
3. Three out of four campuses have decreased their year to date chronic absenteeism rate for All Students and a majority of the student groups.
4. The percentage of All Students within the Satisfactory attendance range has increased in 2023-2024.

2023-2024 data points, which indicate a need to continue to address attendance, include 2023-2024 Dashboard data which is supplemented with data updated daily in the Kern Integrated Data System.
Dashboard data indicates: The Homeless student group chronic rate was extremely high at 42.3% chronically absent with a 0.5% increase while all the chronic rate of all other groups declined.
African American and White reported chronic absenteeism groups contain very small numbers of students and, while the chronic rate declined an impressive 10.3% and 9.4% respectively, the African American student group was indicated to be extremely high chronic at 64.1% and White at 35.3 %.   English Learners, Foster Youth, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities chronic absentee rates range from 16.7% to 31.6% with strong declines in chronic absenteeism ranging from 8.7% and 10.6%.

Compounding the noted concerns are continued 2023-2024 school year patterns reported in the Kern Integrated Data System of attendance rates at or below 94% and chronic attendance rates continuing to soar into the high 20's and 30's depending on the student group. (See Baseline metrics)
Specific attendance patterns gathered through KIDS or A2A mid-year reporting indicate the following:
1. Students miss Monday and Friday well above the average absences ranging between 227 and 366 students per day beginning in October.
2. Negative attendance patterns significantly are demonstrated by data between October and mid-February.
3. The absence rate on days right before Thanksgiving and Winter Breaks have significantly high absence rates.
4. The absence rate on weeks before and after Winter Break are well above the average.
5. TK has a chronic absentee rate higher than all other grades.
6. The district chronic rate by grade begins high at TK, decreases from Kindergarten through 6th grade, and then increases dramatically for 7th and 8th grade.
7. Each elementary has decreased their chronic rate while the middle school rate has increased in 2023-2024. The middle school began taking period attendance this year which may be a factor in the reporting of this increased rate.
8. A2A reports an improvement rate of 57% on the 2023-2024 mid-year following a parent conference- however the improvement rates vary drastically from 43% to 92% among our four schools.

By prioritizing Tier 1 structures and tiered interventions that focus on reducing chronic absenteeism rates, the district aims to create a more supportive and conducive learning environment where every student is present and engaged in their education. Monitoring progress regularly as part of an ongoing data analysis protocol over a 3 year period, with the goal of achieving an overall improvement of between 15 and 50 percent in chronic absenteeism rates, will be essential to ensure the effectiveness of these interventions and drive sustainable improvements in student attendance across the district. This is especially important as absent students miss critical instruction leading to positive academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students identified with chronic absenteeism 3.1A: Homeless 3.1B: African American 3.1C: White 3.1D: All Students 3.1E: English Learners 3.1F: Foster Youth 3.1G: Hispanic	2022-23 RED 3.1A: 42.3% (increase 0.5%) ORANGE 3.1B: 64.1% (declined 10.3%) 3.1C: 35.3% (declined 9.4%)	2023-2024 3.1A: 29.7% Orange (Declined 12.6% /Very High) 3.1B: 22.2% no color assigned (Declined Significantly 41.9%)		2025-26 3.1A: 9% *Green -Decline Significantly - 33.3%/Status Medium 3.1B: 9% *Green -Decline Significantly -	3.1A: Declined 12.6 3.1B: Declined 41.9% 3.1C: Declined 2% 3.1D: Declined 5.7% 3.1E: Declined 4.7% 3.1F: Declined 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3.1H: Socioeconomically Disadvantaged 3.1I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	YELLOW 3.1D: 24.6% (declined 9%) 3.1E: 21.1% (declined 8.7%) 3.1F: 16.7% (declined 10.6%) 3.1G: 23.8% (declined 8%) 3.1H: 25% (declined 8.9%) 3.1I: 31.6% (declined 9.1%)	3.1C: 33.3% Orange (Declined 2% / Very High) 3.1D: 18.9% Yellow (Declined Significantly 5.7%/High) 3.1E: 16.3% Yellow (Declined Significantly 4.7%/High) 3.1F: 15.4% Yellow (Declined 1.3% High) 3.1G: 18.3% Yellow (Declined Significantly 5.5%/High) 3.1H: 19.4% Yellow (Declined Significantly 5.6%/High) 3.1I: 26.6% Yellow (Declined Significantly 5%/High) 3.1J: LTEL 16.5% Yellow		55.1%/Status Medium 3.1C: 9% *Green - Decline Significantly - 26.3% /Status Medium 3.1D: 9% *Green -Decline Significantly - 15.6%/Status Medium 3.1E: 9% *Green - Decline Significantly - 11.1%/Status Medium 3.1F: 9% *Green -Decline - 7.7%/Status Medium 3.1G: 9% *Green - Decline Significantly - 14.8%/Status Medium 3.1H: 9% *Green - Decline Significantly - 16%/Status Medium	3.1G: Declined 5.5% 3.1H: Declined 5.6% 3.1I: Declined 5% 3.1J: Declined 6.1% - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Declined Significantly 6.1%/High) establish baseline		3.1I: Students with Disabilities 9% *Green -Decline Significantly -22.6%/Status Medium 3.1J: 9% *Green- Decline 7.5%	
3.2	Average daily attendance Spotlight 3.2A: Days Red well above the average absence rate (more than 227) 3.2B: Days Yellow 196 3.2C: Days Green well below average absence rate (less than 165) 3.2D: Red Fridays 3.2E: Red Mondays Priority 5B: Student Engagement - Chronic Absenteeism Source: Attention2Attendance End of Year Report	2023-24 3.2A: 41 3.2B: 72 3.2C: 67 3.2D: 14 3.2E: 12	2024-2025 3.2A: 28 3.2B: 111 3.2C: 41 3.2D: 15 3.2E: 6		2026-27 3.2A: 35 3.2B: 76 3.2C: 69 3.2D: 10 3.2E: 10	2024-2025 3.2A: (minus) -13 3.2B: 39 3.2C: 26 3.2D: 1 3.2E: (minus) -6
3.3	% of students dropping out of the middle school	2023-2024 0%	2024-2025 0%		2026-2027 0%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5C: Student Engagement-Middle School Drop out rate Source: Dataquest					
3.4	Average daily attendance percentage for: 3.4A: All students 3.4B: Socio-economically disadvantaged 3.4C: Migrant 3.4D: Homeless 3.4E: Foster 3.4F: Students with Disabilities 3.4G: English Learner 3.4H: White 3.4I: Hispanic 3.4J: African American 3.4K: American Indian 3.4L: Asian Priority 5A: Student Engagement- School Attendance Source: KiDS/local data	2023-24 3.4A: 93.70% 3.4B: 94% 3.4C: 94% 3.4D: 93% 3.4E: 97% 3.4F: 92% 3.4G: 94% 3.4H: 91% 3.4I: 94% 3.4J: 93% 3.4K: 69% 3.4L: 93%	2024-2025 3.4A: 95% 3.4B: 95% 3.4C: 95% 3.4D: 94% 3.4E: 96% 3.4F: 94% 3.4G: 96% 3.4H: 94% 3.4I: 95% 3.4J: 96% 3.4K: Not reported 3.4L: 96%		2026-27 3.4A: 95% 3.4B: 95% 3.4C: 95% 3.4D: 95% 3.4E: 95% 3.4F: 95% 3.4G: 95% 3.4H: 95% 3.4I: 95% 3.4J: 95% 3.4K: 95% 3.4L: 95%	2024-2025 3.4A: 1.3% 3.4B: 1% 3.4C: 1% 3.4D: 1% 3.4E: (minus) -1% 3.4F: 2% 3.4G: 2% 3.4H: 3% 3.4I: 1% 3.4J: 3% 3.4K: Not reported 3.4L: 3%

Goal Analysis [2024-25]

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

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

The district made continued progress in implementing our planned actions for addressing Chronic Absenteeism. Actions 3.1, 3.2, 3.3 and 3.4, and were all implemented as planned with overall gains since the return to in-person instruction.

SUCCESSFUL IMPLEMENTATION
Action 3.1: Data Monitoring, Analysis, and Intervention- All staff were hired as planned and provided workshops for parents, resources, and attendance focuses. Attendance teams including an School Attendance Clerks and two Student Success Facilitators at each campus utilized data sources (AERIES, KIDS, A2A) to monitor daily, weekly, and monthly attendance rates providing information for celebration (incentives funded in Action 3.4) and areas in need of attention. The Attention2Attendance information system provided letters and provided a system for prompting and tracking conferences. Additionally, site efforts to gather Independent Study packets after illness has significantly supported student's abilities to keep up with their studies and recoup absences. Professional development was provided to staff for utilization of AERIES, KIDS, and A2A in addition to team meetings.

Action 3.3: Homeless Attendance Challenge- In conjunction with the actions in 3.1, 3.2 and 3.4, case management by the Family Resource Center has supported Homeless students. Collaborative efforts to provide or pay for transportation to and from school and providing basic necessities has ensured consistent contact with identified homeless families and consistent attention in front offices promotes identification of Homeless families.

IMPLEMENTATION CHALLENGES
Action 3.2: Provide wrap-around services -focus physical health - All staff were hired as planned. A nurse services each of the district's four school sites providing health education based on individual needs of students and to support group training for preventative care. A district health clerk supported all sites with managing student health records and serving individual needs. With the addition of personnel, Tier 1 responses may be sent to the nurse for support rather than handled by certificated or classified staff in the classroom or on the yard. Nurses have been hired with the intent of supporting chronic illnesses, students with high needs, and addressing absence concerns for students with absence codes related to illness. In addition, they each have required state reporting. Consistent training and reminders to staff of what requires a trained nurse's service has been deemed necessary to ensure nurses can attend to screenings, monitoring medication, and meeting critical and chronic needs.

Action 3.4: Student Recognitions- Sites have implemented various forms of attendance recognitions. While impactful, as noted by consistent increases in attendance, some of these recognitions have promoted a dependency on extrinsic rewards that do not promote engagement or connectedness or focus on perfection/excellence over improvement. An addition concern is that awards provided do not include parents in attendance or communication of the recognition. Rethinking timelines, incentives, and promotion will be part of action planning for the upcoming year. End of year awards T-shirts this year were very well received.

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

Action 3.1: Costs estimated were higher than required to cover costs as the benefits for one full-time person were not included and overtime for Independent Study impacts on attendance tracking has been more than expected.
Action 3.2: No significant difference.
Action 3.3: Funds during the year were less than budgeted however end of year purchases to prepare for 2025-2026 expected beginning of school needs increased costs over what was budgeted.

Action 3.4: Attendance recognition costs were less than budgeted - field trip awards were limited due to lack of staffing and available busses. That type of trip is typically more costly than other awards.

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

The implementation of multi-faceted activities focused on supporting attendance has produced measurable gains in attendance overall as well as decreased chronic rates.
Actions 3.1, 3.2, and 3.4 have worked in tandem to decrease or maintain Chronic Absentee rates for 9 of 9 students groups as measured by the California Dashboard/Metric 3.1. Additionally these joint actions have supported maintained or improved attendance rates as reported by the Kern Integrated Data System/Metric 3.4 with decreases for all but foster youth. 484 district students had excellent attendance, 1271 Satisfactory, 654 Manageable, 307 Chronic, and 89 Severe Chronic as reported by School Innovations (A2A) in "my featured" reports for the 2024-2025 school year. As reported by KIDS this translated to 67% with no absence issues, 63% with no absence issues, 17% trending chronic, 7% nearly chronic, and 13% chronically absent. 746 conferences (98% of scheduled) were held and closed over the period of the year. The district ended the school year with a 95.2% attendance rate as reported by Kern Integrated Data systems with all reported student groups above 92%. Efforts to improve the absence rates for all grades and student groups continue to show positive results although TK, Two or more races, Homeless, and Students with Disabilities continue to be estimated with over 20% Chronic absences in their specific groups. Campaigns for attendance have decreased Monday absences yet Fridays and the weeks around winter break continue to be a major concern as noted in action 3.2.

Action 3.3 which included supports for Homeless are validated by a 12.6% decrease in chronic absenteeism among this group on the 2023-2024 Dashboard. In addition, 2024-2025 end of year data indicates an additional increase of 1% for average daily attendance and a decrease in chronic absenteeism in this group from over 28% in 2023-24 to under 10% as reported by Kern Integrated Data Systems at the end of 2024-2025.

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.

GOAL : No change

CHANGE TO METRIC and OUTCOMES
Metric 3.1: will include the addition of LTEL data to be included as Metric 3.1J.

CHANGE TO ACTION
No changes to Action 3.3, 3.4
Action 3.1: Specific attention to Monday and Friday absences as well as campaigns for date ranges which have been identified as Red on the A2A mid and end of year Spotlight report will be part of Professional Learning Team discussions among administrators and Student Success Facilitators on a quarterly basis with campaigns aligned across the campuses.

CHANGE TO BUDGET

Action 3.1: Budget will be increased to accommodate expected salary / benefit and overtime costs for the 2025-2026 school year. KCSOS will cover the cost of KIDS (Kern Integrated Data System) Action 3.2: Budget estimate created with 2 Registered nurses and 2 LVN's resulting in a decreased budget cost.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Data Monitoring, Analysis, and Intervention	Implement a robust attendance tracking system using Aeries, Attention2Attendance (A2A), and KIDS to regularly monitor and analyze attendance data at the individual student, classroom, and school levels Utilize this data to identify trends, patterns, and areas of concern, allowing for timely interventions and adjustments to support strategies. One School Attendance Clerk and two Student Success Facilitators at each campus will contact families and utilize data from AERIES (general fund), Kern Integrated Data Systems (funded by KCSOS), and Attention2Attendance (funded out of this action) to monitor daily/weekly/monthly chronic attendance rates and identify trends. Implement early intervention protocols to identify students at risk of chronic absenteeism and provide targeted support services to address underlying barriers. This may involve collaborating with social workers and other district staff to personalized interventions, such as mentoring, counseling, and assistance. Provide proactive incentives and targeted interventions including conducting home visits and conferencing followed, as necessary, by Student Attendance Review Team intervention support meetings to target manageable and chronic students. Offer resources, workshops, and family engagement opportunities to empower parents and guardians in promoting positive attendance habits and addressing challenges that may impact their child's attendance. Provide professional development for educators and staff to enhance their understanding of the factors influencing student attendance and equip them with strategies to support positive attendance routines. The attendance information system, A2A, will be utilized to provide Truancy Letters, Tardy Letters, and Excessive Excused Absence Letters to	$910,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure families are aware of their absence status. Data accuracy will continue to be reviewed and prior to the end of contract date other companies will be considered to provide more actionable data. AERIES, the district's Student Information System paid by the general fund, is utilized to run reports for various absence patterns typically prompted by the School Attendance Clerk. Absence verification letters are available within the system and may be utilized by SSF's to target individual students who are trending chronic.		
3.2	Provide wrap-around services - focus physical health	A School Nurse will be assigned to each school site to provide physical health services and basic needs assistance to address the holistic needs of students and their families and support regular attendance. In addition, a district health clerk will support health services, communication, and outreach. The nurse will conduct health assessments to identify any underlying health issues that may contribute to chronic absenteeism. This includes identifying students with chronic illnesses, disabilities, or other health concerns that may impact their ability to attend school regularly. The nurse will provide health education sessions for students, parents, and staff on topics such as hygiene, nutrition, and managing chronic health conditions. By promoting overall well-being, the nurse helps reduce absenteeism due to preventable health issues. When students do become ill during school hours, the nurse will provide immediate care and determine if the student needs to go home. By promptly addressing health concerns, the nurses help minimize extended absences due to illness.They will work closely with other support staff to meet the needs of students. The health clerk will support the nurse in providing basic health services, such as administering medications, first aid, and managing student health records. By ensuring students' health needs are addressed promptly, the health clerk helps minimize absences related to health issues.	$529,636.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Homeless Attendance Campaign	Materials/items to meet basic needs including transportation and support costs to support positive attendance rates for homeless students.	$10,000.00	Yes
3.4	Attendance Recognition	Develop and implement targeted outreach campaigns to raise awareness about the importance of regular attendance among students, parents, and guardians. This includes creating informational materials, organizing workshops, and utilizing various communication channels (e.g., newsletters, social media, parent-teacher conferences) to disseminate information and encourage participation. Establish incentive programs to recognize and reward students with exemplary attendance records. Incentives may include certificates of recognition, privileges (e.g., preferred seating, independent choice time), and participation in special events or activities. Targeted attendance campaigns will be focused on TK and Kindergarten as well as the Middle School 7th and 8th grade. In addition, Student Success Facilitators have been charged with creating attendance incentive programs for Mondays and Fridays to combat low attendance as well as messaging for excessive absences around school break periods. Given student and parent input, a specific focus is expected to be placed on group activities and inclusion of parents for recognition activities.	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance parental and community involvement in addressing outcomes for all students by establishing regular communication channels, organizing workshops for shared learning, and collaborating with families to create tailored support plans for students facing challenges assessed through local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The Arvin Union School District has developed the goal of enhancing parental and community involvement as a critical component of the Local Control and Accountability Plan (LCAP) to address outcomes for all students. This goal is rooted in the recognition that student success is deeply influenced by the collaboration and support of families and the broader community.

California Healthy Kids Parent Survey responses indicate a range between 30% and 53% when responding to the question does the school support you to be an active partner. Three schools met or exceeded their previous results on this question. In response to the CHKS parent question regarding acquiring parent input the range was 32 to 57% with 3 schools showing improved results in this area. Additionally, between 51% and 70% among the four schools felt welcomed. Significantly, these three questions indicate over 50% of parents do not perceive themselves as key stakeholders which requires a deeper dive and focus to improve as staff surveys also indicate similar results. This work will be supported as part of our Community School Implementation Grant work.

ParentSquare will continue to be utilized for the 2025-2026 school year as over 95% are registered and are able to access the platform at the minimum through text messages. However, students mentioned that some parents may not understand how to access the app for fullest use of the platform and that workshops to support utilization would be beneficial which will be planned.

Learning events and workshops were promoted during input by Parents and Students with a focus on positive, engaging themed learning events to be offered at various times and with translators to accommodate work schedules with babysitting and including workshops on Zoom with a variety of learning targets to promote parent involvement and awareness of grade level standards. Organizing workshops for shared learning further strengthens the connections between schools and families by providing opportunities for parents and staff to gain insights into various aspects of enrolled children's education, such as curriculum, assessment, and social-emotional development. These workshops will serve as platforms to exchange ideas, share experiences, and build a sense of community. It is critical to ensure an expanded outreach to engage more parents as sign-in sheets indicate continuing participants represent a small group of engaged parents.

Regular communication channels are essential for fostering strong partnerships between schools, families, and the community. By establishing consistent and accessible communication channels, such as newsletters, emails, and parent teacher conferences/home calls, the district aims to keep families informed about their children's progress, upcoming events, and available resources. This ensures that parents are engaged and empowered to support their children's educational journey effectively.

Collaborating with families to create tailored support plans for students facing challenges is crucial to addressing the diverse needs of all students. By involving parents in the assessment process and soliciting their input, teams can develop personalized support plans that take into account the unique strengths, interests, and challenges of each student. These support plans may include academic interventions or extensions, social-emotional supports, and access to additional resources both within and outside the school community.

Overall, enhancing parental and community involvement aligns with the district's commitment to creating a supportive and inclusive learning environment where every student has the opportunity to thrive. By fostering strong partnerships with families and the community, the district can better support student success, improve academic outcomes, and promote overall well-being as parent participation outside of Parent Conferences is extremely limited as noted by workshop attendance. Specific site events with focus areas and targeted advertising during the 2024-2025 school year prompted large turn-outs, however these are not consistent across the district in scope, quantity, or focus. Parents are requesting grade level specific workshops related to what their child is expected to be learning.

Suggested by parents are folders/packets of materials to support implementing learning from the workshops. Students mentioned that providing food and drinks for parent activities may support encouraging parents to attend and that personal phone calls are good ideas to share information. Events such as Lunch on the Lawn will be planned on a more regular basis given input from students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of students identified with chronic absenteeism 4.1A: Homeless 4.1B: African American 4.1C: White 4.1D: All Students 4.1E: English Learners 4.1F: Foster Youth 4.1G: Hispanic 4.1H: Socioeconomically Disadvantaged	2022-23 RED 4.1A: 42.3% (increased 0.5%) ORANGE 4.1B: 64.1% (declined 10.3%) 4.1C: 35.3% (declined 9.4%) YELLOW	2023-2024 4.1A: 29.7% Orange (Declined 12.6% /Very High) 4.1B: 22.2% no color assigned (Declined Significantly 41.9%) 4.1C: 33.3% Orange		2025-26 4.1A: 9% *Green -Decline Significantly - 33.3%/Status Medium 4.1B: 9% *Green -Decline Significantly - 55.1%/Status Medium	4.1A: Declined 12.6 4.1B: Declined 41.9% 4.1C: Declined 2% 4.1D: Declined 5.7% 4.1E: Declined 4.7% 4.1F: Declined 1.3% 4.1G: Declined 5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4.1I: Students with Disabilities Priority 5B: Student Engagement- Chronic Absenteeism Source: California Dashboard -Chronic	4.1D: 24.6% (declined 9%) 4.1E: 21.1% (declined 8.7%) 4.1F: 16.7% (declined 10.6%) 4.1G: 23.8% (declined 8%) 4.1H: 25% (declined 8.9%) 4.1I: 31.6% (declined 9.1%)	(Declined 2% /Very High) 4.1D: 18.9% Yellow (Declined Significantly 5.7%/High) 4.1E: 16.3% Yellow (Declined Significantly 4.7%/High) 4.1F: 15.4% Yellow (Declined 1.3%/High) 4.1G: 18.3% Yellow (Declined Significantly 5.5%/High) 4.1H: 19.4% Yellow (Declined Significantly 5.6%/High) 4.1I: 26.6% Yellow (Declined Significantly 5%/High) 4.1J: LTEL 16.5% Yellow (Declined Significantly 6.1%/High) - establish baseline		4.1C: 9% *Green - Decline Significantly - 26.3% /Status Medium 4.1D: 9% *Green -Decline Significantly - 15.6%/Status Medium 4.1E: 9% *Green - Decline Significantly - 11.1%/Status Medium 4.1F: 9% *Green -Decline - 7.7%/Status Medium 4.1G: 9% *Green - Decline Significantly - 14.8%/Status Medium 4.1H: 9% *Green - Decline Significantly - 16%/Status Medium 4.1I: Students with Disabilities 9%	4.1H: Declined 5.6% 4.1I: Declined 5% 4.1J: Declined 6.1%- established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					*Green -Decline Significantly -22.6%/Status Medium 4.1J: LTEL 9% *Green -Decline 7.5%	
4.2	Distance from Standard for student groups in math: 4.2A: All students 4.2B: English Learners 4.2C: Homeless 4.2D: Socio-economic disadvantaged 4.2E: Students with disabilities 4.2F: Hispanic 4.2G: White Priority 4A: Student Achievement Source: California Dashboard Math	2022-23 4.2A: (-96) Red 4.2B: (-106.8) Red 4.2C: (-100.1) Orange 4.2D: (-98) Red 4.2E: (-164.1) Red 4.2F: (-95.9) Red 4.2G: (-80.5) Yellow	2023-2024 4.2A: (-85.6) Yellow (Increased 10.5/Low) 4.2B: (-92.9) Yellow (Increased 14/Low) 4.2C: (-112) Red (Declined 11.9/Very Low) 4.2D: (-87.1) Yellow (Increased 10.9/Low) 4.2E: (-150.5) Orange (Increased 13.6/Very Low) 4.2F: (-84.9) Yellow (Increased 11.1/Low) 4.2G: (-115.1) Red (Declined Significantly 34.6/Very Low)		2025-26 4.2A: (-51) *Yellow Increase Significantly +51/Status Low 4.2B: (-61.8) *Yellow Increase Significantly +45/Status Low 4.2C: (-51) *Yellow Increase Significantly +50/Status Low 4.2D: (-51) *Yellow Increase Significantly +47/Status Low 4.2E: (-90) *Yellow Increase Significantly +74.1/Status Low 4.2F: (-50.9)	4.2A: Increase 10.5 4.2B: Increase 14 4.2C: Declined 11.9 4.2D: Increase 10.9 4.25E: Increase 13.6 4.2F: Increase 11.1 4.2G: Decrease 34.6 4.2H: Increase 24.6 -established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.2H: LTEL (-127.5) Orange (Increased Significantly 24.6/Very Low) - establish baseline		*Yellow Increase Significantly +45/Status Low 4.2G: (-35.5) Yellow Increase Significantly +45/Status Low 4.2H: LTEL (-92.9) *Yellow Increased Significantly +34.6/Status Low	
4.3	Distance from Standard for student groups in language arts: 4.3A: All students 4.3B: English Learners 4.3C: Homeless 4.3D: Socio-economic disadvantaged 4.3E: Students with disabilities 4.3F: Hispanic 4.3G: White Priority 4A: Student Achievement Source: California Dashboard ELA	2022-23 4.3A: (-62) Orange 4.3B: (-76.1) Red 4.3C: (-87.3) Orange 4.3D: (-64.4) Orange 4.3E: (-136.1) Orange 4.3F: (-61.9) Orange 4.3G: (-61.9) Orange	2024-2025 4.3A: (-57.3) Yellow (Increased 4.7/Low) 4.3B: (-68.5) Yellow (Increased 7.7/Low) 4.3C: (-84.9) Red (Maintained 2.4/Very Low) 4.3D: (-59.5) Yellow (Increased 4.9/Low) 4.3E: (-128.8) Orange (Increased 7.3/Very Low) 4.3F: (-56.9) Yellow		2025-26 4.3A: (-42) decrease 20 4.3B (-46.1) decrease 30 4.3C: (-47.3) decrease 40 4.3D: (-64.4) decrease 20 4.3E: (-76.1) decrease 60 4.3F: (-41.9) decrease 20 4.3G: (-41.9) decrease 20 4.3 H: (-66.4) decrease	4.3A: Increase 4.7 4.3B: Increase 7.7 4.3C: Increase 2.4 4.3D: Increase 4.9 4.3E: Increase 7.3 4.3F: Increase 4.9 4.3G: Declined 11.9 4.3H: Increase 4.4 - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Increased 4.9/Low) 4.3G: (-73.8) no color assign 4.3H: LTEL (-86.4) Orange (Increased 4.4/Very Low) - establish baseline			
4.4	% of parents responding strongly agree to the following questions: *The school encourages me to be an active partner 4.4A: elementary range 4.4B: middle school *The school actively seeks the input of parents. 4.4C: elementary range 4.4D: middle school Priority 3A: Parent Involvement and Family Engagement- Source:California Healthy Kids Survey Parents	2023-24 4.4A: 39 to 53% 4.4B: 30% 4.4C: 40 to 57% 4.4D: 32%	2024-25 4.4A: 44 to 54% 4.4B: 26% 4.4C: 42 to 55% 4.4D: 33%		2026-27 4.4A: 65% 4.4B: 60% 4.4C: 65% 4.4D: 60%	2024-25 4.4A: 5 to 1% 4.4B: (-4%) 4.4C: 2 to (-2%)% 4.4D: 1%
4.5	% of staff rating topics excelling or higher based on a 4 point rubric: (Emerging, Progressing,	2023-24 4.5A: 46% 4.5B: 59% 4.5C: 45% 4.5D: 48%	2024-25 4.5A: 48.7% 4.5B: 48.7% 4.5C: 48.1% 4.5D: 47.5%		2026-27 4.5A:60% 4.5B: 70% 4.5C: 60% 4.5D: 60%	2024-25 4.5A: 2.7% 4.5B: (minus) -10.3% 4.5C: 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Excelling, and Building Capacity) 4.5A: Welcoming Community 4.5B: Communicating Effectively 4.5C: Supporting Student Success 4.5D: Speaking up for Child/Advocacy 4.5E: Sharing Power Leadership 4.5F: Collaborating / Community Priority 3B: Family and Community Engagement Source: Butte County Survey	4.5E: 48% 4.5F: 36% 4.5G: 42%	4.5E: 37.9% (baseline should have been 36 4.5F: 40.3% (baseline should have been 42		4.5E: 60% 4.5F: 55%	4.5D: (minus)-0.5% 4.5E: 1.9%% 4.5F: (minus)-1.7%
4.6	% of students represented by parent attendance in at least one grade level academic workshop 4.6A: TK 4.6B: K 4.6C: 1 4.6D: 2 4.6E: 3 4.6F: 4 4.6G: 5 4.6H: 6 4.6I: 7 4.6J: 8	2023-24 4.6A: 0% new metric 4.6B: 0% new metric 4.6C: 0% new metric 4.6D: 0% new metric 4.6E: 0% new metric 4.6F: 0% new metric 4.6G: 0% new metric 4.6H: 0% new metric 4.6I: 0% new metric 4.6J: 0% new metric	2024-2025 4.6A: 0% new metric 4.6B: 0% new metric 4.6C: 0% new metric 4.6D: 0% new metric 4.6E: 0% new metric 4.6F: 0% new metric 4.6G: 0% new metric 4.6H: 0% new metric		2026-27 4.6A: 75% 4.6B: 75% 4.6C: 75% 4.6D: 75% 4.6E: 75% 4.6F: 75% 4.6G: 75% 4.6H: 75% 4.6I: 50% 4.6J: 50%	2024-2025 4.6A: 0% 4.6B: 0% 4.6C: 0% 4.6D: 0% 4.6E: 0% 4.6F: 0% 4.6G: 0% 4.6H: 0% 4.6I: 0% 4.6J: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3B: Parent Involvement and Family Engagement- Source: District Surveys / sign in		4.6I: 0% new metric 4.6J: 0% new metric			
4.7	% of children represented at parent conferences 4.7A: elementary 4.7B: middle school Priority 3B: Parent Involvement and Family Engagement- Source: School site documentation	2023-24 4.7A: 97% 4.7B: 0% set baseline	2024-2025 4.7A: 98.5% 4.7B: 88%		2026-27 4.7A: 98% 4.7B: 75%	2024-2025 4.7A: 1.5% 4.7B: 88%
4.8	% of parents of Special Education students completing Special Education Parent Advisory survey Priority 3C: Parent and Family Engagement- Source: District Parent survey	2023-24 9%	2024-2025 9% - data from 2023-2024		2026-27 33%	2025-2026 0

Goal Analysis [2024-25]

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.

Significant conversations and structural modifications within the district have occurred to battle what continues to be a gap between the district's vision for parent engagement and current reality. District Community School staff are working alongside site staff to promote Parent

Engagement Committees to expand engagement. The Community School staff is also taking the lead to initiate Parent Teacher Home Visits and Parent Instructional workshops which were a bit delayed but will begin Summer of the 2024-2025 school year. The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Implementation Challenges:
4.1 Enhanced Parent Communication- All staff in this action step were hired as planned. The district Parent Ambassador Coordinator leads district communications and has modified postings to better attract attention. Categorical Clerks supported school communications and events. The Parent Ambassador Coordinator works closely with site staff funded out of other action steps including Campus Supervisors, Student Success Facilitators, the district Equity TOSA, and the new Community Schools Coordinator. Successes are noted in the number of households reached by Parent Square Communications and a core group of parents who have recently created the new Parent Engagement Committees at each site. Also to celebrate is the first year in the district's Community Schools Implementation grant and a Community Engagement Initiative begun this year at Haven Drive Middle School which have resulted in identification of key issues for the school to address to address the identified Problem of Practice which is lack of opportunity/engagement and the need to identify what "communication" really is as it relates to improved student outcomes and family engagement. The lack of a district-wide communication plan hinders information reaching all parties to date. Workshops to support parenting for academic success were held as planned but parent participation continues to be limited to a core group of parents. While California Dashboard measures have increased in Language Arts and Math for district groups with the exception of Homeless and White, we are not reaching all families. Parent Square was funded and utilized across the district as the main form of communication and while Apptegy was considered as an alternative or addition to parent square, there are not current plans to move forward with the application.

Modified/Not Implemented:
4.2 Enhanced Parent Engagement Opportunities- After school workshops were held at school sites focused on standards-based information in science, math, and language arts. While standards were promoted, the additional type of workshops visualized in the 2024-2025 LCAP plan have been delayed to ensure a strong roll-out of Parent Home Teacher Visits and aligning workshops to areas identified by Professional Learning Teams. To initiate the scope of this work and ensure positive outcomes, more planning and preparation is required. To date, site workshops continue to take place and Parent Teacher Conferences have been modified to focus on ensuring increased outreach to parents and providing strategies for success rather than simple data reviews with the assurance of Parent Translators to support. As the workshop implementation was delayed, data expected to complete Metric 4.6 was not gathered during the 2025-2026 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.

Action 4.1 Actual costs were significantly less than estimated as there was a vacancy for several months for a District Special Projects Clerk which replaced a Community Liaison position. Costs for parent workshops were significantly less than estimated. Attendance at workshops as currently organized remain low which results in less materials being required.
Action 4.2 Two Parent Home Teacher Visit trainings were conducted however the roll out of the visits will be delayed until 2025-2026 in conjunction with Community Schools plans. Academic workshops for parents did not occur significantly decreasing expenditures vs. budgeted costs.

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

Action 4.1 and 4.2 have shown varying levels of effectiveness in making progress toward the goal of strengthening parent involvement and engagement.

Action 4.1 focused on increasing awareness around chronic absenteeism, parent support of students for academic success, and building a more welcoming and collaborative school community. Chronic absenteeism rates decreased across all student groups, suggesting that communication on the issue is reaching many families and raising awareness. Additionally, the Butte County Family and Community Engagement Metric (Metric 4.5) indicates improvement in staff perceptions specifically in areas such as Welcoming Community, Supporting Student Success, and Sharing Power/Leadership. This reflects the positive impact of ongoing Community School efforts and suggests that families and staff are increasingly seeing schools as inclusive spaces. Speaking to ineffectiveness however, drops in Communicating and Collaborating scores, cause concern. To address the lack of a district-wide communication plan which may be leading to gaps in communication and inconsistent messaging, an intentional focus will be placed on jointly developing and implementing a district communication plan to support engagement and have short term measures and check-ins following a pilot proposed during our Community Engagement Plan work with the middle school. This includes very short but regular surveys, more in-person events to gain street data, and modifying opening activities and parent conferences.

Action 4.2 is attributed to increases on academic outcomes due to modified parent teacher conferences this year which, although were of no significant extra cost, promoted parent awareness of academic strategies to help students rather than just sharing data. Data from the California School Dashboard show significant gains in student achievement: six of eight student groups showed improvement in math, and seven of eight improved in English Language Arts. These outcomes appear to align with targeted efforts to clearly communicate academic expectations to families during parent workshops held by the sites. Concerns remain for two student groups (white and homeless) as their data may be more susceptible to fluctuation, but continued attention is necessary to ensure equity across all groups. As the home-parent visits and specific standards aligned workshops were not held they were not measured for effectiveness.

While communication efforts have increased overall, a key area for growth as noted from Butte County Survey information (Metric 4.5) is ensuring that communication is not only frequent but also effective and co-constructed with educational partners. Joint planning of messaging strategies may improve outreach and ensure that all families, regardless of background, are both informed and empowered to engage. Additionally, while budgeted, daytime workshops conducted in the manner planned out of these actions have not had the impact that afterschool site parent workshops obtain given attendance rates.

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.

GOAL: No change to the Goal

CHANGES TO METRICS
Metric 4.5: Staff Ratings - An error on the Baseline due to duplicating percentages on elements D and E which affected E, F, and deletion of G. This has been corrected in Year 1 outcomes, the 3 year goal, and the last column of increases and decreases is correct moving forward.

Metric and outcomes for 4.1, 4.2, 4.3 included the state mandated addition of Long-Term English Learners.

CHANGES TO ACTIONS
Action 4.1: Utilize information gathered through the initial Community Engagement Initiative work with the middle school and expand key concepts to the elementary sites as it relates to communication: time, place, manner, format, structure. Ensure communications and workshops include why, who, what and how- in that order as educational partner feedback has prompted. Focus on branding to specifically address goal areas rather than general language like "lunch on the lawn". Fresno University and Parenting Partners contracts will be cancelled as the initial program cost is not relative to the attendance. A district position was changed from Community Liaison to Specially Funded Program Clerk. Staff positions named in this step but funded from other actions were updated based on changes to their respective actions. Additional state funds were available this year and are supplementing this action step resulting in increased funds in the budget.

Action 4.2: Parent conferences will focus more on standards and strategies rather than data sharing and Parent Teacher Home Visits have been added to expand opportunities beyond what is budgeted in Community Schools.

CHANGES TO BUDGET
Action 4.1 and 4.2 budgets have been rebenched to support the refined visions for communication and outreach. Action 4.1 includes additional state funds with a new grant available.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Parent Communication	A Parent Ambassador Coordinator will conduct lead district communications through the utilization of Parent Square, Facebook, printed newsletters, and posting to the district website. This funded position will support coordination of outreach services and workshops with staff funded out of other action steps including: 2 Student Success Facilitators per site, 1 Campus Supervisor per elementary and 3 at the middle school, Social Workers at each site and the district mental health center, and administration to build a stronger home to school connection for families. Workshops will be determined by Trimester and to include Latino Family Literacy and district created workshops etc. These efforts and others will be supported by the district Parent Ambassador Coordinator and the District Specially Funded Clerk directly responsible for participating in district parent meetings for interpretation and to facilitate translation of district level communications. Ensure communications and workshops	$971,971.00	Yes

Action #	Title	Description	Total Funds	Contributing
		include why, who, what and how - in that order as educational partner feedback has prompted. Focus on branding to specifically address goal areas rather than general language like "lunch on the lawn". Specially Funded Clerks (1 per school site) will support parent communication at each site. (funded out of this action step) School sites will be expected to post regularly utilizing Parent Square including promotion of upcoming events, day to day activities on campus, and to share celebrations. Expand services through a Community Schools Grant Implementation Grant and Community Engagement Grant will begin. Goals include building capacity of community outreach through on site services, FRC expansion, and home/school outreach through funded visits. Parent Square is funded out of this action step as will Zoom for virtual meetings.		
4.2	Enhanced parent engagement opportunities	Following a planning session prior to the end of the 2023-2024 school year, school site administrators will schedule and then work closely with certificated and classified staff to assure of a minimum of 5 workshops to be completed monthly prior to April, for each grade level/ and combinations of departments to support ELA, Math, and ELD promoting standards-aligned engaging activities for parents to then carry on with their students. This will be facilitated by the district Equity TOSA (funded in Goal 1) as well as supported by Categorical Clerks (funded Action 4.1) who will be responsible for advertising, gathering materials, and reporting data from survey outcomes. A district structure will be provided as a guideline for a minimum of 20 minute workshops to be provided by Zoom or recording to be posted utilizing all district teachers. This is expected to be in addition to ongoing events which will be calendared by site administration as part of year-end check out.	$375,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent conference delivery will be reviewed for possible modifications to embrace both outcome sharing as well as strategies for parents to implement at home. Community School Parent Teacher Home visit budgeted costs will be expanded with this action step to allow for more sets of visits.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Develop and implement strategies (targeted initiatives) to ensure a minimum of one year academic growth per year for all students, as measured by state standardized assessments and classroom formative assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is born out of the recognition that every student deserves to make meaningful academic progress each year; regardless of their background or circumstances. It is imperative for the district to focus on this goal, especially in light of its performance rating of Red or Orange on the California Dashboard. These ratings indicate areas where the district is not meeting performance standards, highlighting the urgent need for improvement. Furthermore, the presence of significant disparity among student groups underscores the importance of addressing academic growth comprehensively and to targeted students to ensure equity in education.

MATHEMATICS DASHBOARD- 2023-2024
District groups identified as lowest performance level RED areas in Math include:
Overall District- (-96 maintained 1.2)
District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4)

School Sites identified as the lowest performance level RED:
Haven Drive (-116.9 maintained 0.6)

School site student groups identified at the lowest performance level RED include:
Haven Drive- Hispanic (-115.3 maintained 2.5)
Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8)
El Camino Math- Students with Disabilities (-150.3 declined -21.5)
Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3)

LANGUAGE ARTS DASHBOARD 2023-2024
District groups identified as having the lowest performance level RED areas in English Language Arts include:
English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)

School Sites identified as the lowest performance level RED:
Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8)

School site student groups identified at the lowest performance level RED:
Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2)
El Camino- Students with Disabilities (-136.7 declined -8.5)
Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3)

Multi-year patterns of declines in student proficiency at grade level in both language arts and math, are evidenced by I-Ready diagnostic outcomes as students progress through the grade levels. This indicates a lack of instruction at grade-level beginning in the foundational grade levels. Tier 1 grade level instruction gaps are exponentially increased without standards-aligned lessons and targeted differentiation/intervention/extension within the regular classroom. Tier II intervention cannot fix a district-wide need- we must focus on Tier I instruction utilizing Tier II and Tier III interventions only through systemic screeners. This is a multi-year turn-around project that continues to evolve. 2023-2024 End of Year I-Ready demonstrates that 40% of 3rd graders, an increase of 4%, are performing at grade level and a decrease of Tier 3 totals 7%. 95% intervention program and MTSS at the K-3 level has directly impacted this positive growth. A 2% decline in Tier 3 districtwide for all grades indicates incremental growth which must be sustained through systematic implementation and monitoring of the learning zone.

Formative data through I-Ready 2023-2024 end of year data indicates 33%% of students scoring early or mid/above grade level in Reading and 31% of students scored two or more below grade level. 53% of students met their I-Ready growth goal and 21% met their stretch goal.
English Learners: 1% growth in Language Arts to 32 % early to above grade level and a decrease of 1% two years or more below grade level
Socio-economically disadvantaged: 1% growth in Language Arts to 32% early to above grade level and a decrease of 1% two years or more below grade level
Students with Disabilities: 1% increase in Language to 31% early to above grade level and a decrease of 1% two years or more below grade level
Formative data through I-Ready end of year data indicates 29% of students scoring early or mid/above grade level in Math and 25% of students scored two or more grade levels below grade level. 51% of students met their I-Ready growth goal and 20% met their stretch goal.
English Learners: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level.
Socio-economically disadvantaged: 2% growth in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level
Students with Disabilities: 2% increase in Math to 29% early to above grade level and a decrease of 3% two years or more below grade level
I-Station 2023-2024 Reading Growth in Spanish for students grades K-6 indicates 20% of students grew one or more levels, 62.1% maintained, and 18% declined 1 or more levels.

While there is movement from the lowest band (3 years below grade level) in Math, and 2 years below grade level in Language Arts on i-ready end of year assessments and a high percentage of students are meeting growth targets in 2024-2025, there is not significant movement between bands.

2023-2024 STAR data for the middle school indicates no significant gains or loss in the percentages of students in the at/above benchmark for language arts or math.

SPRING ELA PERCENT STUDENTS BENCHMARK
7th grade
18% 54 AT/ABOVE BENCHMARK
82% 245 BELOW BENCHMARK

8th grade
27% 78 AT/ABOVE BENCHMARK
73% 213 BELOW BENCHMARK

SPRING MATH PERCENT STUDENTS BENCHMARK
7th grade
36% 112 AT/ABOVE BENCHMARK
64 197 BELOW BENCHMARK

8th grade
38% 113 AT/ABOVE BENCHMARK
62% 181 BELOW BENCHMARK

Physical Education outcomes are not moving in a positive direction and the PE focus for single subject teachers will be revised to focus significantly more on foundational fitness rather than games.

Developing and implementing targeted initiatives to ensure academic growth aligns with the district's commitment to providing a high-quality education that prepares all students for success; which for us is college or career readiness. By focusing on strategies that are evidence based and providing instruction that is aligned to grade level standards, the district can address gaps in achievement and promote equitable outcomes for all students. By prioritizing academic growth for all students, the district aims to create a more equitable and inclusive learning environment where every student has the support and resources they need to succeed. 2024-2025 data from state and local measures (while indicating improvements in many areas) continues to reflect needs for all students and specific student groups as noted in the Measuring and Reporting Results following.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Distance from Standard for student groups in language arts: 5.1A: All students 5.1B: English Learners 5.1C: Homeless 5.1D: Socio-economic disadvantaged 5.1E: Students with disabilities 5.1F: Hispanic 5.1G: White Priority 4A: Student Achievement Source: California Dashboard Language Arts	2022-23 5.1A: (-62) Orange 5.1B: (-76.1) Red 5.1C: (-87.3)Orange 5.1D: (-64.4)Orange 5.1E: (-136.1) Orange 5.1F: (-61.9) Orange 5.1G: (-61.9) Orange	2023-2024 5.1A: (-57.3) Yellow Increased 4.7/ Low 5.1B: (-68.5) Yellow Increased 7.7/ Low 5.1C: (-84.9) Red Maintained 2.4/ Very Low 5.1D: (-59.5) Yellow Increased 4.9/ Low 5.1E: (-128.8) Orange Increased 7.3 / Very Low 5.1F: (-56.9) Yellow Increased 4.9 / Low 5.1G: (-73.8) no color assign 5.1H: LTEL (-86.4) Orange Increased 4.4/ Very Low - establish baseline		2025-26 5.1A: (-42) decrease DFS 20 5.1B (-46.1) decrease DFS 30 5.1C: (-47.3) decrease DFS 40 5.1D: (-64.4) decrease DFS 20 5.1E: (-76.1) decrease DFS 60 5.1F: (-41.9) decrease DFS 20 5.1G: (-41.9) decrease DFS 20 5.1H: (-66.4) decrease DFS 20	5.1A: Increase 4.7 5.1B: Increase 7.7 5.1C: Increase 2.4 5.1D: Increase 4.9 5.1E: Increase 7.3 5.1F: Increase 4.9 5.1G: Declined 11.9 5.1H: Increase 4.4 - established baseline
5.2	Distance from Standard for student groups in math: 5.2A: All students 5.2B: English Learners 5.2C: Homeless 5.2D: Socio-economic disadvantaged	2022-23 5.2A: (-96) Red 5.2B: (-106.8) Red 5.2C: (-100.1) Orange 5.2D: (-98) Red 5.2E: (-164.1) Red 5.2F: (-95.9) Red 5.2G: (-80.5) Yellow	2023-2024 5.2A: (-85.6) Yellow Increased 10.5 Low 5.2B: (-92.9) Yellow Increased 14 Low		2025-26 5.2A: (-45) *Yellow Increase Significantly decrease 51/Status Low 5.2B: (-61.8)	5.2A: Increase 10.5 5.2B: Increase 14 5.2C: Declined 11.9 5.2D: Increase 10.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.2E: Students with disabilities 5.2F: Hispanic 5.2G: White Priority 4A: Student Achievement Source: California Dashboard Math		5.2C: (-112) Red Declined 11.9 Very Low 5.2D: (-87.1) Yellow Increased 10.9 Low 5.2E: (-150.5) Orange Increased 13.6 Very Low 5.2F: (-84.9) Yellow Increased 11.1 Low 5.2G: (-115.1) Red Declined Significantly 34.6 Very Low 5.2H: LTEL (-127.5) Orange Increased Significantly 24.6 Very Low - establish baseline		*Yellow Increase Significantly decrease 45/Status Low 5.2C: (-51) *Yellow Increase Significantly decrease 50/Status Low 5.2D: (-51) *Yellow Increase Significantly decrease 47/Status Low 5.2E: (-90) *Yellow Increase Significantly decrease 74.1/Status Low 5.2F: (-50.9) *Yellow Increase Significantly decrease 45/Status Low 5.2G: (-35.5) Yellow Increase Significantly decrease 45/Status Low 5.2H: (-92) Decrease 35	5.25E: Increase 13.6 5.2F: Increase 11.1 5.2G: Declined 34.6 5.2H: Increase 24.6 - established baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Percent of Students reading on grade level by 3rd grade 5.3A Met or above grade level 5.3B early on grade level 5.3C total on grade level Priority 8: Student Achievement Source: i-Ready	2023-24 5.3A 12% 5.3B 28% 5.3C 40%	2024-25 5.3A 13% 5.3B 25% 5.3C 38%		2026-27 5.3A 40% 5.3B 20% 5.3C 60%	2024-25 5.3A 1% 5.3B (-3%) 5.3C (-2)%
5.4	% of students reported as meeting or exceeding standard in science 2022-2023 5.4A All Students 5.4B English Learners 5.4C Homeless 5.4D Socio-economic disadvantaged 5.4E Students with Disabilities 5.4F African American 5.4G Hispanic 5.4H White not reported 5.4I Migrant Priority 4A: Student Achievement-CAASPP California Assessment of Science	2022-23 5.4A 10.13% 5.4B 3.01% 5.4C 15.38% 5.4D 9.66% 5.4E 0% 5.4F 9.09% 5.4G 9.69% 5.4H not reported 5.4I 11.11%	2023-2024 5.4A 15.71% Increased 5.58% 5.4B 3.44% Increased 0.43% 5.4C 0% Not reported 5.4D 16.25% Increased 6.59% 5.4E 0% Not reported 5.4F 0% Not reported 5.4G 9.69% 5.4H not reported 5.4I 12.63% Increased 1.52%		2025-26 5.4A 25.13% increase 15% 5.4B 23.01% increase 20% 5.4C 25.38% increase 10% 5.4D 24.66% increase 15% 5.4E 15% increase 15% 5.4F 24.09% increase 15% 5.4G 24.69% increase 15% 5.4H 25% 5.4I 25.11% increase 14%	5.4A Increase 5.58% 5.4B Increase 0.43% 5.4C 0% Not reported 5.4D Increase 6.59% 5.4E 0% Not reported 5.4F 0% Not reported 5.4G 0 5.4H Not reported 5.4I Increase 1.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	% writing proficiency pass rate by grade 5.5A K 5.5B 1 5.5C 2 5.5D 3 5.5E 4 5.5F 5 5.5G 6 5.5H 7 5.5I 8 Priority 8: District writing benchmarks Source: SchoolCity	2023-24 5.5A 0% - new metric 5.5B 0% - new metric 5.5C 0% - new metric 5.5D 0% - new metric 5.5E 0% - new metric 5.5F 0% - new metric 5.5G 0% - new metric 5.5H 0% - new metric 5.5I 0% - new metric	2024-25 5.5A 38% 5.5B 26.6% 5.5C 39.3% 5.5D 21% 5.5E 21% 5.5F 32.8% 5.5G 52% 5.5H 44.6% 5.5I 44.1%		2026-27 5.5A 45% 5.5B 45% 5.5C 45% 5.5D 45% 5.5E 45% 5.5F 45% 5.5G 55% 5.5H 60% 5.5I 60%	2024-25 growth from 0 as this is a new metric 5.5A 38% 5.5B 26.6% 5.5C 39.3% 5.5D 21% 5.5E 21% 5.5F 32.8% 5.5G 52% 5.5H 44.6% 5.5I 44.1%
5.6	% at CAA achievement Levels 1, 2, 3 Language Arts 5.6A All students 5.6B Socio-economically disadvantaged 5.6C English Learners 5.6D Hispanic Priority 4A: Student Achievement-California Alternate Assessment Source: CAASPP ELA	2022-23 5.6A Level 1 64% Level 2 24% Level 3 12% 5.6B Level 1 59.09% Level 2 27.27% Level 3 13.64% 5.6C Level 1 86.67% Level 2 0% Level 3 13.33% 5.6D Level 1 65.22% Level 2 21.74% Level 3 13.04%	2023-2024 5.6A Level 1 61.9% Declined 2.1 Level 2 19.05% Declined 4.95% Level 3 19.05% Increased 7.05% 5.6B Level 1 61.9% Increased 2.81% Level 2 19.05% Decreased 8.22 Level 3 19.05% Increased 5.41 5.6C Level 1 75% Decreased 11.67		2025-26 5.6A Level 1 50% Level 2 38% Level 3 12% 5.6B Level 1 50% Level 2 36% Level 3 14% 5.6C Level 1 75% Level 2 11% Level 3 14% 5.6D Level 1 55% Level 2 31% Level 3 14%	2023-2024 5.6A Level 1 Declined (-2.1) Level 2 Declined (-4.95) Level 3 Increased 7.05% 5.6B Level 1 Increased 2.81% Level 2 Decreased (-8.22) Level 3 Increased 5.41% 5.6C Level 1 Decreased (-11.67)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 2 16.67% Increased 16.67 Level 3 8.33% Decreased 5 5.6D Level 1 61.9% Decreased 3.32 Level 2 19.05% Decreased 2.69 Level 3 19.05% Increased 6.01			Level 2 Increased 16.67 Level 3 Decreased (-5) 5.6D Level 1 Decreased (-3.32) Level 2 Decreased (-2.69) Level 3 Increased 6.01
5.7	% at CAA achievement Levels 1, 2, 3 Math 5.7A All students 5.7B Socio-economically disadvantaged 5.7C English Learners 5.7D Hispanic Priority 4A: Student Achievement-California Alternate Assessment Source: CAASPP Math	2022-23 5.7A Level 1 72% Level 2 20% Level 3 8% 5.7B Level 1 72.73% Level 2 18.18% Level 3 9.09% 5.7C Level 1 86.67% Level 2 13.33% Level 3 0% 5.7D Level 1 69.57% Level 2 21.74% Level 3 8.7%	2023-2024 5.7A Level 1 85.71% Increased 13.71 Level 2 14.29% Decreased 5.71 Level 3 0% Decreased 8 5.7B Level 1 85.71% Increased 12.98 Level 2 14.29% Decreased 3.89 Level 3 0% Decreased 9.09 5.7C Level 1 91.67% Increased 5 Level 2 8.33% Decreased 5 Level 3 0% No change		2025-26 5.7A Level 1 60% Level 2 32% Level 3 8% 5.7B Level 1 60% Level 2 30% Level 3 10% 5.7C Level 1 75% Level 2 20% Level 3 5% 5.7D Level 1 60% Level 2 31% Level 3 9%	2023-2024 5.7A Level 1 Increased 13.71 Level 2 Decreased (-5.71) Level 3 Decreased (-8) 5.7B Level 1 Increased 12.98 Level 2 Decreased (-3.89) Level 3 Decreased (-9.09) 5.7C Level 1 Increased 5 Level 2 Decreased (-5) Level 3 No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5.7D Level 1 85.71% Increased 16.14 Level 2 14.29% Decreased by 7.45 Level 3 0% Decreased 8.7			5.7D Level 1 Increased 16.14 Level 2 Decreased by (-7.45) Level 3 Decreased (-8.7)
5.8	% of students at/above benchmark Spring Assessment 5.8A 7th grade ELA 5.8B 8th grade ELA 5.8C 7th grade Math 5.8D 8th grade Math Priority 8 STAR Language Arts and Math Source: Renaissance STAR	2023-24 5.8A 18% 5.8B 27% 5.8C 36% 5.8D 38%	2024-25 5.8A 40% 5.8B 39% 5.8C 39% 5.8D 48%		2026-27 5.8A 50% 5.8B 50% 5.8C 55% 5.8D 55%	2024-25 5.8A 22% 5.8B 12% 5.8C 3% 5.8D 10%
5.9	% of students at performance standard 5.9A Aerobic 5th 5.9B Aerobic 7th 5.9C Abdominal Strength 5th 5.9D Abdominal Strength 7th 5.9E Trunk Extension Strength 5th 5.9F Trunk Extension Strength 7th	2023-24 5.9A Not reported - requires weight 5.9B Not reported - requires weight 5.9C 35% 5.9D 84% 5.9E 95% 5.9F 93% 5.9G 42% 5.9H 75% 5.9I 63%	2024-2025 5.9A Not reported -requires weight 5.9B Not reported -requires weight 5.9C 73% 5.9D 66% 5.9E 99% 5.9F 89% 5.9G 72% 5.9H 46% 5.9I 69%		2026-27 5.9A Not reported - requires weight 5.9B Not reported - requires weight 5.9C 84% 5.9D 92% 5.9E 99.4% 5.9F 98.5% 5.9G 75% 5.9H 85% 5.9I 75%	2024-2025 5.9A Not reported -requires weight 5.9B Not reported -requires weight 5.9C 38% 5.9D (-18%) 5.9E 4% 5.9F (-4%) 5.9G 30% 5.9H (-29%) 5.9I 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.9G Upper Body Strength 5th 5.9H Upper Body Strength 7th 5.9I Flexibility 5th 5.9J Flexibility 7th % of students meeting 6 of 6 criteria 5.9K elementary 5.9L middle school Priority 8- Other Student Outcomes Source: Physical Fitness Testing	5.9J 47% 5.9K 34.8 5.9L 35.4	5.9J 69% 5.9K 44% 5.9L 26%		5.9J 75% 5.9K 34.8 5.9L 35.4	5.9J 22% 5.9K 9.2% 5.9L 9.4%
5.10	NA Priority 4 - B A-G Requirements	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts	NA
5.11	NA Priority 4 - C Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts	NA
5.12	NA Priority 4-H Pupils prepared for college	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.13	NA Priority 4 - G Advanced Placement Passage Rate	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts	NA
5.14	NA Priority 4 - D Completion of A-G requirements and Career Technical Education Pathways	Not applicable to elementary districts	Not applicable to elementary districts		Not applicable to elementary districts	NA

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION - Actions 5.3, 5.5, 5.6 and 5.8 were implemented fully.
5.3 Supplemental Instructional Materials, Staff, and technology apps/classroom supports - This particular action has been identified to specifically address the lowest performance level groups related to academic achievement in Language Arts and Math. Principals work closely with site and district staff to provide academic supports to facilitate Tier 1 instruction as well as Multi-Tiered Systems of Support implemented through referral systems. Supplemental instructional materials were purchased and are being utilized.

5.5 Instructional Field Trips - Expanded educational opportunities through grade level field trips has been implemented throughout the district. Grade levels have a menu of locations to visit and are vertically aligned to ensure new opportunities each year as a child progresses through school. Trips are complimented with a focus on pre and post writing activities as planned and aligned to content standards. This year trips were successfully planned with in-district and charter busses but the cost and quality of charters is becoming prohibitive.

5.6 Expanded Learning Sessions - Expanded Learning Sessions at the elementary have had excellent participation and continue to grow in popularity with STEM/STEAM focuses. Programs are so well received that elementary afterschool and summer school are consistently at-capacity requiring additional hires as the program grows. Multiple staff classifications and materials support this work. Middle school program delivery is strong yet holding high attendance is a struggle.

5.8: Professional Development - This particular action has also been identified to specifically address the lowest performance level groups related to academic achievement in Language Arts and Math. Professional development has been offered in various formats to support instruction for math, literacy, with a focus on writing, science, and integration of technology.   Formats have included district "university style", large group Professional Development, site based focus areas, flex time created by the site or district, and individual grade level support. Implementation of new learning through professional development has been evidenced through district walkthroughs and in Professional Learning Team discussions.

IMPLEMENTATION CHALLENGES
5.1 Data/Assessment Tools and Learning Systems - This particular action has also been identified to specifically address the lowest performance level groups related to academic achievement in Language Arts and Math. Assessment tools and learning systems are in place and being utilized on a surface level. Assessment alignment has been much improved in mathematics with a tool designed over the past 2 years and implemented in 2024-2025.   Assessment consistency in language arts and math is much improved with the creation and availability of a district assessment calendar including collaboratively agreed upon assessments and assessment dates.   Unfortunately, utilization of these tools has been largely a compliance item and purposeful use by Professional Learning Teams to guide planning and implementation of Tier 1 instruction is still a work in progress. Among sites, grade levels, and individual classrooms there is more consistency of more rigorous instruction yet alignment with expected framework outcomes has not yet been achieved on a wide scale. It is clear that not all grade levels at all sites are using data to inform instruction based on late and incomplete assessment results.

5.2 Intervention/Extension staff - There were significant impacts to services as open positions and long-term absences were issues this year. This action has also been identified to specifically address the lowest performance level groups related to academic achievement in Language Arts and Math. Data reviews of I-Ready and 95% data indicate the sites are closing the gap with less students being identified as 3 years below grade level. However, there are inconsistent expectations across sites for group size, intervention focus areas, length of intervention lessons, time on task, and lack of attention to how intervention pull out may be affecting Tier 1 (Universal) instruction delivery. Training has supported intervention staff in multiple areas and, as the year has progressed, data tracking has increased and promoted a stronger focus on meeting smaller objective chunks. Professional development provided by consultants and district staff supported implementation of intervention.

5.4 Library - Staff were hired as planned. A library experience is available to all elementary students, yet consistency of program delivery between campuses varies. Implementation at the middle school continues to be a challenge.

5.5 Acquiring busses for field trips has been a challenge as several charter companies have been deemed not sufficiently safe for our students and utilizing district busses for long trips impacts regular morning and afternoon routes. Additionally, costs of charters are becoming more expensive and availability of KCSOS contracted busses are limited at times.

5.7 Academic Incentives - Sites have implemented various forms of academic incentives - the largest implementation challenge is that these are provided as rewards after the fact rather than fully implemented incentives. Some of these have promoted a dependency on extrinsic rewards that do not promote engagement or connectedness or focus on perfection/excellence over improvement. An addition concern is that awards provided do not include parents in attendance or communication of the recognition. Rethinking timelines, incentives, and promotion will be part of action planning for the upcoming year.

NON-IMPLEMENTED
Action 5.3 PITSCO specially funded clerks were not hired this year and given a focus on locating staff for direct intervention support for students is not planned for the future.

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

Action 5.1: Costs were lower than expected as the supplemental STAR component (Freckle) was not implemented for the 2024-2025 school year due to lack of consistent implementation and use in prior years.
Action 5.2: Costs were significantly lower than expected given difficulty keeping positions filled and high numbers of absences in multiple positions resulting in pay docks.
Action 5.3: PITSCO specially funded clerks were not hired resulting in decreased costs for salaries and benefits and funds budgeted for materials were in excess of needs.
Action 5.4: Our librarian was given directive to purchase additional books beyond those budgeted to replenish and enhance book availability to students to promote reading comprehension in books of high interest to students resulting in increased costs.
Action 5.5: Field trip opportunities were limited by lack of reliable charters and the district's bus and driver availability. Local field trips and the decreased number of projected field trips resulted in lower costs than estimated. Charters were not used to the extent of previous years.
Action 5.6: ASES, 21st Century, and Title IV provided funds for the majority of after- school expanded learning at the middle school. Costs of some contracts are expected to arrive after services which pushes costs into the 2025-2026 year and funds have been allocated accordingly.
Action 5.7: Magic Mountain as an incentive field trip was moved to academic incentives as a cost given that all students must be on track to graduate. So costs were moved from Goal 2 Action 3.
Action 5.8: Professional Development costs were less than expected.

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

Metrics 5.1, 5.2, 5.3, 5.6. 5.7, 5.8, 5.9
7 of 8 student groups decreased the distance from standard on the 2023-2024 California Dashboard in Language Arts and 6 of 8 significantly decreased the distance from standard in Math.   i-Ready data indicates Grades K, 2, 4, and 6 are identified in a low performance/high growth quadrant in mathematics and grades K, 2, 4, and 5 were identified in a low performance high growth quadrant for language arts. Spring to Spring comparisons for Math indicate a 1% decrease at 3 years below grade level, a 2% increase of students 2 years below grade level, a 2% decrease for students 1 grade below grade level, and an increase of 1% for student early on/mid/or above grade level. Similar comparisons for Language Arts indicate no change at 3 years below grade level, a 1% decrease of students 2 years below grade level, an increase of 1% for students 1 grade below grade level, and an increase of 1% for student early on/mid/or above grade level.

Action 5.1: Funds provided assessment tools to gather data to help inform instructional decisions to determine pace and focus of lessons to meet the diverse needs of students and increase achievement.
Action 5.2: Data was utilized by intervention teachers to inform decisions for student placement in intervention groups, differentiated instruction levels and content, and the cyclical review of progress led to increased student outcomes in Language Arts and Math as measured by the Dashboard.
Action 5.3: Supplemental materials ensured the opportunity to implement evidenced based practices to support differentiated instruction and multiple opportunities for learning. Although there was a slight decline in 3rd grade on-grade level reading in i-Ready, gains were made in foundational skills as measured by 95%.
Action 5.4: Library staff provided resources and additional learning opportunities through promotion of reading, reading comprehension, listening comprehension, and promotion of research skills supporting an increase in the ELA Dashboard.
Action 5.5: Field trips supported math and language arts outcomes as students experienced real -world application of content skills however, this did not significantly enhance writing skills.
Action 5.6 Expanded learning sessions for middle school students focused on target standards in Language Arts, Math, and Science with pre and post tests supporting increases in academic skills.
Action 5.8: Impacts of professional development are noted not only in student outcomes but also in transformation of classroom instruction as observed through walkthroughs, and responses of staff on the Butte County Survey.

Metric 5.4, 5.6
Action 5.5: Field trips connected to science including Murray Family Farms, CALM, and the California Science Museum are associated with supporting increases to science outcomes. Field trip experiences support a better developed understanding of science in the world through interactive opportunities.
Action 5.6: Expanded learning throughout the year had a STEAM focus which supported science outcomes on the California Dashboard for 7th graders as they enter the middle school experience during summer school and in intersessions.

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.

No change to the Goal 5.

Metric: No change to metrics

Target Outcomes: Action 5.5 outcomes were updated to have new targets based on initial outcomes for 2024-2025.   Action intent remains the same and formative assessments will be added as short-cycle outputs to inform instruction to support metric outcomes.

Action/Budget 5.1: SchoolCity added to LCAP funding and moved out of Title IV as increase, Freckle and KIDS deleted as a cost for net decrease in total funds allocated to the action.

Action/Budget 5.2 Beginning with the 2025-2026 school year, all TK classes receive funding from the general fund so classes including the teacher and aides which were funded for children not of age will drop out of LCAP. The district will retain or hire additional aides with LCAP funds to ensure extra staff are available to ensure class ratios are met. The district has budgeted and will consider the addition of certificated and classified staff to service a program to extend the day for 1/2 day preschool.   LCRSET and LREBG funds were added to this action step and the budget. In addition, budget modifications were made to address most recent staffing shifts/personnel changes and updates with the addition of LCRSET staff (total of 4 Literacy Coaches and 2 Reading Specialists. LREBG funds are explained in detail in the 5.2 action step and includes additional staff to support intervention efforts. Additionally the one-time funds for a Literacy Screener have been added as materials.

Action/Budget 5.3: PITSCO specially funded clerks are being removed from the action step given focus on direct services to students and staffing needs for aides in classrooms to support intervention action steps. Funding for technology supports and materials has been decreased in alignment with 2024-2025 estimated expenditures.

Budget 5.4: Budget updated to current salary/benefits and estimated book costs.

Action/Budget 5.5: Haven Drive Graduation trip will be funded out of this action rather than Goal 2 Action 3.   Fieldtrips have been assigned to particular grade levels with purposeful alignment to grade level standards and writing opportunities. College field trips have been selected for grades 3-8 with a focus from local Arvin at Grade 3 to out-of-county trips for grades 6-8. Costs have been realigned accordingly.

Budget 5.6: LCAP budget increased to cover decrease in funds from ASES and 21st Century due to budget cuts in those programs.

Budget/Action 5.7: A refinement of how incentive programs are planned, promoted, implemented and monitored will be a focus for the upcoming years of this plan to ensure we continue to transition from significantly focusing on overall achievement to awarding short term progress in pursuit of long term goals. Budget realigned accordingly

Budget/Action 5.8: Total costs for summer training including Dual and AVID may need to be encumbered in 2025-2026 as the training dates are very late June or July given chosen locations for training this year.   Title IV funds have been included in this action step to facilitate training for AI (Artificial Intelligence) technology use.   Budget allocations have been refined based on educational partner input and uncertainty with additional funding streams mentioned in the 2025 May Revise. Additionally, Educator Effectiveness funds have been added to support extra-hours professional development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Data/Assessment Tools and Learning Systems	Utilize assessments and data reporting tools for summative and formative measures including STAR, I-Ready, 95%, DRDP's, Kern Integrated Data System, Ellevation, and School City for the purpose of informing Cycles of Inquiry in order to: Understand Student Needs: Data allows educators to understand the strengths and weaknesses of each student, enabling them to tailor instruction to meet individual learning needs. By analyzing assessment data, teachers can identify areas where students may be struggling and provide targeted interventions to support their growth. Monitor Progress: Data helps educators monitor student progress over time. By tracking students' performance on assessments, teachers can gauge whether instructional strategies are effective and make adjustments as needed to ensure all students are making progress toward learning goals. Identify Trends and Patterns: Data analysis can reveal trends and patterns in student learning, such as common misconceptions or areas of particular difficulty. This information can guide instructional planning and help teachers anticipate and address potential challenges before they become significant barriers to learning. Inform Instructional Decisions: Data-driven instruction involves using assessment data to inform instructional decisions, such as determining the pace and focus of lessons, selecting appropriate instructional materials and resources, and adapting teaching strategies to meet the diverse needs of students. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; B ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income		
5.2	Intervention / Extension Staff	Identified groups of students based on data from sources including, but not limited to, systems in Action 5.1 will be served by intervention staff for additional support and reinforcement during small group or one-on-one instructional sessions. Staff will meet regularly to review student data and adjust intervention strategies accordingly, identifying areas of improvement and areas needing further support by assessing progress using formative assessment tools. Most notably, a culture of shared responsibility for student success working toward common goals will be assured. In addition, taking time to note the social-emotional needs of students receiving interventions and collaborating on strategies to address any behavioral challenges that may impede academic progress will be supported by site administration with the goal of providing encouragement and reinforcement to boost confidence and motivation. *** LCFF is funding the following: -A minimum of 2 paraprofessionals per elementary (total of 6). -1 LCAP funded intervention teacher per site (total of 3). -Ongoing professional development opportunities for intervention teachers and instructional aides to enhance their knowledge of effective intervention techniques and instructional practice will be provided. Consider the expansion of Preschool to full day with teacher and aides for class ratio at both Bear Mountain and Sierra Vista- $340,000 with 2 teachers and four 6 hour paraprofessionals funded LCFF.	$3,634,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; B ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income *** Federal Funds in the amount of $1,189,405 will be used for the following: -1 intervention teacher per site funded by site federal funds -Paraprofessionals as determined by school site plans Title I funds (varies per site) -9 Title III funded paraprofessionals *** LCRSET Funds in the amount of $829,054 will be used for the following to support students grades TK - 3: • 4 literacy coaches (1 SV, 1 BME, 2 ECR) -2 Reading Specialists (1 SV, 1BME) These staff members will collaborate with administrative and teacher teams to design and implement student interventions through professional development, modeling, co-teaching, lesson planning support, and guiding implementation of the new Reading Screener selected by the district (AMIRA). They may lead 95% systems, progress monitoring, collaborate with MTSS teams and Reading Specialists may lead student groups.		

Action #	Title	Description	Total Funds	Contributing
		** Amount of LREBG Funds Allocated: A total of $674,000 in Resource 7435 (LREBG) funds will support this action, allocated for: 3 Intervention Teachers (1 per elementary site) 13 Instructional Aides dedicated to supplemental Tier II/III supports beyond services already funded by LCFF and federal sources This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to address significant and persistent academic gaps identified in the district’s needs assessment and CAASPP performance data. Specifically, three intervention teachers (one per elementary site) and 13 instructional aides will provide intensive Tier II and Tier III academic support to students performing below grade level. These services will take place in small group or one-on-one settings during and beyond the instructional day. Identified students, determined by data systems outlined in Action 5.1 (e.g., local assessments, teacher observation, i-Ready diagnostics), will receive targeted academic reinforcement. Staff will meet regularly to review student progress, adapt strategies using formative assessments, and collaborate on solutions that integrate academic and social-emotional learning needs. Site leaders will support staff by monitoring intervention fidelity and ensuring the alignment of services with MTSS principles and equity-driven goals. Research-Based Rationale (ESSA-Aligned): This action is aligned to ESSA Tier 1 and Tier 2 evidence and is supported by the following research: MTSS & RtI Alignment: California’s Multi-Tiered System of Support (MTSS) outlines intervention staffing as a foundational strategy for addressing academic gaps through Tier II and Tier III supports. Research from CDE’s MTSS/RtI guidance confirms that using credentialed staff and paraprofessionals to deliver structured interventions improves both academic outcomes and behavioral success. Source: MTSS & RtI Guidance – CDE Project ARISE classifies staffing-based academic intervention models—		

Action #	Title	Description	Total Funds	Contributing
		especially when grounded in diagnostic assessments and adjusted regularly—as effective for students farthest from opportunity. This structured approach to early intervention is aligned with ESSA Tier 1 practices and emphasizes collaborative analysis and problem-solving. Source: Project ARISE EdResearch for Recovery highlights that “High-Impact Tutoring” and structured intervention staffing—when implemented within a collaborative instructional framework—produce accelerated gains in reading and math proficiency for students performing below grade level. The practice of pairing interventions with ongoing progress monitoring is a hallmark of evidence-based design. Source: Design Principles for Accelerating Student Learning The IES REL Midwest notes that Tier 2 and Tier 3 interventions delivered by trained personnel using validated strategies meet ESSA Tier 1 or 2 standards, depending on the strength of implementation and progress monitoring. Source: REL Midwest ESSA Tiers *******Don’t need to use all, but use one that is relevant to your identified need****** Metrics Used to Monitor Impact: Progress will be tracked using the following measurable indicators: 5.1A -H: Distance from standard for groups in language arts 5.2A-H: Distance from standard for groups in language arts 5.3: Percent of students reading on grade level by 3rd grade Each of these metrics will be disaggregated by student group and monitored at the site and district levels.		
5.3	Supplemental Instructional	Purchase supplemental instructional materials following a transparent and inclusive process for researching and selection considering factors such as	$230,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Materials,and technology apps/classroom supports	alignment with standards, evidence-based practices, cultural relevance, accessibility, and affordability. Materials may be for use long term or consumable including manipulatives, organizational tools, books, online apps, or to be utilized for intervention or extension staff as determined by site need to supplement current intervention staff. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income		
5.4	Library	Provide a full library experience supported by staff and materials including one LCAP funded library clerk per school site (4) and one summer helper per site (as necessary) to prepare new materials to support unduplicated students. Costs to include materials and books.	$560,000.00	Yes
5.5	Instructional Field trips	Expand educational extension activities including assemblies, field trips, access to services such as virtual workshops, camps including Camp Keep for up to 30 6th graders at each site, and college visits/virtual tours to provide enrichment opportunities students may not otherwise encounter. Include costs to for entry fees, transportation, and staffing for locations pre-	$775,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		approved to align with grade level standards. Provide the opportunity to investigate a variety of career oriented experiences, community engagement, and experiences to expand awareness of the community and beyond. Costs include possible need to hire charter busses and an option to purchase a full-size district school bus to support field trips and school routes given the impact of field trip days in 2024-2025. Busses needed to make multiple trips for local routes when we were short. Each experience is expected to be aligned with specific content standards and include project based standards aligned writing activities before and after aligned to a specific genre.		
5.6	Expanded Learning Sessions	Provide teachers and classified staff to support costs not covered with Expanded Learning Opportunity funds for Summer School and extended learning sessions to support expanded learning experiences leading to positive Dashboard outcomes. Possible positions include teachers, paraprofessionals, campus supervisors, student success facilitators, resource teachers, and academic coaches pending funding from ELOP, ASES, and 21st Century.	$963,312.75	Yes
5.7	Academic incentives	Establish and implement incentive programs to recognize and reward students for exemplary academic records and growth. Incentives may include certificates of recognition, privileges (e.g., preferred seating, independent choice time), award prizes, and participation in special events or activities.	$122,000.00	Yes
5.8	Professional Development commitments	Professional development costs as related to academic instruction/support or implementation of technology to support student outcomes. Costs to include overtime or substitutes. This action addresses the lowest performance level for Math:	$840,389.08	Yes

Action #	Title	Description	Total Funds	Contributing
		Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; B ear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Provide short-cycle professional development in response to data analysis of monthly focus areas supporting delivery of targeted instruction utilizing research-based language instruction strategies and culturally responsive curriculum delivered in a supportive environment leading to improved Language Learner Progress on the California Dashboard and an increased district reclassification rate by May 2025.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While 2021-2022 baseline data indicated gains in language proficiency, as measured by ELPAC, year-end 2022-2023 data showed a drop of 5.3% resulting in a status of Orange. While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4, there are significant needs as 30% maintained at levels 1, 2 or 3 but did not make progress, and 20% fell back as reported by Kern Integrated Data Systems.

The largest group not making progress (stickers) were at Level 1, followed by Level 3 High and Level 2 Low indicating these students did not have solid basic communication skills and are struggling with foundational reading and writing to make progress. On the other hand, a significant number of students in the Level 3 Low and High made progress but not sufficient to meet reclassification criteria. This pattern indicates a need to build in differentiated grouping with specific academic focus areas to ensure students are making it over the danger zone of 2 High and 3 Low. Significant needs are noted in Reading which has not increased over the last three years with 41% in the "Beginning to Develop" band. While these are significant needs, a district-wide focus on Writing has decreased the percentage of students in the lowest level of writing "Beginning to Develop" by 9%.to 22% over the past three years. Although Designated English Language Development is intended to focus on Language Development, this must be extended to writing in daily lessons. In addition, Integrated ELD observations indicate the "work" of reading needs to be turned over to the students in scaffolded chunks with frequent checking for understanding. Recent classroom observations indicate increased student collaboration, yet a need for a renewed focus on instruction using functions of language at higher levels of modeled/expected proficiency. To accomplish this connection a through line between Designated ELD and Integrated ELD through informed, strategic planning by classroom teachers to align lessons providing multiple opportunities to practice language functions is critical to meet desired outcomes. This connection has been seen as the exception rather than the rule during campus visits.

English Learners were placed at the Red level in English Language Arts and Math on the baseline California Dashboard due to maintaining at low levels. English Learners lagged 9.2 points behind All Students in Math and 14.4 points behind All Students in Language Arts. Comprising 59% of students, our English Language Learner population continues to decline slightly each year. While the EL population continues to decrease, the results of Initial ELPAC testing indicate the number of students Initial Testing outcomes are at the Novice Level has increased from 74% in 2018-2019 to 87% in 2022. While the causes of this are unknown, the impacts are significant for developing language and foundational skills early in a child's arrival to instruction in English.

Educational partner input from discussion groups, surveys, and English Learner committees indicates a desire for support with Designated ELD including sentence structure and integration of content including reading and writing activities to prompt language use to ensure engaging activities at a rigorous level. A review of the needs of students at various deployment levels illuminated the need for awareness of expectations of skill differences between levels of proficiency. This is true at the lowest as well as the highest levels preparing for reclassification.

Notably as the state moves to include Long Term English Learners as a group on the baseline California Dashboard, this focus goal becomes even more important. This focused goal is intended to intensify current efforts in this area to improve student outcomes for English Learners. District long-term English Learner numbers are much higher than desired and each action step is designed to decrease numbers in this group. DataQuest 2023-2024 Ever EL's reports 835 students as EL (0-3 Years), 399 students as EL (4-5 years), 580 students as EL (6+ years), and 227 as Reclassified.

80% in Standards Implementation has been self reported by teachers through the baseline Butte County English Learner Program Metric and walkthrough tools indicate a significant difference among elementary sites and as compared to implementation at the middle school. While growth was significant for both elementary and middle school, aligning professional development to immediately support observed needs through modeling, coaching, materials support, and/or directives for implementation are necessary as noted in Metrics 6.3 and 6.4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	% of pupils making progress toward English Proficiency and accompanying Dashboard Placement Priority 4E: Student Achievement- Source: California Dashboard	48.6% Orange	6.1A EL 48.8% Yellow Maintained 6.1B LTEL 51.9%Yellow Maintained - established baseline		6.1A 60% Yellow 6.1B 60% Yellow	6.1A 0.2% 6.1A (-1.1%) - baseline established
6.2	% of pupils reclassified to English Fluent 2023-2024	11.1%	10.7%		20%	6.2: (-0.4)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4F: Student Achievement- Source: DataQuest					
6.3	% of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March 6.3A elementary 6.3B middle school Priority 2 - B Programs and Services for English Learners Source: Locally developed classroom observation tool for Designated ELD	6.3A 81.5% 6.3B 30%	6.3A 86% 6.3B 34%		6.3A 100% 6.3B 100%	6.3A 4.5% 6.3B 4%
6.4	% of classroom observations demonstrating implementation of Integrated ELD supports for state academic standards in Math as measured on a district walkthrough tool with 4	6.4A 78% 6.4B 40%	6.4A 94% 6.4B 63%		6.4A 85% 6.4B 75%	6.4A 16% 6.4B 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation levels (Emerging, Progressing, Developing, Full) measured in March 6.4A elementary 6.4B middle school Priority 2 - B Programs and Services for English Learners Source: District Walkthrough Tool for Integrated ELD Preparing Students for New Learning #5 Deepening and Reinforcing Learning #7					
6.5	% of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary) in the following areas. 6.5A Defined program 6.5B Data 6.5C Family Engagement /communication 6.5D Equity and Access 6.5E Professional Learning	6.5A 96% Core or above 6.5B 81% Core or above 6.5C 79% Core or above 6.5D 77% Core or above 6.5E 84% Core or above 6.5F 80% Core or above	6.5A 85.2% Core or above 6.5B 84.1% Core or above 6.5C 80.4% Core or above 6.5D 80.1% Core or above 6.5E 80.5% Core or above 6.5F 84.6% Core or above		6.5A 100% Core Plus or above 6.5B 90% Core Plus or above 6.5C 90% Core Plus or above 6.5D 90% Core Plus or above 6.5E 90% Core Plus or above 6.5F 90% Core Plus or above	6.5A (-10.8%) 6.5B 3.1% 6.5C 1.4% 6.5D 3.1% 6.5E (-3.5%) 6.5F 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	6.5F State Standards Implementation Priority 2 - A Implementation of State Standards Source: English Learner Program Metric California State Standards Implementation Rubric - English Learners					

Goal Analysis [2024-25]

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.

Successful Implementation:
Action 6.4: Provided substitutes to allow teachers to facilitate 1-on-1 student assessments, offering firsthand insight into assessment expectations of application of standard's rigor and related student performance. School site / grade level targeted skill lists will be gathered and compiled to support professional development.

Modified Implementation:
Action 6.1: School sites effectively completed initial class construction based on ELPAC data to create groupings for leveled instruction. The district provided grade-band-focused professional development rather than grade-level sessions to better support students transitioning between writing proficiency levels delivered via a Saturday workshop early in September 2024 while sites focused on grade level professional development throughout the year. Deployment has continued to remain within grade levels rather than grade level bands due to scheduling complications.

Action 6.2: District walkthrough cycles, initially scheduled monthly, were adjusted to monthly walks visiting each grade level bi-monthly to support more in-depth focus of support. Instead of individual feedback, sites used consensus-based data analysis to identify trends and to guide training and modeling for staff. Walkthrough findings informed after-school and flex PD sessions, leading to improved differentiation practices and targeted language support.

Action 6.3: Materials purchased in 2024-25 were deemed sufficient for implementation with current student populations during the 2024-2025 school year with some sharing among sites and there was not a need to purchase large amounts for the 2024-2025 school year. A large order was placed at the end of the year to prepare for the 2025-2026 school year. All4 school sites and Title III aides requested additional training to ensure fidelity of implementation. This training will be incorporated into Fall 2025 PD sessions to ensure materials are effectively integrated into instruction.

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

Action 6.1: Standards based instruction provided directly to staff was more than budgeted.

Action 6.2: While walkthroughs were conducted and follow-up professional was intentional after each walk, focused discussions were led by site administrators during the school day not resulting in extra costs and, like Action 1, a decision was made to not interrupt instruction with subs for this particular action step resulting in a significantly decreased cost.

Action 6.3: Costs for additional and replacement materials were slightly less than estimated.

Action 6.4: No material difference.

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

Actions 6.1, 6.2, 6.3, and 6.4: District walkthrough cycles followed by site and grade specific feedback and grade-span professional specifically as related to writing effectively led to increases of 4% (elementary) and 4.5% (middle school) as related to Designated ELD classroom observations rated as developing or higher (Metric 6.3), Integrated ELD classroom observations with double digit increases (Metric 6.4) and a very slight increase in English Learner outcomes overall on the 2023-2024 California Dashboard (Metric 6.1) This was particularly effective for observed lesson components including preparing/presenting/reinforcing/and applying learning - especially in integrated ELD.

Action 6.1, 6.2, 6.3, 6.4
While instruction is continuously more evident at developing levels and above in both Integrated and Designated English Language Development, work is still needed in the final area on the rubric which measures the culture of thinking and learning at sophisticated levels. Combining this information with flat ELPI growth (Metric 6.1), a decreasing reclassification rate Metric 6.2), and high numbers of Long-Term English Learners with outcomes that slightly declined on the most recent California Dashboard (Metric 6.1) there are continued concerns regarding differentiation and levels of rigor aligned to student proficiency levels which must be addressed within each action step. This aligns very closely with outcomes from the Butte County Survey (Metric 6.5) indicating professional development focused on standards and strategies has not clearly defined the instructional program for leveled instruction nor translated to sufficient instructional guidance focused on supporting particular performance levels and/or how to address particular domains.

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.

Goal: No Change
Metric/Outcome: LTEL added to metric 6.1. A year 1 outcome is set as the initial baseline, a Target Year 3 was added, and the difference in the first year reported all were added to Metric 6.1

Action/Budget 6.1: Professional development which pulls a significant number of teachers from the classroom has been a concern as alignment projects are scheduled for Language Arts and Math which also support English Learners and LTELS, thus the modification to after-school training during paid time and scheduled professional development days rather than subs to cover classes. A modification to pull Leadership Teams will be made which will result in less impact to classroom instruction, less costs, and more targeted discussion with grade level leads who drive weekly Professional Learning Teams. Initial professional development for all staff has been embedded into Beginning of Year site trainings (PD#1), a no-cost August flex (PD#2), and as a component of a September 2025 Saturday training paid out of Action 5.8 (PD#3) to provide a strong foundation for 2025-2026 Professional Learning Team discussions. PD#4 will be focused on leadership following the November ELD walkthrough.

Action/Budget 6.2: The goal, metrics, outcomes, and action intent will remain the same for this year. Monthly walkthroughs will be modified from full day to half day and focused on half of the grade levels in the school each walk. Debriefs will be conducted immediately following the walk including the leadership staff for which subs costs are incurred. Site action plans will continue to be created to immediately address areas of concern and to celebrate and share excellent practices with Professional Learning Teams with support from the leadership teachers involved. A component of flex meetings (3 times per year at no cost) will be utilized for professional development focused on ELD utilizing data from walkthroughs and student formative assessments.

Budget 6.4: Estimated cost for the upcoming year increased to match current estimated costs incurred for the action step.

Action/Metric 6.5: The addition of Action 6.5 is a requirement of LCAP with the addition of Long-Term English Learners to the Dashboard. The Equity TOSA, TOSA assigned to support ELD, and Site Academic Coach will lead this action step for Tier 2 services to LTELS. .

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Data and gap analysis	In addition to supporting standards-aligned instruction and strategy implementation, there is a need to identify who is at each level and what is expected on the ELPAC assessment to move to the next level to prevent stickers and sliders. Beginning of year and job-embedded ongoing	$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development to be conducted four times during the school year will focus on identifying transition skills to support delivery in deployed groups by language proficiency within grade bands rather than grade level. Initial class construction will be modified at the beginning of the year utilizing KIDS ELPAC data with specific attention to identification of students who are identified as or are on track to become Long Term English Learners . Additional related professional development for all staff has been embedded into Beginning of Year site trainings (PD#1), a no-cost August flex (PD#2), and as a component of a September 2025 Saturday training paid out of Action 5.8 (PD#3) to provide a strong foundation for 2025-2026 Professional Learning Team discussions. PD#4 paid by funds allocated will be focused on this action with grade level leadership teams following the November ELD walkthrough.		
6.2	Designated and Integrated ELD rubric feedback and aligned professional development	Develop and deliver training sessions for administrators and instructional leadership teams (cost incurred by hiring subs to free up for training) on conducting effective classroom observations focused on ELD proficiency levels. Provide guidance on using the ELD standards and observation data to inform instructional planning, intervention strategies, and professional development opportunities. Equip administrators with strategies for providing constructive feedback and supporting teacher growth in addressing the diverse needs of English Learners. Utilize a district developed rubric to assess instructional strategies, differentiation practices, and language support provided to students at different ELD proficiency levels during monthly walkthrough cycles where administrators and instructional leaders observe ELD instruction across classrooms to gather foundational information to provide feedback and for development of professional development to support instruction aligned with the California English Language Development Standards, Collate observation data to identify trends, strengths, and areas for improvement in ELD instruction based on proficiency levels.	$6,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide targeted feedback and support to teachers based on observation findings, focusing on utilization of forms, functions, and instructional strategies tailored to meet the needs of students at various ELD proficiency levels. Regularly review observation data and feedback provided to teachers to assess the effectiveness of the targeted response system. Collect input from teachers, administrators, and other stakeholders on the impact of the targeted observations and training on ELD instruction and student outcomes. admin and instructional leadership team training 3 x per year in conjunction with district walkthroughs 2 per site x $260 x 4 schools x 3 months = $6240		
6.3	ELD materials to support newcomers and Long Term English Learners	Purchase supplemental English Language Development materials to support targeted instruction to Newcomers and Long Term English Learners.	$40,000.00	Yes
6.4	Professional Development through Targeted Assessment	Provide substitutes for teachers to facilitate 1 on 1 contact with students to conduct assessments and inform Designated and Integrated English Language Development instruction for English Language Learners. Grade level teachers will create a bulleted list of student needs and/or patterns of skills students needed to demonstrate language proficiency. Lists will be reviewed and aligned with needs of students at various proficiency levels to support planning for the upcoming year. Teams of 4 substitutes at each school site for the assessment duration.	$95,000.00	Yes
6.5	Long Term English Learners	While continuing to implement all preventative instructional measures and Tier 1 instruction, two TOSAS (funded through Action 103) and ELD clerks (funded Lottery) will conduct awareness campaigns, case manage classroom groups, and track/ensure Tier 1 and Tier 2 interventions as an initial step to identifying specific needs of this student group prior to implementing a targeted action with a significant cost. Action to be	$142,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reviewed following each reporting period for the 2025-2026 school year. Cost - overtime for parent meetings / involvement in SST meetings for targeted students		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,341,940	$1,815,750

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
45.180%	11.115%	$3,293,951.10	56.295%

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:** Personnel support staff and training **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the 2023-2024 California Math Dashboard. The English Learner student group was a Red on the 2023-2024 California ELA Dashboard	15.9% of current teachers are not fully credentialed. Cost and time dedicated to staff recruitment, induction and preparation each year if staff are not retained impacts allocation of resources and can create a cycle of new beginnings rather than a cycle of improvement each year. While funding over the past years has dramatically increased the opportunity to hire staff to service	Metric 1.15: Distance from Standard for Student Groups in Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.1: Percentage of teachers holding credentials/permits

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 Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in 2023-2024 English Language Arts. Improvement was noted on the 2024-2025 Dashboard in Language Arts and Math yet achievement of district student groups is still in the very low or low categories. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training for new staff with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students. Input from District Administrators, Principals, Directors, New Teachers and Parents for significant focus on mentoring and professional development for support of new teachers to support unduplicated students. An opportunity to expand potential candidates to instruct in the district's Dual Immersion program in partnership with California State Bakersfield was promoted by Teachers on Special Assignment and District Administrators. Support of Dual Immersion and Bilingual Educators for biliteracy and to support communication was noted overwhelmingly by Educational Partners in all	student needs, experienced staff (especially with single subjects or specialized certificates) are not always available through the hiring process and our search and training process is extensive. District data in Language Arts, Math, and English Language Development as well as Social-Emotional/Behavioral needs indicates a need for initial and ongoing training for new staff with a focus on retaining staff to ensure skill sets are developed and able to be implemented to support students. Continuity of instruction is supported by continuity of staff who have mastery of, or have received training, principally targeted to meet district unduplicated student needs. Attracting staff who empathize and are committed to serving our community demographics and then retaining them is critical. Staff dedicated to recruiting, training, ensuring progress toward credentialing or certification, and retention after training directly target supports for prioritized English Learners, Foster Youth, and Low income students yet service all students. This action will be provided on an LEA-wide basis to maximize the support provided to staff who service all students throughout the district. English learners, Hispanic, and Low Income	

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
	input groups especially Parents in order to support English learner outcomes. **Scope:** LEA-wide		
1.2	**Action:** District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development **Need:** 2024-2025 California Dashboard Data in English Language Arts, Math, and Chronic attendance is significantly improved for the majority of student groups compared to 2023-2024 data noted below. However, performance continues to be in the Very Low or Low levels for Language Arts and Math and Chronic Absenteeism continues to trend above the 9% level which was consistent prior to COVID. English Learner and Socio-economic disadvantaged student groups were a Red on the 2023-2024 California Math Dashboard. The English Learner student group was a Red on the 2023-2024 California ELA Dashboard and Socio-economic disadvantaged were Orange. Chronic attendance rates for English Learners was measured in 2023-2024 at 16.7% with all other unduplicated groups and numerically	Significant programmatic support is required to ensure high quality program delivery. Staff members funded in this action step are tasked with directly implementing programs/services, focusing on data and ensuring access for individual students and student groups. In regard to the LCAP, they are particularly focused on students who are identified as English Learners, Foster Youth, Low Income, and Students with Disabilities who struggle at greater rates to access support, utilize technology, and maneuver in the school system to achieve standards at high rates. Maintenance of current rates of 100% and Exemplary for access to standards materials, facilities in good repair, and master schedules providing access to a broad course of study are directly attributed to these staff members and their attention to detail. However, input from parents, staff and students in regard to facilities upkeep in various areas requires more detailed attention. Growth in instructional/program delivery has been evident as measured by classroom walkthrough tools for ELD and Math. The majority of observational evidence has transitioned to Developing (Level and 3) on a 4 point rubric and while technology is available as a material, it's use is not yet consistent through the district to support	Metric 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric 1.4: % of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels Metric 1.5: % of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels Metric 1.6: % of instructional staff reporting understanding and implementation of state standards in ELD

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
	significant student groups with a higher chronic rate. In addition: Dashboard data indicates the following student groups are achieving at the lowest performance level on the 2023-2024 California Dashboard in Math Overall District- All Students, English Learners, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities 2023-2024 Dashboard data indicates the following student groups are achieving at the lowest performance level for Language Arts for the District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income Input from parents, staff and students in regards to facilities upkeep in various areas requires more detailed attention.	unduplicated students. Technology personnel are critical, as mentioned by teachers, to ensure 1 to 1 technology, or 2 to 1 technology, is supported. This action is being provided on an LEA-wide basis to maximize the impact of specialized staff on program implementation for all students to address the academic needs as noted in disaggregated data noted in the identified needs section of this action step.	Metric 1.17: % of students identified with chronic absenteeism

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	Scope: LEA-wide		
1.3	**Action:** Staff to support implementation of standards **Need:** Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange based on the 2023-2024 California Dashboard. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math. Continued support for Professional Learning and Professional Learning Teams supported by TOSAs and 1coaches and the need for further attention to disaggregation of data to support unduplicated students were mentioned by Teachers, District Administrators, and Principals prompting continuation of funded positions. **Scope:** LEA-wide	Teachers on Special Assignment (TOSAs) and academic coaches play crucial roles in improving the implementation of state standards principally directed to unduplicated groups and Students with Disabilities for several reasons: Expertise in Curriculum and Instruction: TOSAs and academic coaches have specialized training and experience in curriculum development and instructional strategies. They provide guidance to instructional staff on how to effectively align their instruction with state standards. Professional Development: TOSAs and academic coaches lead professional development sessions for instructional staff to deepen their understanding of state standards and how to integrate them into their teaching practice. They provide ongoing support and feedback to ensure that teachers are implementing the standards effectively. Modeling Best Practices: TOSAs and academic coaches model best practices in teaching and assessment that align with state standards. By observing these experts in action, teachers can gain valuable insights into how to effectively implement the standards in their own classrooms. Data Analysis and Monitoring: TOSAs and academic coaches assist instructional staff and administration in analyzing student data to identify areas of strength and weakness in relation to the state standards. They help develop action plans to	Metric 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in Language Arts Metric1.11: % of instructional staff reporting understanding and implementation of ELA on a 5 point scale Metrics 1.12: % of instructional staff reporting understanding and implementation of Math on a 5 point scale

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		address areas needing improvement and monitor progress over time. Collaboration and Professional Learning Communities: TOSAs and academic coaches facilitate collaboration among instructional staff and administration by providing opportunities for them to work together to plan and implement standards-aligned instruction. This collaborative approach allows staff to share ideas, resources, and strategies for effectively teaching the standards. Support for Differentiated Instruction: TOSAs and academic coaches help teachers differentiate instruction to meet the diverse needs of students. They can provide strategies and resources for adapting instruction to ensure that all students have access to the curriculum and can demonstrate proficiency with the state standards. Growth has been evident as measured by classroom walkthrough tools for ELD and Math with the majority of observational evidence indicated as Initiating or Developing (Levels 2 and 3) on a 4 point rubric with staff funded out of this action step which, as determined to be effective, has been selected to continue. These services will be provided LEA-wide to maximize the impact of instructional support for teachers of all students.	
1.4	**Action:** Family Resource Center to meet basic needs	Justifying the daily work of a Family Resource Center (FRC) and the new mental / physical health center (to open in 2025-2026) requires	Metrics 1.15: Distance from Standard for Student Groups Math

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	Need: Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange based on the 2023-2024 California Dashboard. Unduplicated student groups all fall into the Yellow area of the California Dashboard Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math. Service logs indicate significant traffic through the FRC and services provided to foster, homeless, and low income specifically. Needs assessments and asset maps created during plan writing for a School Based Mental Health Initiative Grant, a Community Schools Planning Grant, and yearly LCAP input from the South Valley Neighborhood Partnership Educational Partners have identified noted items as items of need for unduplicated student groups. The Family Resource Center was favorably noted many times in Parent input and will be expanded in size with LCAP funds to supplement a School Based Mental Health Grant as proposed by District Administrators.	understanding their multifaceted role in supporting families and communities. Given the high number of low income, limited English speaking families in the community, and the lack of direct services for families in the City of Arvin to which FRC services are principally directed, the FRC staff and space available for services are instrumental for various reasons. This central hub is dedicated to providing Tier II and Tier III services to students and families who would otherwise need to miss school to travel to services or is not able to acquire mental or health services in the community especially given a stigma for mental health services. 1.**Meeting Diverse Needs**: The FRC serves as a hub for addressing a wide range of needs within families and the community They provide assistance with basic necessities such as food, clothing, and shelter, as well as offering educational resources, healthcare referrals, mental health services, and parenting support. The daily work of an FRC involves ensuring that families have access to these essential services, thereby promoting their well-being and stability. 2.**Promoting Equity and Inclusion**: FRC staff play a vital role in promoting equity and inclusion by providing tailored support to marginalized and underserved populations, including low-income families, English learners, immigrants, refugees, families experiencing homelessness or housing instability, and foster youth. By addressing systemic barriers and offering culturally competent services, the FRC staff strives to create more equitable opportunities for all families to thrive.	Metric 1.16: Distance from Standard for Student Groups in LA Metric 1.17: % of students identified with chronic absenteeism

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	Scope: LEA-wide	3.**Preventing Crises and Strengthening Resilience**: By offering preventive services and early interventions, FRCs help families avoid crises and build resilience. Daily activities may include providing financial literacy workshops, offering parenting classes, facilitating support groups, and connecting families with community resources. These efforts empower families to overcome challenges, build upon their strengths, and navigate difficult circumstances more effectively. 4.**Fostering Community Connections**: FRCs serve as community hubs where families can connect with one another, build social networks, and access mutual support. Daily work may involve organizing community events, hosting workshops and support groups, facilitating peer-to-peer mentorship programs, and promoting volunteer opportunities. These activities strengthen social cohesion, reduce isolation, and promote a sense of belonging within the community. 5.**Collaborating with Partners**: FRCs collaborate with a wide range of community partners, including schools, healthcare providers, social service agencies, faith-based organizations, businesses, and government agencies. Of particular note is Arvin FRC's involvement with the South Valley Neighborhood Partnership. Daily work often involves coordinating services, sharing resources, participating in interagency meetings, and advocating for policy changes that benefit families. These partnerships amplify the impact of	

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		FRCs and enhance their ability to address complex social problems comprehensively. 6.**Empowering Families as Advocates**: FRCs empower families to become advocates for themselves and their communities. Daily activities may involve providing advocacy training, facilitating community organizing efforts, and supporting families in accessing their rights and entitlements. By equipping families with knowledge, skills, and resources, FRCs help them navigate systems of care, address systemic injustices, and advocate for policies that promote social justice and equity. 7.**Evaluating and Improving Services**: FRCs engage in ongoing evaluation and quality improvement efforts to ensure that their services are responsive to the evolving needs of families and communities. Daily work may include collecting feedback from families, tracking outcomes, analyzing data, and incorporating feedback into programmatic decisions. By continuously learning and adapting, FRCs enhance their effectiveness and maximize their impact on the families they serve. These services will be provided on an LEA-wide basis as we believe all students can benefit from Family Resource staff and services while we expect our unduplicated students will benefit the most since it was developed with their needs in mind and provides a direct link to access school and district services including access to a broad course of study.	

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1.6	**Action:** Access to a broad course of study **Need:** Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange. In addition, Unduplicated student groups have been identified as Yellow for Chronic Absenteeism. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math and Chronic Absenteeism continues to be high above the goal of 9% which was reality prior to COVID. Student, Parent, and Community input directly supported continuing art, music, band, gardening/cooking, and science electives and experiences as foundations for access to broad courses of study and not to be seen as extra. Students particularly mentioned expanding electives to offer more choices so that students could select something they like-suggestions included acting/drama/fashion design welding, modeling/design, sports elective, more world language classes and more variety in band instruments.	Providing low-income students with access to electives, dual immersion programs, elementary band, and art classes not only promotes educational equity but also fosters holistic development, enhances cognitive abilities, increases engagement, prepares students for the future, builds community, and empowers them to overcome socioeconomic barriers. While more wealthy neighborhoods or families may have access to the content and enjoyment provided by expanded course offerings, our students largely do not unless these are offered at school. Benefits include: Equal Opportunities: Access to a broad range of courses ensures that all students, regardless of their socioeconomic background, have equal opportunities to explore their interests and talents. Denying these opportunities based on income level perpetuates inequality in education. Holistic Development: Electives, language immersion, and arts education contribute to a well-rounded education that promotes holistic development. These courses foster creativity, critical thinking, problem-solving skills, cultural appreciation, and social-emotional growth, which are essential for success in both academic and real-world contexts. Cognitive Benefits: Studies have shown that exposure to music, art, and language learning enhances cognitive abilities such as memory, attention, and language skills. These benefits are particularly important for low-income students who	Metric 1.7: % of unduplicated students who received their first choice of an elective at the middle school Metric 1.17: % of students identified with chronic absenteeism Metrics 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in LA

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	may face additional challenges in their academic journey. Increased Engagement: Offering a variety of courses increases student engagement and motivation in learning. When students have the opportunity to explore subjects they are passionate about, they are more likely to be actively involved in their education and achieve academic success. Preparation for the Future: In today's globalized and diverse world, proficiency in multiple languages, appreciation for the arts, and creative thinking are increasingly valuable skills. Providing access to these courses prepares students for future academic and career opportunities, regardless of their socioeconomic background. Community Building: Electives, language immersion, and arts programs often foster a sense of community and belonging among students. These courses provide opportunities for collaboration, expression, and cultural exchange, promoting inclusivity and diversity within the school environment. Breaking the Cycle of Poverty: Access to a broad course of study can empower low-income students to break the cycle of poverty by providing them with the skills, knowledge, and confidence they need to pursue higher education and career pathways that align with their interests and aspirations.	

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		These services will be provided LEA-wide to maximize their impact in increasing opportunities for all students although they were developed with the needs of unduplicated students in mind.	
1.7	**Action:** Safe and comfortable physical environment **Need:** Academic outcomes following instruction are not equitable among unduplicated student groups - specifically English Learners, Homeless, Foster, and Low Income. Overall district performance for math is Red, LA is Orange, and ELD is Orange. In addition, Unduplicated student groups have been identified as Yellow for Chronic Absenteeism. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math and Chronic Absenteeism continues to be high above the goal of 9% which was reality prior to COVID. Parent input continues to support HVAC position. **Scope:** LEA-wide	Facilities in good repair are essential for student learning and to prevent disruptions to classes, our campuses do not have extra classrooms to easily accommodate more than 1 or 2 student groups, so immediate functionality is critical. Based on experience before having our own technician, outside support from a reputable service in Bakersfield takes hours or days for service causing substantial disruption to services and create unacceptable teaching/learning conditions. Large numbers of students with asthma who require excellent indoor air quality as outside quality in the southern valley many times is poor for sensitive groups. Parent input continues to support HVAC technician on staff supports student achievement in several ways: Maintaining Comfortable Learning Environment: A comfortable temperature and proper ventilation are crucial for optimal learning conditions. An HVAC technician ensures that heating and cooling systems are functioning efficiently, maintaining a comfortable temperature throughout the school building. This conducive environment can enhance student focus and productivity. Preventing Health Issues: Poor indoor air quality can lead to health issues such as allergies and	Metrics 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in LA Metric 1.17: % of students identified with chronic absenteeism

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		respiratory problems, which can hinder student attendance and performance. An HVAC professional can regularly inspect and maintain ventilation systems to ensure clean and healthy air circulation, reducing the risk of health-related absences and supporting overall well-being. Minimizing Disruptions: HVAC malfunctions or breakdowns can disrupt classes, causing distractions and interruptions to learning activities. Having an HVAC technician on staff enables quick response to maintenance issues and timely repairs, minimizing disruptions to the learning environment and ensuring smooth operation of heating and cooling systems. Emergency Preparedness: In the event of HVAC emergencies such as system failures or extreme weather conditions, having an HVAC technician on staff ensures that there is a designated expert available to address the situation promptly. This proactive approach to emergency preparedness helps maintain continuity in educational activities and ensures the safety and well-being of students and staff. This action will be provided on an LEA-wide basis to maximize the impact of ensuring a welcoming and comfortable environment for all students.	
1.8	**Action:** Technology infrastructure and devices **Need:**	In order to continue to support a 1 to 1 technology access model with adequate infrastructure the continuation of an equitable technology action is included.	Metrics 1.15: Distance from Standard for Student Groups Math Metric 1.16: Distance from Standard for Student Groups in LA

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	English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. Action steps to date have improved outcomes noted above on the 2024-2025 California Dashboard however, district trends continue in the Low and Very Low levels for Language Arts and Math. Stakeholder input continues to indicate support for ensuring low income students have access to all technology afforded to other students from more affluent homes. **Scope:** LEA-wide	Technology support for low-income students is critical for several reasons: Access to Educational Resources: In today's digital age, many educational resources and learning materials are available online. Without access to technology, low-income students may be at a disadvantage, unable to access the same wealth of educational content as their peers. Technology support ensures that these students have the tools they need to access digital textbooks, educational websites, online tutorials, and other resources that can enhance their learning experience. Equity in Education: Access to technology promotes equity in education by leveling the playing field for all students, regardless of their socioeconomic background. Providing low-income students with access to computers, tablets, and internet connectivity ensures that they have the same opportunities to engage in digital learning activities, complete assignments, conduct research, and develop essential digital literacy skills as their more affluent peers. Remote Learning: Technology support helps bridge the digital divide and ensures that all students can continue learning remotely, regardless of their financial circumstances. Preparation for the Future Workforce: In today's increasingly digital and technology-driven world, proficiency with technology is essential for success in the workforce. By providing low-income students with access to technology and digital learning	Metric 1.4 % of classroom observations demonstrating implementation of state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels Metric 1.5: % of classroom observations demonstrating implementation of state academic standards in Language Arts as measured on a district walkthrough tool with 4 Implementation levels Metric 1.19: I-Ready End of Year Average Weekly Usage (mins) of Personalized Instruction-Reading and Math

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		opportunities, schools help prepare them for future careers that require technological skills. Technology support not only enhances students' academic achievement but also equips them with the digital literacy skills and technological competence needed to thrive in the 21st-century economy. Personalized Learning: Technology can facilitate personalized learning experiences tailored to students' individual needs, interests, and learning styles. With access to educational software, online tutorials, and adaptive learning platforms, low-income students can receive targeted instruction and support that meets their unique learning needs. Technology-enabled personalized learning can improve engagement, motivation, and academic outcomes for students from all backgrounds. Collaboration and Communication: Technology facilitates collaboration and communication among students, teachers, and families, regardless of geographical distance or socioeconomic status. Low-income students can use technology to collaborate on group projects, communicate with teachers outside of class, and engage with educational content in interactive ways. Technology support ensures that all students have access to the tools they need to participate fully in collaborative learning experiences and stay connected with the school community. Digital Citizenship: Technology support also includes teaching students about digital citizenship and responsible use of technology. Low-income	

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		students need guidance and support in navigating the digital world safely, ethically, and responsibly. By integrating digital citizenship education into the curriculum and providing resources for online safety and privacy, schools help empower low-income students to make informed decisions and engage positively in online communities. This action will be provided on an LEA-wide basis to maximize the impact of ensuring 21st Century tools for all students while we expect our unduplicated students will benefit the most as the action was developed with their needs in mind.	
2.1	**Action:** Tier 1/PBIS Engagement and Safety **Need:** Chronic Attendance Dashboard Indicator-Yellow for unduplicated student groups 2022-2023 California Healthy Kids Student results Elementary 5th grade 2022-2023 School connectedness 70% Perceived school safety 74% Meaningful participation 49% Elementary 6th grade 2022-2023 School connectedness 61% Perceived school safety 65% Meaningful participation 37% Middle school 2022-2023 School connectedness 41% Perceived school safety 37%	Principally directed to unduplicated student groups to ensure safety and engagement, campus supervisors and integration of a PBIS system play a crucial role in ensuring the safety, security, and smooth operation of the entire educational institution. Campus Supervisors support staff focus to meet goals set by data gathered from PBIS online, AERIES, and Californian Healthy Kids. Here are several reasons why campus supervisors and the supporting data collection systems are a selected action step. Safety and Security: Campus supervisors help maintain a safe and secure environment for students, staff, and visitors. They monitor entrances and exits, patrol school grounds, and address safety concerns or emergencies promptly. Student Supervision: They supervise students during breaks, lunchtime, and transitions between classes, ensuring that students behave appropriately and follow school rules. This	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.3: % of students responding strongly agree to CHKS questions

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	Meaningful participation 18%. As reported by students and parents sharing their students' experiences, there appears to be a huge discrepancy between most staff that are considered to welcome them, be supportive, and be kind, which were a concern prompting a foundational action with significant support for strategies to prompt responsible positive student behaviors rather than using punitive means; including how to stop a fight. Administrators have requested the addition of Navigate 360 SEL Suite to support PBIS. **Scope:** LEA-wide	supervision helps prevent conflicts, bullying, and other disruptive behaviors. Emergency Response: In the event of emergencies such as medical incidents, fights, or lockdown situations, campus supervisors are trained to respond quickly and appropriately, providing assistance until professional help arrives. Conflict Resolution: They play a role in mediating conflicts among students or addressing minor disciplinary issues. By intervening early and effectively, campus supervisors help maintain a positive and respectful school climate. Crisis Prevention: Through their presence and proactive engagement with students, campus supervisors help prevent potential conflicts or incidents from escalating into more significant problems, fostering a peaceful learning environment. Assistance to Staff: Campus supervisors support teachers and administrative staff by assisting with crowd control, supervising areas where teachers may not be present, and providing an extra set of eyes and ears to help monitor student behavior. Building Relationships: Campus supervisors often interact with students on a daily basis, building positive relationships and serving as approachable adults whom students can trust and confide in. Community Engagement: They may serve as liaisons between the school and the surrounding	

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		community, fostering positive relationships with neighbors and addressing any concerns or issues that may arise. This action will be provided districtwide since there is a need to support the SEL and behavior needs of all students.	
2.2	**Action:** Mental Health Professionals **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups Staff, student, and parent input continues to indicate a need for mental health support. Social workers were mentioned at every school site student input session as a person to be relied on and that supported student feelings and well-being. Kern Integrated Data System responses to the School Connectedness Survey taken by 3rd through 8th graders indicates a consistent 25 to 30% of students not feeling strongly connected to school with declines from Fall 2023-2024 to Spring 2023-2024. School Social Workers will facilitate a tiered system of responding to student social-emotional needs. % Agree/Strongly Agree I feel like it is easy to talk with teachers/ staff at this school. Fall 73% / Spring 70.51% I feel like my teachers and school staff care about me.	Students and Parents were highly favorable of continuing with eight district employed Social Workers who will service individual clinical needs and group-based support. In addition, Social Workers support staff trainings on Suicide Prevention, Loving Solutions, and Preventing/Overcoming Bullying. While principally directed to Foster Youth and Low Income students who may not have access to services otherwise, by implementing this action step, we aim to enhance the social-emotional well-being of students and create a supportive and inclusive school environment where all students can thrive academically, socially, and emotionally.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.6: % of students responding strongly agree to KIDS survey

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	Fall 77% / Spring 74.16% If I am absent, I feel like there is a teacher or some other adult who will notice my absence. Fall 78%/ Spring 75.90% I feel like I belong when I am at school. Fall 74/ Spring 69.02% **Scope:** LEA-wide		
2.3	**Action:** Student Recognitions **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups Responses to the question, "I feel like my teachers and school staff care about me." resulted in the following agree/strongly agree responses from 3rd to 8th graders. Fall 77% / Spring 74.16% A modification of incentives to focus on relationship building has been identified given the input of student and parent focus groups who state they value the recognition of school staff in front of their peers and parents along with incentives to work toward. Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more	Students, parents, and teachers representing English Learners, Foster students and Low Income students indicate that positive recognitions support their focus toward positive and appropriate behaviors especially when focused on supporting relationship building. By implementing this action step LEA-wide, we aim to create a school environment where all students feel valued, supported, and motivated to succeed academically and socially. Recognitions and incentives for positive behavior not only reinforce desired behaviors but also contribute to a positive school culture that fosters student growth and success. Requests to ensure all staff are using PBIS rewards in an equitable manner and implementing incentives less focused on small, tangible, extrinsic motivators to more relational activities including having more assemblies, field trips, festivals, and awards were suggested by students.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent Metric 2.6: Metric 2.6: % of students responding strongly agree to KIDS survey

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	assemblies, field trips, festivals, and awards were suggested by students. **Scope:** LEA-wide		
2.4	**Action:** Haven Drive sports/clubs **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups Input sessions continue to mention the need for expanded opportunities for engagement particularly at the district's middle school. Haven Drive Middle School student reported outcomes on the Kern Integrated Data System Connectedness Survey has shown increasing rates in response to the question "do you participate" and the goal is to continue to increase this as connectedness percentages on California Healthy Kids Survey continues to lag behind all elementary school sites. Students and staff members suggested continuing sports at all levels. **Scope:** Schoolwide	Having sports and clubs at the middle school level offers numerous benefits for students, contributing to their holistic development and overall well-being. Principally directed to students who may not have the financial means beyond the walls of the school, those without a stable home, and those whose English Development would benefit from additional practice; the following reasons support why middle schools should offer sports and clubs to these students as well as on a school-wide basis for equity purposes. Physical Health: Participating in sports encourages regular physical activity, which is essential for maintaining overall health and fitness. It helps students develop strength, endurance, coordination, and flexibility, contributing to their physical well-being. Social Skills: Sports and clubs provide opportunities for students to interact with peers who share similar interests. Through teamwork, cooperation, and competition, students learn important social skills such as communication, leadership, problem-solving, and conflict resolution. Sense of Belonging: Sports teams and clubs create a sense of belonging and camaraderie	Metric 2.7 % of students chronically absent Metric 2.1: % of students suspended Metric 2.3: % of students responding strongly agree to CHKS questions

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		among students. They offer a supportive community where students can connect with like-minded individuals, build friendships, and develop a positive school identity. Self-Esteem and Confidence: Success in sports and clubs can boost students' self-esteem and confidence. Achieving personal goals, mastering new skills, and receiving recognition for their accomplishments can help students develop a sense of pride and self-assurance. Time Management: Balancing academic responsibilities with extracurricular activities teaches students valuable time management and organizational skills. By juggling practice schedules, games, meetings, and homework, students learn how to prioritize tasks and manage their time effectively. Academic Performance: Research has shown that students who participate in sports and clubs tend to perform better academically. Engaging in extracurricular activities can improve students' motivation, engagement, and attendance, leading to higher achievement in school. Healthy Habits: Participation in sports and clubs promotes the adoption of healthy lifestyle habits. Students learn the importance of regular exercise, proper nutrition, adequate sleep, and stress management, which can have long-term benefits for their physical and mental health. Exploration of Interests: Middle school is a time of exploration and self-discovery. Sports and clubs	

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		offer students the opportunity to explore a wide range of interests and talents, from athletics and arts to academic pursuits and community service. Character Development: In addition to physical and social skills, participation in sports and clubs helps students develop important character traits such as resilience, perseverance, sportsmanship, and empathy. These qualities are valuable for success in school, work, and life. Overall, sports and clubs play a vital role in the middle school experience, providing students with opportunities for personal growth, social development, and academic success. By offering a diverse array of extracurricular activities, schools can enrich students' lives and create a vibrant and inclusive school community	
2.5	**Action:** Facility safety supports **Need:** Chronic Attendance Dashboard Indicator - Yellow for unduplicated student groups. The impact of custodians and lawn care were mentioned by students in terms of creating a welcoming environment prompting continued employment of four additional custodians with clean restrooms being a priority and as well as fencing, cameras, and actions to decrease vaping such as Vape Sensors which was supported by input given from parents, Principals, and teachers.	Layered security measures provide safety for students to prevent harm to staff and students initiating this action step. Furthermore, older buildings require security additions to be equitable to newer buildings are constructed with safety features included. In addition, inclusion of welcoming environmental features and personnel to ensure well-maintained facilities as parent's responses range from 30% to 53% on the CHKS question that facilities are well-maintained. The crossing guard added in the 2023-2024 school year has supported flow of traffic as noted by site administration and is recommended by parents to continue. While the community surrounding the district's various schools is impoverished, and principally	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent

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	directed to the 94% who are low income; students in our schools should not have second class facilities. These allocated funds specifically address the low-income areas our schools are located in for safety and to provide a welcoming environment for all students. *****Update Why here with this action.....The % of unduplicated count does not meet an identified need nor why it would be provided to students on a school-wide basis.	
2.6	**Action:** Alternative to Suspension class **Need:** A Yellow on the Chronic Absentee Dashboard and Oranges and Reds in Language Arts and Math for all unduplicated populations indicates a need for students to be at school and learning. Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent students from being suspended to a home situation which may be unsupervised while staff input prompts the need for reflection of daily implementation of routines and expectations.	While consequences are necessary, sending a student home to be possibly unsupervised and in an environment which may allow the undesired behavior to continue prompts the continuation of the Alternative Learning Academy. Another action step being continued but modified will be the Alternative to Suspension class as Administrators, Social Workers, Classified Staff, and Students repeatedly mentioned a need for a restorative, but firmer and more structured setting. Feedback for ALA from parents was supportive to prevent students from being suspended to a home situation which may be unsupervised while staff input prompts the need for reflection of daily implementation of routines and expectations. This action is being provided on an LEA-wide basis to maximize the impact on improving the climate at all schools for all students.	Metric 2.1: % of students suspended Metric 2.7 % of students chronically absent

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		
3.1	**Action:** Data Monitoring, Analysis, and Intervention **Need:** California Dashboard indicates high chronic attendance rates for the following student groups. English Learners 21.1% Foster Youth 16.7% Socioeconomically Disadvantaged 25% End of year Kern Integrated Data reports indicate significant declines for overall chronic rates (down to a current 20%) yet specific groups exceed the overall average including African American, Filipino, White, Students with Disabilities, and Homeless. Transitional Kindergarten and Kindergarten far exceed the rate of other grades and significantly affect the overall average. Administrators, Teachers, Parents, and Classified staff continue to be concerned about the high rate of absences and appreciate the support of Student Success Facilitators and Attendance Clerks. A2A use will be continued per contract, however input from Classified staff working with the program continue to indicate concerns regarding service and District Administrators have concerns regarding accuracy of data when first	Regular data analysis utilizing AERIES, Attention2Attendence, and Kern Integrated Data Systems will enable the district to track progress and make data-driven decisions to promote positive attendance and to intervene to continuously improve attendance rates supported by dedicated staff members including Student Success Facilitators and School Attendance Clerks. This action is principally directed to unduplicated groups as their attendance rates are in the very high and high bands requiring significant decreases to return to a level of approximately 9% prior to COVID closures but will provide these actions LEA-wide since it will benefit all students.	3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %

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
	presented and other programs will be considered in the future. **Scope:** LEA-wide		
3.2	**Action:** Provide wrap-around services - focus physical health **Need:** Chronic rates for the specific groups noted, although declining, are high on the California Dashboard Foster Youth 16.7% declined 10.6% Socioeconomically Disadvantaged 25% declined 8.9% All unduplicated groups were Yellow on the California Dashboard Parent input indicated nurses are a key component of safety which affects attendance. **Scope:** LEA-wide	District nurses provide healthcare services directly to patients within their school providing care to those having difficulty accessing care. Preventative care including check-ups and screening will identify health issues early on and can help prevent absenteeism due to illness. Chronic disease management for noted high concerns such as diabetes and asthma can reduce the likelihood of complications leading to absenteeism. Health education for families about healthy lifestyles, disease prevention, and self care empowers families to manage their health leading to better attendance by reducing the occurrence of preventable illnesses. Social Workers provide mental health services to Arvin students as there is no local mental health facility in our city. Their work is foundational to clinical work at the school site and supporting referrals to outside agencies as deemed appropriate. These services are principally targeted to Low Income families as a support for those without transportation and services are no-cost to families. Foster students require extra social-emotional support to persevere through hard-ships. Information and medical releases are shared between personnel in this action step and the	3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %

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		personnel in Action 1 to support positive student attendance. Together, the nurse, social worker, and health clerk form a multidisciplinary team that addresses the complex factors influencing student attendance and provides comprehensive support to promote regular attendance and academic success. These services will be provided districtwide as we believe all students can benefit to not miss school, but we expect our unduplicated students will benefit the most.	
3.4	**Action:** Attendance Recognition **Need:** Chronic Attendance rates for unduplicated students are high as noted below Metric 3.3: California Dashboard: Yellow for unduplicated student groups English Learners 21.1% Foster Youth 16.7% Socioeconomically Disadvantaged 25% Incentives, as noted in Goal 2, will be refined as suggested by Students so that awards currently focused on whole class attendance do not affect individuals who do attend school regularly- they do like the "Cookie Monster". Literature read by classified staff prompted thoughts on more frequent recognitions with tangible items being less of a focus. **Scope:**	Incentives are provided to address attendance needs principally directed for English Learners, Foster Youth, and Low Income student groups whose Chronic Attendance rates are Very High or High for several reasons: Motivation: Incentives serve as motivators to encourage students to attend school regularly. By offering rewards or recognition for good attendance, students are more likely to make an effort to attend classes consistently. Positive Reinforcement: Incentives provide positive reinforcement for desired behavior, reinforcing the importance of attending school regularly. When students receive rewards or recognition for their attendance efforts, it reinforces the behavior and encourages them to continue attending school. Behavioral Change: For students who struggle with attendance issues, incentives can help initiate and sustain behavioral change. By providing	3.1 % of students with chronic absences - Dashboard 3.2 average daily attendance Spotlight days 3.3 drop out rate % 3.4 average daily attendance %

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	tangible rewards or incentives for improved attendance, students may be more inclined to make an effort to overcome barriers to attendance and establish better attendance habits. Sense of Achievement: Incentives offer students a sense of achievement and accomplishment for meeting attendance goals. Whether it's receiving certificates, prizes, or other rewards, students feel a sense of pride and accomplishment when they are recognized for their attendance efforts. Community Building: Incentives can help foster a sense of community within the school environment. When students work towards attendance goals together and are rewarded collectively for their efforts, it promotes a positive school culture and strengthens bonds among students, teachers, and staff. Attendance Culture: Providing incentives for attendance helps reinforce the importance of regular attendance and contributes to building a culture where attendance is valued and prioritized. Over time, this can lead to a shift in attitudes towards attendance and a reduction in chronic absenteeism within the school community. Overall, incentives serve as effective tools for promoting positive attendance behaviors, motivating students to attend school regularly, and ultimately contributing to improved academic outcomes and student success for all students with the expectation that our unduplicated students will benefit the most since the action was developed with their needs in mind.	

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
4.1	**Action:** Enhanced Parent Communication **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Significantly, chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate. Responses to CHKS parent questions indicate over 50% of parents do not perceive themselves as key stakeholders which requires a deeper dive and focus to improve parent engagement. **Scope:** LEA-wide	Having strong parent communication tools and staff, including platforms like ParentSquare, is essential for several reasons: Enhanced Student Support and Engagement: Timely Updates: Regular updates on student progress, school events, and important announcements keep parents informed and engaged in their child's education. Parental Involvement: Effective communication encourage parents to participate in school activities and support their children's learning at home, which can lead to better student outcomes. Efficient Communication: Streamlined Messaging: Platforms like ParentSquare consolidate various communication channels (emails, texts, app notifications) into one, making it easier for schools to send out information and for parents to receive it without missing important messages. Bilingual Support: Parent Square and staff offers translation services, ensuring non-English speaking parents can understand and respond to communications. Improved Safety and Emergency Response: Real-Time Alerts: In case of emergencies or urgent situations, schools can quickly reach parents with real-time alerts, ensuring they are informed and can respond appropriately. Tracking Responses: Tools like ParentSquare allow schools to track whether parents have	Metric 4.1 % of students with Chronic Absenteeism - Dashboard Metric 4.2 Distance from Standard - Dashboard Math Metric 4.3 Distance from Standard - Dashboard ELA Metric 4.4 % of parents responding strongly agree -CHKS

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
		received and read messages, ensuring critical information is disseminated effectively. Increased Transparency and Trust: Regular Updates: Regular communication about school policies, events, and student progress helps build trust between parents and the school administration. Feedback Mechanism: These tools and staff provide ways for parents to give feedback, ask questions, and express concerns, fostering a collaborative environment. Convenience and Accessibility: Mobile Accessibility: With mobile apps, parents can receive notifications and updates on the go, ensuring they stay informed regardless of their schedule or location. User-Friendly Interface: Platforms like ParentSquare are designed to be user-friendly, making it easier for parents of all tech-savviness levels to stay connected. Documentation and Record-Keeping: Message Archives: Communication platforms often keep records of all messages sent and received, providing a valuable archive for reference and accountability. Shared Resources: Schools can share documents, forms, and other resources through these platforms, ensuring parents have easy access to necessary materials for all students. This action is being provided on an LEA-wide basis to maximize the impact in family engagement and to ensure regular and clear	

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
		communication for all families with the expectation that families of unduplicated students will receive significant benefit.	
4.2	**Action:** Enhanced parent engagement opportunities **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Significantly, chronic attendance rates for English Learners is measured at 16.7% with all other unduplicated groups and numerically significant student groups with a higher chronic rate. Suggested by parents are folders/packets of materials to support implementing learning from the workshops. Students mentioned that providing food and drinks for parent activities may support encouraging parents to attend and that persona; phone calls are good ideas to share information. Events such as Lunch on the Lawn will be planned on a more regular basis given input from students.	Improving our current parent participation and engagement processes is critical to address: Enhanced Student Achievement: Research consistently shows that when parents are actively involved in their children's education, students tend to perform better academically. Parental involvement can lead to increased motivation, improved attendance, better behavior, and higher grades. Positive School Environment: When parents are involved in school activities, it creates a sense of community and belonging. This positive environment can foster better relationships between students, teachers, and parents, leading to a more supportive and encouraging atmosphere for learning. Increased Communication: Setting parent involvement goals encourages regular communication between parents and teachers. This communication allows for the sharing of information about student progress, upcoming events, and educational resources. When parents are well-informed, they can provide better support for their children's learning at home. Parental Empowerment: Involving parents in goal-setting and action planning empowers them to take an active role in their child's education. When parents feel valued and included in the educational	Metric 4.1 % of students with Chronic Absenteeism - Dashboard Metric 4.2 Distance from Standard - Dashboard Math Metric 4.3 Distance from Standard - Dashboard ELA Metric 4.4 % of parents responding strongly agree -CHKS

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	process, they are more likely to advocate for their child's needs and participate in school activities. Improved Attendance and Participation: Setting specific goals for parent involvement can increase parent attendance at school events, meetings, and conferences. This increased participation can strengthen the connection between home and school, leading to greater engagement from both parents and students. Cultural Responsiveness: Recognizing and respecting the diverse backgrounds and experiences of families is essential for effective parent involvement. Setting inclusive goals and action steps ensures that all parents feel welcome and valued in the school community, regardless of their cultural or linguistic background. Higher Family Satisfaction: When parents feel involved and engaged in their child's education, they are more likely to report higher levels of satisfaction with their child's school. This satisfaction can lead to increased support for school initiatives, better retention rates, and positive word-of-mouth referrals within the community. This action is being provided on an LEA-wide basis to maximize the impact in family engagement for all students.	
5.1	**Action:** Data/Assessment Tools and Learning Systems	Data is crucial for guiding instruction and the development of cycles of inquiry in education because it provides valuable insights into student learning and helps educators make informed	5.1 Distance from standard language arts 5.2 Distance from standards math

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: English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students, Local Bargaining Units, and SELPA Administrators support a goal focused on student outcomes due to our students' needs in Language Arts and Math for all student groups based on data from state and local measures. Principals, Administrators, Parents, and Teachers all influence the refinement of metrics, Formative Assessment, and Intervention. **Scope:** LEA-wide	decisions about the program implementation and teaching practices. Focusing on screeners, diagnostics, and pre-post to drive instruction is critical to implementation of pacing and ensuring Reds and Oranges decrease. Data systems have been selected to be principally directed to gathering and utilizing information to support unduplicated student groups in the LCAP. Utilizing this data on and LEA wide basis supports unduplicated students and their peers by helping district staff with: Comprehensive Data Collection: Data and assessment systems provide educators with tools for collecting a wide range of data, including formative assessment results, standardized test scores, attendance records, and demographic information. Having access to comprehensive data allows educators to gain a holistic understanding of student learning and performance. Data Analysis Tools: These systems often include built-in data analysis tools that enable educators to analyze assessment data quickly and efficiently. These tools may generate reports, visualizations, and summaries that highlight key trends and insights, making it easier for educators to interpret the data and identify areas for improvement. Evidence-Based Decision-Making: By purchasing and utilizing data and assessment systems, educators can make evidence-based decisions about instruction. These systems provide empirical evidence of student learning, which helps	5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark

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
		educators identify effective instructional practices and prioritize areas for intervention or enrichment. Continuous Improvement: Data and assessment systems support cycles of inquiry by providing educators with ongoing feedback about student progress and instructional effectiveness. Educators can use this feedback to reflect on their teaching practices, set goals for improvement, and refine their instructional strategies over time. A significant math alignment project is being conducted to focus on the deep and wide-spread needs in math achievement as all student groups with high numbers of students were identified in the lowest band at the district level. This includes professional development, a focus on rigor and standards-aligned instruction, and best practices for use of manipulatives and representation to ensure students can build and justify their responses with conceptual modeling. Classroom walkthroughs are conducted monthly and evidence of standards implementation and practice by students is formatively assessed on a local rubric with next steps identified by visiting teams to identify strengths and continued areas of need. Formative assessments are being redesigned in alignment with a pacing guide developed collaboratively by school site representatives working alongside Kern County Superintendent of Schools Consultants and Teachers on Special Assignment. This action addresses the lowest performance level for Math:	

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		Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities Diagnostic platforms will be continued including iReady, STAR, 95%, and consideration of Prodigy and other math fact practice platforms based on student input. This action addresses the lowest performance level for Language Arts for the District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income	
5.2	**Action:** Intervention / Extension Staff **Need:** California Dashboard outcomes for District, School Sites, and unduplicated student groups in LA, Math specifically as noted below for school sites and student groups listed.	Best practices and supports principally directed to unduplicated student groups ensures attending to their individual and student group needs. These best practices support LEA-wide Multi-Tiered Systems of Support for all students with expectation our unduplicated students will benefit the most as the action was developed with their needs in mind. Data-Driven Decision Making: Assigning intervention staff to student groups based on data	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MATHEMATICS DASHBOARD- (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as lowest performance level RED areas in Math include: Overall District- (-96 maintained 1.2) District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4) School Sites identified as the lowest performance level RED: Haven Drive (-116.9 maintained 0.6) School site student groups identified at the lowest performance level RED include: Haven Drive- Hispanic (-115.3 maintained 2.5) Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8) El Camino Math- Students with Disabilities (-150.3 declined -21.5) Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3) LANGUAGE ARTS DASHBOARD - (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as having the lowest performance level RED areas in English Language Arts include: English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1)	analysis ensures that interventions are targeted towards students who need them the most. Regular review of student data allows for adjustments in intervention strategies to address areas of improvement and provide further support where needed. Collaborative Approach: Establishing a culture of shared responsibility for student success encourages collaboration among intervention staff, classroom teachers, and administration. This collaborative effort ensures that all stakeholders are working towards common goals and pooling resources to support student learning effectively. Addressing Social-Emotional Needs: Recognizing and addressing the social-emotional needs of students receiving interventions is essential for creating a supportive learning environment. By collaborating on strategies to address behavioral challenges, intervention staff can help remove barriers to academic progress and promote student well-being. Tailored Learning Plans: Collaboration between intervention teachers and classroom teachers allows for the development of individualized learning plans that address the specific needs of each student. By utilizing assessment data and input from teachers, interventions can be customized to target areas of difficulty and support student growth. Differentiated Instruction: Utilizing a variety of instructional strategies and resources ensures that interventions are accessible and engaging for all	

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 Sites identified as the lowest performance level RED: Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8) School site student groups identified at the lowest performance level RED: Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2) El Camino- Students with Disabilities (-136.7 declined -8.5) Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3) Interventions will be implemented by funding three certificated elementary intervention teachers and classified instructional support staff, with additional funds adding 3 additional intervention teachers per site and a site determined number of aides with federal funds. Funding will be expanded for TK beyond the date range for enrollment eligibility to fill the current 6 classrooms and possibly expand to a 7th classroom as a reflection on the input from Teachers, Principals, Administrators, Certificated/Classified Staff, Parents, Students. Many students mentioned they appreciated the strategies their teachers used to explain things and suggested professional development to help all teachers provide appropriate levels of support as students	students. Instructional aides play a crucial role in providing additional support and reinforcement to students during instructional sessions, helping to reinforce learning and build confidence. Professional Development: Providing ongoing professional development opportunities for intervention teachers and instructional aides ensures that they have the knowledge and skills necessary to implement effective intervention techniques and instructional practices. This continuous learning helps to improve the quality of interventions and ultimately enhances student outcomes. Strategic LREBG Actions ELA & Literacy Support Action: Deployment of literacy coaches and implementation of early-grade reading interventions with intervention teachers and instructional aides. Targeted Need: Low ELA performance in early grades and among SWD, LTEL, and homeless students. Monitoring Metrics: CAASPP ELA results, early literacy assessments Mathematics Recovery Action: Small-group numeracy sessions with intervention and instructional aides.	

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	mentioned their questions are not always understood or answered LREBG Narrative for Arvin Union School District Learning Recovery Emergency Block Grant (LREBG) Expenditures and Rationale Arvin Union School District has prioritized the use of LREBG funds to address significant and persistent academic achievement gaps identified through state summative assessments. The following actions and allocations are grounded in recent performance data and the district's comprehensive needs assessment. Assessment Data Highlights (2023–2024) - summary of data can located in LCAP metrics above as well as a companion document "LREBG Needs Assessment" ELA (Grades 3–8, LREBG Students) Only 2.02% met the "Standard Exceeded" level, with an additional 10.10% at "Standard Met." A combined 63.16% of students scored "Standard Not Met," a marginal improvement from previous years. Mathematics (Alternate Assessment, LREBG Students) Only 33.33% of students demonstrated "Foundational Understanding" or above.	Targeted Need: Foundational understanding gaps, especially among SWD. Monitoring Metrics: CAASPP Math classroom-based formative data Professional Development Action: Training in data-driven instruction, inclusive scaffolding Targeted Need: Inconsistencies in instructional practice and ELD support Monitoring Metrics: Walkthrough data, PD participation and implementation logs These actions were designed through consultations with educators, family partners, and site councils. Ongoing implementation fidelity will be monitored via metrics outlined in the LCAP action tables and informed by the latest Dashboard data and local assessments.	

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	One-third of students remain at “Limited Understanding” levels, consistent with the prior year. These data illustrate a critical need for targeted academic interventions, especially in foundational literacy and numeracy, and justify the strategic use of LREBG funds for learning recovery. **Scope:** LEA-wide		
5.3	**Action:** Supplemental Instructional Materials,and technology apps/classroom supports **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Supplemental materials and supplies were requested by Principals, District Administrators, teachers, and classified staff to	Supplemental materials and staff play a crucial role in supporting academic skills by providing additional resources, personalized support, differentiated instruction, enrichment opportunities, targeted intervention, accessibility, inclusivity, and professional development for educators. These resources and supports contribute to a more comprehensive and responsive educational experience that fosters the academic success and holistic development of all students.	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standards in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark

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
	provide instructional materials and supports beyond the district adopted textbooks and to include items to enhance technology use for instructional purposes. **Scope:** LEA-wide		
5.4	**Action:** Library **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Continuation of library staff and book purchases, especially in various languages, was influenced by students, teachers, and parents. **Scope:** LEA-wide	School libraries play a critical role in fostering student comprehension skills and building foundational reading abilities for several reasons: Access to Diverse Resources: School libraries provide access to a wide range of books, magazines, newspapers, and digital resources, catering to various interests and reading levels. This diversity allows students to explore different genres, topics, and perspectives, which is essential for developing comprehension skills and expanding their understanding of the world. Promotion of Independent Reading: School libraries encourage independent reading by allowing students to choose books based on their interests and preferences. Independent reading helps students develop reading fluency, vocabulary, and comprehension skills as they engage with texts at their own pace and level. Support for Curriculum and Learning Objectives: Librarians collaborate with teachers to select materials that support the school curriculum and learning objectives. By aligning library resources with classroom instruction, students have access to supplementary materials that reinforce concepts	5.1 Distance from standard language arts 5.3 % of students reading at grade level by 3rd grade 5.5 % of writing proficiency pass rate by grade level

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
		taught in class, deepen their understanding of subjects, and enhance their comprehension skills. Opportunities for Research and Inquiry: School libraries provide a conducive environment for research and inquiry-based learning. Librarians teach students how to navigate information sources effectively, evaluate the credibility and relevance of sources, and synthesize information to develop critical thinking and comprehension skills. Promotion of Literacy and Love for Reading: School libraries play a crucial role in promoting literacy and fostering a love for reading. Through storytelling sessions, book clubs, author visits, and other literacy initiatives, libraries create opportunities for students to engage with literature in meaningful ways, motivating them to become lifelong readers. Development of Information Literacy Skills: In today's digital age, it's essential for students to develop information literacy skills to navigate and evaluate online information critically. School libraries teach students how to search for information effectively, discern credible sources from unreliable ones, and ethically use information, contributing to their overall comprehension abilities. Creation of a Reading Culture: School libraries contribute to the creation of a reading culture within the school community. By fostering a supportive and welcoming environment for reading, libraries instill the value of literacy and	

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
		comprehension skills, encouraging students to view reading as a pleasurable and enriching activity. These resources and supports contribute to a more comprehensive and responsive educational experience that fosters the academic success and holistic development of all students.	
5.5	**Action:** Instructional Field trips **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. **Scope:** LEA-wide	Provide experiences principally directed for socially economically disadvantaged students, foster, and homeless as to expand student experiences they may not otherwise encounter. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind. Writing with a purpose Field trip continuation but with modification to embed writing was influenced by students who state these should happen earlier in the year. Additional field trips for college/career visits was added to provide additional exposure to outside opportunities based on teacher and student input.	5.1 Distance from standard language arts 5.2 Distance from standards math 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level
5.6	**Action:** Expanded Learning Sessions **Need:**	Prioritizing ELOP funding for afterschool and summer programs at the elementary level before extending these benefits to middle school students ultimately supports equity and academic performance by creating a stronger foundation for students as they enter middle school. Ensuring	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard. The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. This action addresses the lowest performance level for Math: Overall District- All Students, English Learners,, Hispanic, Low Income, Students with Disabilities ; School Sites: Haven Drive School site student groups Haven Drive- Hispanic Bear Mountain- English Learners, Students with Disabilities El Camino Math- Students with Disabilities Sierra Vista Math- Students with Disabilities This action addresses the lowest performance level for Language Arts : District overall, District English Learners and Students with Disabilities; School sites Bear Mountain and Sierra Vista; Bear Mountain English Learners, Hispanic, Low Income and Students with Disabilities; El Camino Students with Disabilities; Sierra Vista English learners, Hispanic, and Low Income	elementary students receive necessary support and enrichment helps close early educational gaps, leading to a more equitable starting point when they reach middle school. As a result, middle school programs can be more effective, building on a solid base of academic and social skills developed during elementary years. Funding set aside for full programs during Summer, Winter, and Spring sessions guarantees that middle school students also benefit from continuous enrichment opportunities, promoting consistent academic progress and mitigating potential learning loss throughout the year. This strategic approach ensures that all students, especially those in middle school, are better prepared and supported in their educational journey. This action is being offered on an LEA-wide basis yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.	5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark

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
	Middle school students do not receive the same benefits of ELOP funding for afterschool and summer programs until all elementary students have had the opportunity to be served. While this is our goal, funding has been set aside to run full programs for Summer, Winter, and Spring sessions to be determined. Input from parents in favor of Summer school for extra learning impacted continuation of Summer Extension in coordination with ELOP funding as well as possible winter and spring sessions. Students mentioned after school help as being positive and needs are evident in language arts and math at all school sites and student groups as noted below as measured by the California Dashboard. **Scope:** LEA-wide		
5.7	**Action:** Academic incentives **Need:** California Dashboard outcomes for District, School Sites, and unduplicated student groups in LA, Math specifically as noted below for school sites and student groups listed. MATHEMATICS DASHBOARD- (see Goal 5 Action 2 for specific action to address all Red's in this area)	LCAP input sessions and surveys including students, parents, and teachers representing English Learners, Foster students and Low Income students indicate that positive recognitions motivate academic efforts. By implementing this action step LEA-wide, we aim to create a school environment where all students feel valued, supported, and motivated to succeed academically. Recognitions and incentives for academic improvement and academic success reinforce desired learning behaviors and reward students for meeting goals set. This action is being offered on an LEA-wide basis yet we expect	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or exceeding standard in science 5.5 % of writing proficiency pass rate by grade level

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
	District groups identified as lowest performance level RED areas in Math include: Overall District- (-96 maintained 1.2) District student groups- All Students (-96 maintained 1.2), English Learners (-106.8 maintained 2.3), Hispanic (-95.9 maintained 1.5), Low Income (-98 maintained 1.7), Students with Disabilities (-164 declined 19.4) School Sites identified as the lowest performance level RED: Haven Drive (-116.9 maintained 0.6) School site student groups identified at the lowest performance level RED include: Haven Drive- Hispanic (-115.3 maintained 2.5) Bear Mountain- English Learners (-98.1 declined -9.8), Students with Disabilities (-164.7 declined -46.8) El Camino Math- Students with Disabilities (-150.3 declined -21.5) Sierra Vista Math- Students with Disabilities (-141.5 declined -27.3) LANGUAGE ARTS DASHBOARD - (see Goal 5 Action 2 for specific action to address all Red's in this area) District groups identified as having the lowest performance level RED areas in English Language Arts include: English Language Arts- English Learners (-76.1 maintained -0.5), Students with Disabilities (-136.1 declined 12.1) School Sites identified as the lowest performance level RED:	our unduplicated students will benefit the most since the action was developed with their needs in mind.	5.8 % of students at / above benchmark 5.9 % of students meeting 6 of 6 criteria

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
	Bear Mountain (-83.7 declined -12.6) and Sierra Vista (-71.8 declined -3.8) School site student groups identified at the lowest performance level RED: Bear Mountain- English Learners (-98.1 declined -20.8), Hispanic (-84.7 declined -13), Low income (-86.2 declined -12.9), Students with Disabilities (-144.5 declined -54.2) El Camino- Students with Disabilities (-136.7 declined -8.5) Sierra Vista- English Learners (-78.7 declined -5.7; Hispanic -72 declined -4.1), Low income (-72.9 declined -3.3) Academic Incentives continues to be funded as influenced directly from parents and students and was one of the highest mentioned and recommended items from parents and students when meeting with educational partners to encourage and reward students for meeting academic achievement goals. **Scope:** LEA-wide		
5.8	**Action:** Professional Development commitments **Need:** English Learner and Socio-economic disadvantaged student groups were a Red on the California Math Dashboard.	Professional development is crucial in the Arvin Union School District to support student academic outcomes, particularly in light of insufficient growth in Language Arts, Math, and English Learning Progress, which remain at Very Low and Low levels. High-quality professional development equips teachers with support to access the most recent Frameworks, the latest instructional	5.1 Distance from standard language arts 5.2 Distance from standards math 5.3 % of students reading at grade level by 3rd grade 5.4 % of students reported as meeting or

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
	The English Learner student group was a Red on the California ELA Dashboard and Socio-economic disadvantaged were Orange. In addition, the group "All Students" were classified as Red in Math and Orange in English Language Arts. Student academic outcomes in the Arvin Union School District have not shown sufficient growth to exit from the Very Low and Low levels in Language Arts, Math, and English Learning Progress. Partners including Principals, Administrators, Certificated/Classified, Parent, and Community Members influence a modification to the previous goal for professional development as initial training for Professional Learning Teams has taken place and will require support to ensure a focus on the Cycle of Inquiry. **Scope:** LEA-wide	strategies, data-driven approaches, and best practices tailored to meet the diverse needs of their students. By enhancing teachers' skills and knowledge, professional development enables educators to effectively address learning gaps, implement differentiated instruction, and foster a more engaging and supportive learning environment. Additionally, ongoing professional growth helps teachers stay current with educational research and technologies, enabling them to better support English learners and students struggling in core subjects. Ultimately, investing in professional development empowers teachers to improve their instructional quality, leading to enhanced student performance and progress in these critical areas. This action is being offered on an LEA-wide basis to support all student yet we expect our unduplicated students will benefit the most since the action was developed with their needs in mind.	exceeding standard in science 5.5 % of writing proficiency pass rate by grade level 5.8 % of students at / above benchmark 5.9 % of students meeting 6 of 6 criteria

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Foster Services **Need:** Foster youth outcome on the California Dashboard for Math and ELA are not reported due to the small student group at the age to take CAASSP which varies significantly over time. However, it is noted that attendance for this group has been a struggle as they are moved into or out of homes during the year. 2023-2024 Chronic Attendance: Yellow Attendance for foster students improved for 2024-2025 California Dashboard reporting but is still far above the 9% goal which was a reality prior to COVID. Parent input supports action steps for foster care. **Scope:** Limited to Unduplicated Student Group(s)	Trauma-Informed Approach: Many foster students have experienced trauma and instability in their lives due to abuse, neglect, or placement in multiple homes. By providing support, schools can adopt a trauma-informed approach to education, recognizing and addressing the unique needs of these students. Academic Achievement: Foster students often face significant educational challenges due to frequent changes in schools, disruptions in learning, and lack of stability. Providing support such as tutoring, academic intervention programs, and counseling services can help foster students stay on track academically and achieve their full potential. Social and Emotional Well-Being: Foster students may struggle with social and emotional issues related to their experiences of loss, separation, and trauma. Supportive services, such as counseling, mentorship programs, and peer support groups, can help foster students develop coping skills, build resilience, and form positive relationships with peers and adults. Stability and Continuity: Foster students may experience disruptions in their education due to changes in placement, caregiver transitions, or other life circumstances. Providing support, including access to resources such as school supplies, transportation assistance, and enrollment	Metric 1.17: % of students identified with chronic absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		assistance, can help foster students maintain stability and continuity in their education. Advocacy and Empowerment: Foster students may face unique challenges within the educational system, including issues related to enrollment, placement, special education services, and academic support. Providing support through advocacy services, individualized education plans (IEPs), and access to educational rights information can empower foster students to navigate the educational system and advocate for their needs. Promoting Equity and Inclusion: Providing support to foster students is essential for promoting equity and inclusion within the educational system. By addressing the specific needs of foster students and ensuring that they have access to the same educational opportunities as their peers, schools can work towards creating a more inclusive and supportive learning environment for all students. Overall, providing support to foster students is not only important for addressing their immediate needs but also for promoting their long-term success academically, socially, and emotionally. By recognizing the unique challenges faced by foster students and providing targeted support and resources, schools can help foster students overcome obstacles and thrive in school and beyond. These services will be provided on an LEA-wide basis as we believe Foster students throughout	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		the district benefit from Family Resource staff and case-management services.	
3.3	**Action:** Homeless Attendance Campaign **Need:** The Homeless student group was identified with a Red Indicator on the 2023-2024 California Dashboard. Transportation needs were mentioned by students and support for our homeless students will continue in this action step as needed. **Scope:** Limited to Unduplicated Student Group(s)	Case management of homeless student to promote or improve attendance rates and decrease chronic absenteeism LEA-wide for homeless students.	3.1 % of students with chronic absences - Dashboard homeless 3.4 average daily attendance % homeless
6.1	**Action:** Data and gap analysis **Need:** The district reclassification rate is significantly lower than the county and state at 11.1%. 48.6% of students made progress on the annual ELPAC with a California Dashboard decrease of 5.3% . Continued difficulty with writing which affects reclassification While instruction and experiences were sufficient for 43% of students to make gains	The provided data highlights the importance of identifying student proficiency levels. As well as addressing variability in proficiency, preventing regression, providing targeted support, focusing on professional development, and utilizing data for instructional planning to support standards-aligned instruction and strategy implementation. Thus, ultimately improve academic and language proficiency outcomes for English Learners.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and approximately 6% maintaining a level 4 on the ELPAC, there are significant needs as 30% maintained at levels 1, 2 or 3 and 20% fell back as reported by Kern Integrated Data Systems. Student input which mentioned English Learners need practice to read, write, and speak with buddies to help them with presentations. Concerns with English Learners being clustered in newcomer classrooms with support leads to a current perception of lack of exposure to a variety of students and staff speaking English. **Scope:** Limited to Unduplicated Student Group(s)		
6.2	**Action:** Designated and Integrated ELD rubric feedback and aligned professional development **Need:** While 2021-2022 data indicated gains in language proficiency as measured by ELPAC, year-end 2022-2023 data showed a drop of 5.3% resulting in a status of Orange. While instruction and experiences were sufficient for 43% of students to make gains and approximately 6% maintaining a level 4, there are significant needs as 30% maintained at levels 1, 2 or 3 but did not make progress, and 20% fell back as reported by Kern Integrated Data Systems.	Classroom observations with data compiled on district constructed rubrics have informed overall site proposals for improvement over the past year. Leadership discussions and data noted in the needs analysis indicate a demand for feedback specific at it relates to proficiency level within grade spans rather than grade level focuses. This action step pivots current practice to focus on identified needs of English Learners at all levels of proficiency.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024 Metric 6.3: % of classroom observations demonstrating implementation of state academic standards in ELD as measured on a district walkthrough tool with 4 Implementation levels (Emerging,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	A focus on functions of language is prompted by discussions with Teachers on Special Assignments and Academic Coaches and will be integrated into training extended from oral production to written production. **Scope:** Limited to Unduplicated Student Group(s)		Progressing, Developing, Full) measured in March Metric 6.4: % of classroom observations demonstrating implementation of Integrated ELD supports for state academic standards in Math as measured on a district walkthrough tool with 4 Implementation levels (Emerging, Progressing, Developing, Full) measured in March Metric 6.5: % of responses reporting understanding and implementation of the District English Learners Program at core or above based on a 5 point scale (Missing elements, Developing, Core, Core Plus, Exemplary)
6.3	**Action:** ELD materials to support newcomers and Long Term English Learners **Need:** Only 48.5% of English Learners made progress toward English Proficiency. Newcomers and Long Term English Learners at the upper grades require more practice in	English 3D and possible additional supplemental materials will be selected to meet the specific needs of students requiring foundational skills at upper grade levels. Professional development for use of materials to be conducted by District Teachers on Special Assignment.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	foundational languages, noted by the large numbers of students in ELPAC Levels 1, 2, and 3. Title III aides, teachers, and administrators have been supportive of purchase of supplemental materials to utilize for extra language development practice for students struggling to make adequate ELD progress and for newcomers. **Scope:** Limited to Unduplicated Student Group(s)		
6.4	**Action:** Professional Development through Targeted Assessment **Need:** The district reclassification rate is significantly lower than the county and state at 11.1%. 48.6% of students made progress on the annual ELPAC with a California Dashboard decrease of 5.3% . Continued difficulty with writing which affects reclassification Lack of awareness among instructional staff of skills needed to move through language proficiency bands. Teachers and administrators continue to mention their appreciation for substitutes to	Provide teachers direct access to ELPAC testing environments to see first hand how their students performed on various skills following instruction.	Metric 6.1: % of pupils making progress toward English Proficiency and accompanying Dashboard Placement Metric 6.2: % of pupils reclassified to English Fluent 2023-2024

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	cover classrooms during ELPAC testing so that teachers may assess their own students. Parents and students state they feel students do better when comfortable with someone they know. **Scope:** Limited to Unduplicated Student Group(s)		
6.5	**Action:** Long Term English Learners **Need:** 51.9% of Long Term English Learners are making progress on the ELPI. Lack of significant growth and LTEL outcomes decreased on the California Dashboard as reported on the most recent Dashboard. **Scope:** Limited to Unduplicated Student Group(s)	Ensure awareness of student status to administrators and instructional staff to target these students for Tier 2 monitored identification as an initial step in addition to core instruction and ELD instruction. Ensure families of students identified as English Learners, or on track to become so, are informed of their initial identification, ongoing progress, and services available for support. Targeted assistance for students in this student group to address English Language Development or academic skills which imped their progress toward reclassification.	6.1 California Dashboard for English Language Development

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 Arvin Union School District continues to review data related to student academic, socio-emotional, and health needs. The district will extend efforts to support our low-income, English Learners, and Foster Youth through maintenance of direct services and extension of direct services in 2025-2026 in the following areas:

Attendance/Engagement:
Maintain 4 (to make a total of 8) Student Success Facilitators to combat chronic attendance rates noted the past two years and encourage engagement in school. (Action 3.1)

Health and Safety:
Maintain 4 custodians to ensure welcoming and safe environments and to promote coverage for school activities which pull bus drivers from sites and to support after school activities. (Action 1.11)
Increase the number of custodian/bus drivers by 4 additional during the 2025-2026 school year to support campus cleanliness given the impact of after school programs and to facilitate site coverage and field trip drivers. (Action 1.11)

Maintain 7 Campus Supervisors and their hours which were previously extended from 4 hours with overtime to an 8 hour position. A portion of additional costs would continue to be funded through supplemental funds. (Action 2.1)
Increase the number of full time Campus Supervisors for the 2025-2026 school year to include 3 additional (1 for each elementary) given the reconfiguration of Social Workers. Action 2.1

Academic:
Intervention teacher positions at the elementary campuses will be continued - one at each elementary campus. (Action 5.2)

Academic:
The district continues to employ 2 elementary art and 2 elementary music teachers and will utilize LCAP funds to employ a 4th PE teacher at Haven Drive to maintain small class sizes and support an elective. Additionally a portion of a language arts teacher's salary and benefits will be allocated to LCAP for the portion to add a drama elective.

Socio-emotional needs:
These funds will transition from providing 2 social workers per campus at all four campuses to maintaining 2 at the middle school, 1 at each elementary, and 2 at the district mental health center beginning with the 2025-2026 school year. (Action 2.2)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 to 16
Staff-to-student ratio of certificated staff providing direct services to students		1 to 11

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	29,530,714	13,341,940	45.180%	11.115%	56.295%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$16,635,891.10	$4,290,821.25	$6,000.00	$2,198,351.04	$23,131,063.39	$17,941,154.25	$5,189,909.14

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	Personnel support staff and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$451,743.00	$165,950.00	$611,693.00		$6,000.00		$617,693.00	
1	1.2	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$2,045,435.00	$0.00	$1,461,712.00	$360,344.00		$223,379.00	$2,045,435.00	
1	1.3	Staff to support implementation of standards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,579,764.00	$0.00	$1,063,594.00			$516,170.00	$1,579,764.00	
1	1.4	Family Resource Center to meet basic needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,290,123.25	$70,000.00	$590,124.00	$759,999.25		$10,000.00	$1,360,123.25	
1	1.5	Foster Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	July 1, 2024-June 30, 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.6	Access to a broad course of study	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,408,577.00	$1,361,089.00	$2,281,000.00	$488,666.00			$2,769,666.00	
1	1.7	Safe and comfortable physical environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 20, 2027	$160,000.00	$0.00	$160,000.00				$160,000.00	

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
1	1.8	Technology infrastructure and devices	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024- June 30, 2027	$0.00	$750,000.00	$400,000.00	$350,000.00			$750,000.00	
2	2.1	Tier 1/PBIS Engagement and Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$869,206.21	$51,000.00	$851,000.00			$69,206.21	$920,206.21	
2	2.2	Mental Health Professionals	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$960,843.00	$150,000.00	$1,110,843.00				$1,110,843.00	
2	2.3	Student Recognitions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$10,000.00	$50,000.00	$60,000.00				$60,000.00	
2	2.4	Haven Drive sports/clubs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Haven Drive Middle School Grades 7 and 8	July 1, 2024 - June 30, 2027	$68,000.00	$135,000.00	$203,000.00				$203,000.00	
2	2.5	Facility safety supports	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2024 - June 30, 2027	$605,000.00	$324,840.10	$929,840.10				$929,840.10	
2	2.6	Alternative to Suspension class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grados 4-8	July 1, 2024 - June 30, 2027	$210,000.00	$5,000.00	$215,000.00				$215,000.00	
3	3.1	Data Monitoring, Analysis, and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$855,000.00	$55,000.00	$910,000.00				$910,000.00	
3	3.2	Provide wrap-around services - focus physical health	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$524,636.00	$5,000.00	$529,636.00				$529,636.00	
3	3.3	Homeless Attendance Campaign	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.4	Attendance Recognition	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 -	$0.00	$40,000.00	$40,000.00				$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income		June 30, 2027								
4	4.1	Enhanced Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$695,971.00	$276,000.00	$471,971.00	$500,000.00			$971,971.00	
4	4.2	Enhanced parent engagement opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$300,000.00	$75,000.00	$375,000.00				$375,000.00	
5	5.1	Data/Assessment Tools and Learning Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$150,000.00	$150,000.00				$150,000.00	
5	5.2	Intervention / Extension Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$3,613,686.00	$21,080.00	$921,227.00	$1,524,134.00		$1,189,405.00	$3,634,766.00	
5	5.3	Supplemental Instructional Materials,and technology apps/classroom supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$230,000.00	$230,000.00				$230,000.00	
5	5.4	Library	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	July 1, 2024 - June 30, 2027	$470,000.00	$90,000.00	$560,000.00				$560,000.00	
5	5.5	Instructional Field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$15,000.00	$760,000.00	$775,000.00				$775,000.00	
5	5.6	Expanded Learning Sessions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	7th and 8th grade	July 1, 2024 - June 30, 2027	$963,312.75	$0.00	$900,000.00			$63,312.75	$963,312.75	
5	5.7	Academic incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$12,000.00	$110,000.00	$122,000.00				$122,000.00	
5	5.8	Professional Development commitments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30,2027	$580,439.04	$259,950.04	$546,511.00	$167,000.00		$126,878.08	$840,389.08	
6	6.1	Data and gap analysis	English Learners	Yes	Limited to Undupli	English Learners	All Schools	July 1, 2024 -	$8,500.00	$0.00	$8,500.00				$8,500.00	

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
					cated Student Group(s)			June 30, 2025								
6	**6.2**	Designated and Integrated ELD rubric feedback and aligned professional development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2025	$6,240.00	$0.00	$6,240.00				$6,240.00	
6	**6.3**	ELD materials to support newcomers and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2027	$0.00	$40,000.00	$40,000.00				$40,000.00	
6	**6.4**	Professional Development through Targeted Assessment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	February 15, 2024 - May 25, 2025	$95,000.00	$0.00	$95,000.00				$95,000.00	
6	**6.5**	Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grados 3-8	July 1, 2025- June 30, 2026	$142,678.00	$0.00	$2,000.00	$140,678.00			$142,678.00	

2025-26 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
29,530,714	13,341,940	45.180%	11.115%	56.295%	$16,635,891.10	0.000%	56.334 %	**Total:**	$16,635,891.10
								LEA-wide Total:	$16,266,151.10
								Limited Total:	$166,740.00
								Schoolwide Total:	$203,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Personnel support staff and training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$611,693.00	
1	**1.2**	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,461,712.00	
1	**1.3**	Staff to support implementation of standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,063,594.00	
1	**1.4**	Family Resource Center to meet basic needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$590,124.00	
1	**1.5**	Foster Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,000.00	
1	**1.6**	Access to a broad course of study	Yes	LEA-wide	Low Income	All Schools	$2,281,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Safe and comfortable physical environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
1	1.8	Technology infrastructure and devices	Yes	LEA-wide	Low Income	All Schools	$400,000.00	
2	2.1	Tier 1/PBIS Engagement and Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$851,000.00	
2	2.2	Mental Health Professionals	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,110,843.00	
2	2.3	Student Recognitions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
2	2.4	Haven Drive sports/clubs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Haven Drive Middle School Grades 7 and 8	$203,000.00	
2	2.5	Facility safety supports	Yes	LEA-wide	Low Income	All Schools	$929,840.10	
2	2.6	Alternative to Suspension class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grados 4-8	$215,000.00	
3	3.1	Data Monitoring, Analysis, and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$910,000.00	
3	3.2	Provide wrap-around services - focus physical health	Yes	LEA-wide	Foster Youth Low Income	All Schools	$529,636.00	
3	3.3	Homeless Attendance Campaign	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$10,000.00	
3	3.4	Attendance Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
4	4.1	Enhanced Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$471,971.00	
4	4.2	Enhanced parent engagement opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$375,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	5.1	Data/Assessment Tools and Learning Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
5	5.2	Intervention / Extension Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$921,227.00	
5	5.3	Supplemental Instructional Materials,and technology apps/classroom supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$230,000.00	
5	5.4	Library	Yes	LEA-wide	English Learners Low Income	All Schools	$560,000.00	
5	5.5	Instructional Field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$775,000.00	
5	5.6	Expanded Learning Sessions	Yes	LEA-wide	English Learners Foster Youth Low Income	7th and 8th grade	$900,000.00	
5	5.7	Academic incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,000.00	
5	5.8	Professional Development commitments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$546,511.00	
6	6.1	Data and gap analysis	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,500.00	
6	6.2	Designated and Integrated ELD rubric feedback and aligned professional development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,240.00	
6	6.3	ELD materials to support newcomers and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,000.00	
6	6.4	Professional Development through Targeted Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$95,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	**6.5**	Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grados 3-8	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,303,651.73	$17,851,929.57

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**	Personnel support staff and training	Yes	$522,900.00	489,020
1	**1.2**	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	$2,166,156.00	2,122,079
1	**1.3**	Staff to support implementation of standards	Yes	$1,386,232.00	1,407,358
1	**1.4**	Family Resource Center to meet basic needs	Yes	$2,379,494.00	1,767,872
1	**1.5**	Foster Services	Yes	$10,000.00	777
1	**1.6**	Access to a broad course of study	Yes	$1,448,420.00	1,477,410
1	**1.7**	Safe and comfortable physical environment	Yes	$153,701.00	160,000
1	**1.8**	Technology infrastructure and devices	Yes	$879,136.00	441,183
2	**2.1**	Tier 1 /PBIS Engagement and Safety	Yes	$767,039.00	648,535
2	**2.2**	Mental Health Professionals	Yes	$1,377,071.00	1,268,045
2	**2.3**	Student Recognitions	Yes	$100,000.00	53,000

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	**2.4**	Haven Drive sports/clubs	Yes	$430,000.00	107,000
2	**2.5**	Facility safety supports	Yes	$660,000.00	504,000
2	**2.6**	Alternative to Suspension class	Yes	$253,000.00	219,000
3	**3.1**	Data Monitoring, Analysis, and Intervention	Yes	$891,508.00	942,000
3	**3.2**	Provide wrap-around services - focus physical health	Yes	$550,653.00	546,000
3	**3.3**	Homeless Attendance Campaign	Yes	$10,000.00	18,000
3	**3.4**	Attendance Recognition	Yes	$40,000.00	27,800
4	**4.1**	Enhanced Parent Communication	Yes	$584,000.00	410,000
4	**4.2**	Enhanced parent engagement opportunities	Yes	$200,000.00	45,000
5	**5.1**	Data/Assessment Tools and Learning Systems	Yes	$197,000.00	127,353
5	**5.2**	Intervention / Extension Staff	Yes	$3,445,045.00	3,250,000
5	**5.3**	Supplemental Instructional Materials, Staff, and technology apps/classroom supports	Yes	$656,356.35	218,000
5	**5.4**	Library	Yes	$514,584.00	500,663

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)
5	**5.5**	Instructional Field trips	Yes	$465,000.00	300,000
5	**5.6**	Expanded Learning Sessions	Yes	$500,000.00	400,000
5	**5.7**	Academic incentives	Yes	$60,000.00	80,000
5	**5.8**	Professional Development commitments	Yes	$516,356.38	200,000
6	**6.1**	Data and gap analysis	Yes	$15,000.00	24,804.49
6	**6.2**	Designated and Integrated ELD rubric feedback and aligned professional development	Yes	$25,000.00	1300
6	**6.3**	ELD materials to support newcomers and Long Term English Learners	Yes	$20,000.00	17,000
6	**6.4**	Professional Development through Targeted Assessment	Yes	$80,000.00	78,730.08

2024-25 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)
13,495,398	$16,252,058.73	$12,876,680.32	$3,375,378.41	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Personnel support staff and training	Yes	$522,900.00	485,000		
1	**1.2**	District Program Personnel assigned to ensuring foundations for implementation of standards and 21st century skills development	Yes	$1,601,895.00	1,539,000		
1	**1.3**	Staff to support implementation of standards	Yes	$881,240.00	955,986.75		
1	**1.4**	Family Resource Center to meet basic needs	Yes	$842,199.00	666,800		
1	**1.5**	Foster Services	Yes	$10,000.00	777		
1	**1.6**	Access to a broad course of study	Yes	$1,448,420.00	1,271,244		
1	**1.7**	Safe and comfortable physical environment	Yes	$153,701.00	160,000		
1	**1.8**	Technology infrastructure and devices	Yes	$879,136.00	375,000		
2	**2.1**	Tier 1 /PBIS Engagement and Safety	Yes	$767,039.00	648,535		
2	**2.2**	Mental Health Professionals	Yes	$1,377,071.00	1,222,350		
2	**2.3**	Student Recognitions	Yes	$100,000.00	53,000		
2	**2.4**	Haven Drive sports/clubs	Yes	$430,000.00	57,000		

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)
2	2.5	Facility safety supports	Yes	$660,000.00	504,000		
2	2.6	Alternative to Suspension class	Yes	$253,000.00	219,000		
3	3.1	Data Monitoring, Analysis, and Intervention	Yes	$891,508.00	942,000		
3	3.2	Provide wrap-around services - focus physical health	Yes	$550,653.00	546,000		
3	3.3	Homeless Attendance Campaign	Yes	$10,000.00	18,000		
3	3.4	Attendance Recognition	Yes	$40,000.00	27,800		
4	4.1	Enhanced Parent Communication	Yes	$584,000.00	410,000		
4	4.2	Enhanced parent engagement opportunities	Yes	$200,000.00	45,000		
5	5.1	Data/Assessment Tools and Learning Systems	Yes	$197,000.00	127,353		
5	5.2	Intervention / Extension Staff	Yes	$1,000,000.00	763,000		
5	5.3	Supplemental Instructional Materials, Staff, and technology apps/classroom supports	Yes	$656,356.35	218,000		
5	5.4	Library	Yes	$514,584.00	520,000		
5	5.5	Instructional Field trips	Yes	$465,000.00	300,000		
5	5.6	Expanded Learning Sessions	Yes	$500,000.00	400,000		
5	5.7	Academic incentives	Yes	$60,000.00	80,000		
5	5.8	Professional Development commitments	Yes	$516,356.38	200,000		
6	6.1	Data and gap analysis	Yes	$15,000.00	24,804.49		
6	6.2	Designated and Integrated ELD rubric feedback and	Yes	$25,000.00	1300		

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)
		aligned professional development					
6	**6.3**	ELD materials to support newcomers and Long Term English Learners	Yes	$20,000.00	17,000		
6	**6.4**	Professional Development through Targeted Assessment	Yes	$80,000.00	78,730.08		

2024-25 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)
29,635,908	13,495,398	9.027	54.564%	$12,876,680.32	0.000%	43.450%	$3,293,951.10	11.115%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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