



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buttonwillow Union School District

CDS Code: 15 63370 6009278

School Year: 2025-26

LEA contact information:

Hiedi Witcher

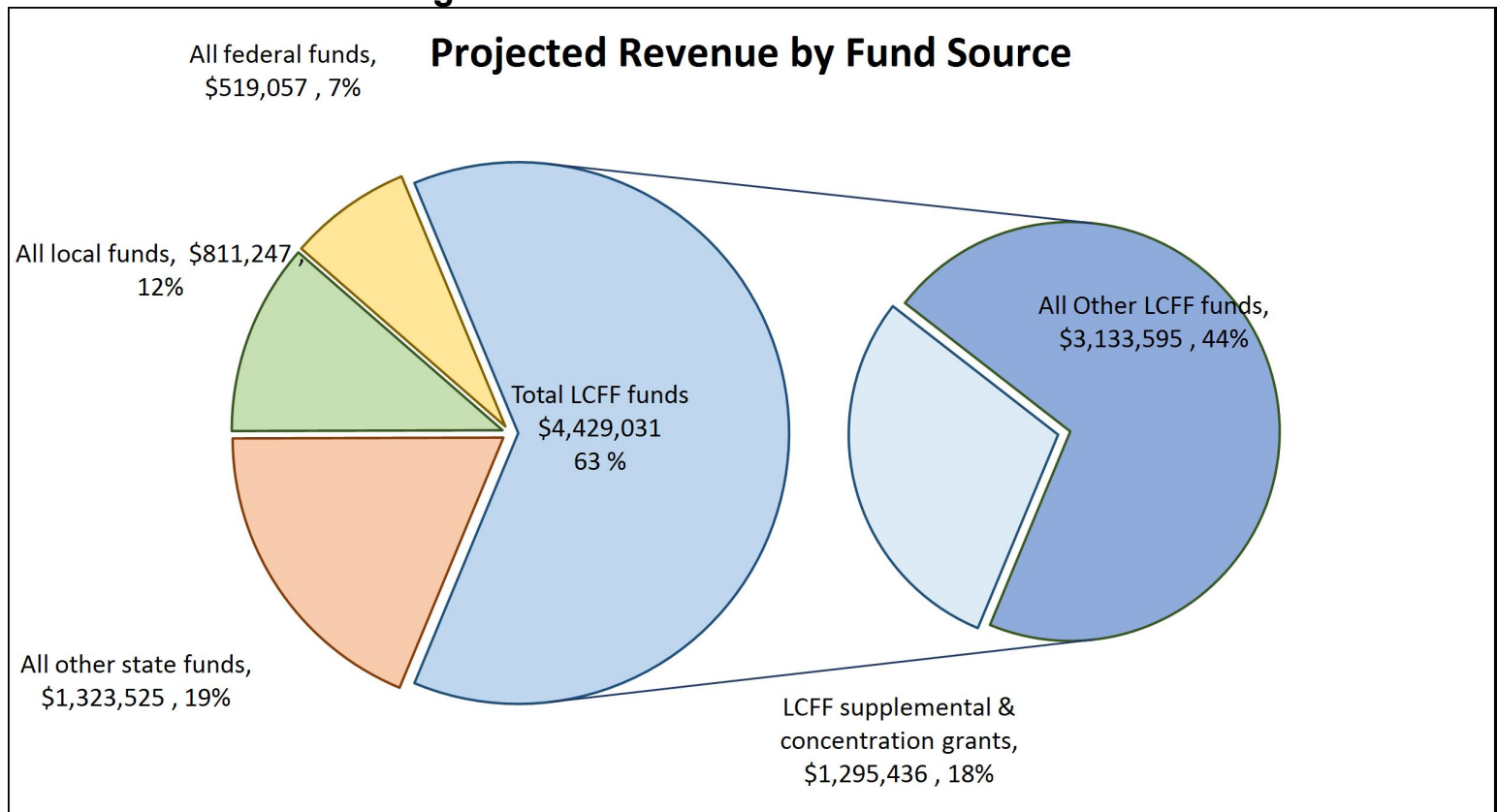
District Superintendent

hwitcher@buttonwillowschool.com

(661)764-5166

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

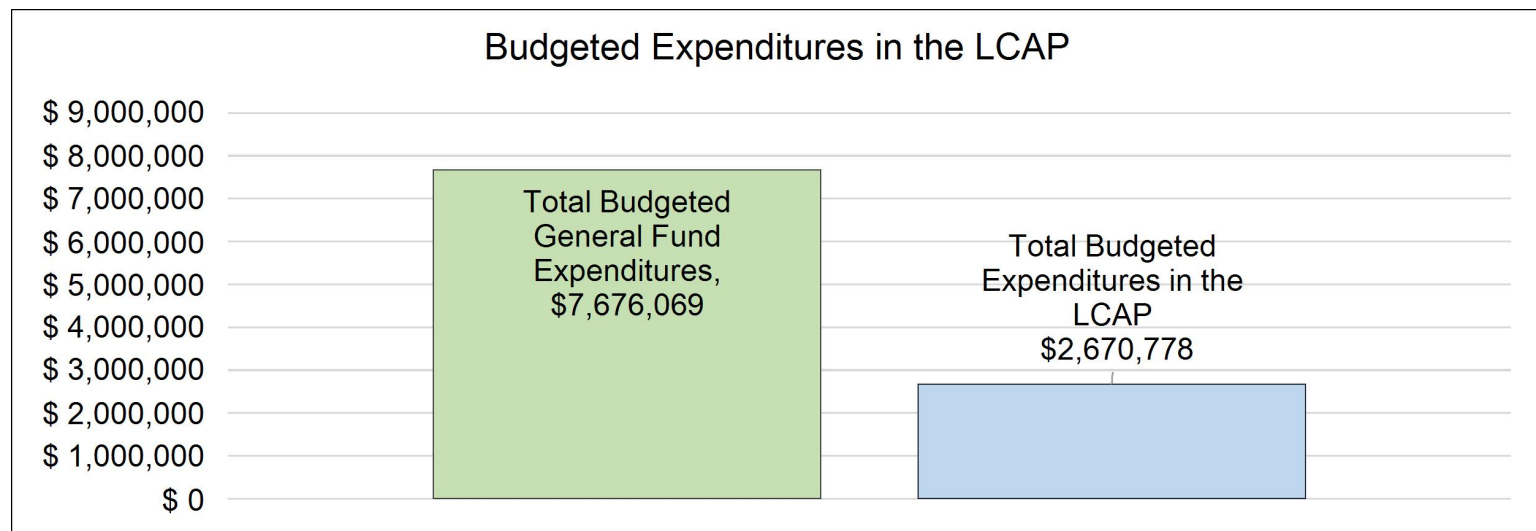


This chart shows the total general purpose revenue Buttonwillow Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buttonwillow Union School District is \$7,082,860, of which \$4429031 is Local Control Funding Formula (LCFF), \$1323525 is other state funds, \$811247 is local funds, and \$519057 is federal funds. Of the \$4429031 in LCFF Funds, \$1295436 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 Buttonwillow 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: Buttonwillow Union School District plans to spend \$7676069 for the 2025-26 school year. Of that amount, \$2670778 is tied to actions/services in the LCAP and \$5,005,291 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

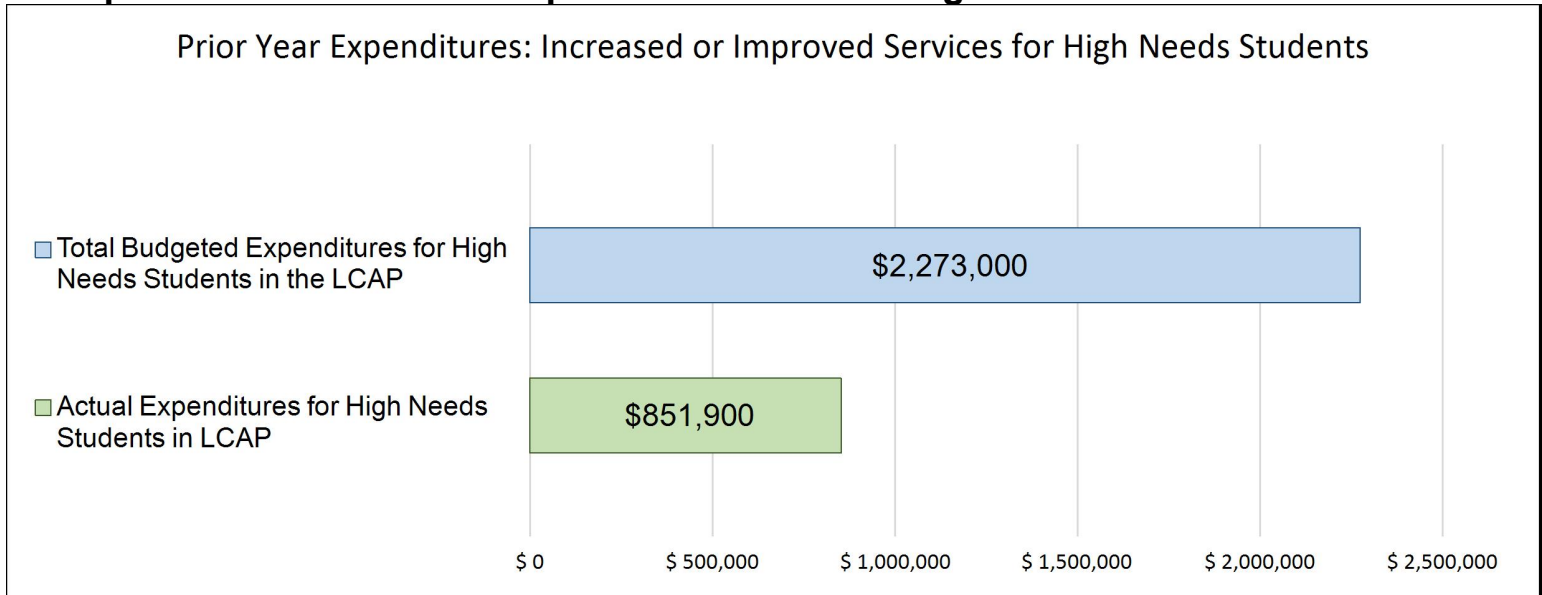
General fund expenditures for the school year not included in the LCAP include certificated and classified salaries and benefits, supplies, utilities, repairs and maintenance, services from outside vendors and equipment replacement if necessary.

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

In 2025-26, Buttonwillow Union School District is projecting it will receive \$1295436 based on the enrollment of foster youth, English learner, and low-income students. Buttonwillow Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Buttonwillow Union School District plans to spend \$2186778 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 Buttonwillow 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 Buttonwillow 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, Buttonwillow Union School District's LCAP budgeted \$2273000 for planned actions to increase or improve services for high needs students. Buttonwillow Union School District actually spent \$851900 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,421,100 had the following impact on Buttonwillow Union School District's ability to increase or improve services for high needs students:

The District budgeted for fully staffed positions for Buttonwillow Union School District, including those positions included in the 2025-26 LCAP. The decrease from budgeted to actual spending can be primarily attributed to material cost and estimated health and welfare benefits for personnel. The District does not feel that this adversely impacted the actions and services included in the LCAP, as other supports and staffing were in place that were not included in the LCAP budget projections.



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
Buttonwillow Union School District	Hiedi Witcher District Superintendent	hwitcher@buttonwillowschool.com (661)764-5166

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 history of the Buttonwillow Union School District, a single school district, extends over a remarkable 120-year period, dedicated to fulfilling the educational needs of the Buttonwillow Community's learners from Pre-K to the 8th grade. Serving a primarily Hispanic demographic, comprising 95% of its students, the district also provides educational services to a substantial number of English Learners (55%) and Socially Economically Disadvantaged Students (91%). The representation of foster youth eligible for education in the district remains minimal, less than 1%. The educational endeavors implemented at the Buttonwillow Union School District are established strongly on the principles of Advancement Via Individual Determination (AVID). Driven by the mission of enabling students to be academically successful, self-assured, and productive members of society, the district places substantial emphasis on systemic transformations to ensure exceptional education. The district's pursuance of parent involvement is in line with the Local Control and Accountability Plan (LCAP). Feedback from parents regarding their child's education contributes significantly to enhancing the quality of instruction and educational services. Their input forms a critical aspect of the drive towards achieving educational excellence. Additionally, the district incorporates the Positive Behavioral Interventions and Supports (PBIS) Program and the Academic Intervention (Response to Acceleration), fostering a supportive and positive learning atmosphere. A range of programs including after-school and sports initiatives, music programs, and field trips offered for all grades, serve to promote well-rounded learning. The district is praised for its focus on fostering positive relationships, encouraging on-task behavior, and continuous enhancement of academic and physical fitness performance. The district has reached a significant milestone in its commitment to serving the community by recently completing development of the new Community Resource Center which also includes a preschool classroom, transitional kindergarten (TK) classroom and an enclosed playground for young learners. This facility expands the Family Resource Center, enhancing services to better meet the needs of the community. Embodying the principle

of "One School, One Town, One Community", the Buttonwillow Union School District demonstrates its dedication to inclusivity and community involvement.

While the district is primarily funded by state and federal funds, bolstered by several others, including the Community Schools Grant (Cohort 2), and ELOP grants, the community has recently passed a four million dollar bond to improve school safety and upgrade facilities. This is a testament to the educational framework within the Buttonwillow Union School District which persistently adapts and grows, continually shaping itself into a distinguished environment conducive to student development for the foreseeable future.

Reflections: Annual Performance

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

2023 Dashboard Analysis

The Buttonwillow School District has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights student groups that received the lowest performance level (Red) on one or more state indicators.

Student groups receiving a Red Performance Indicator District-wide include:

English Learners (English Language Arts)

Hispanic (English Language Arts, Math)

Socioeconomically Disadvantaged Students (Math)

Students with Disabilities (Suspension)

Schoolwide Red Performance Indicator includes only Math.

Actions to Address Areas of Concern

The district is addressing the identified performance gaps in ELA, Math, and Suspension through the following LCAP actions:

Action 1: Supporting teachers with training and resources to improve instructional quality.

Actions 2 and 4: Providing personalized, standards-aligned academic support.

Actions 3 and 5: Offering expanded learning time and equitable access to technology and materials.

Actions 6 and 7: Targeting early intervention in literacy and language development.

2024 Dashboard Analysis

An analysis of the most current 2024 Dashboard shows the following overall performance on state indicators included on the Dashboard.

ELA: 63.4 points below standard- Increased performance (+18.1) (Yellow Performance Level)

Math: 99.1 points below standard- Increased performance (+5.8) (Orange Performance Level)

English Learner Progress: 33.9% making progress- Declined performance (-8.9%) (Red Performance Level)

Science: 21.2 points below standard- Increased performance (+9.5).

Chronic Absenteeism: 24.6%- Declined (-9%) (Yellow Performance Level)
Suspension Rate 0.6%- Declined (-0.6%) (Green Performance Level)

Student Groups in Red (2023) & Current Status (2024)

English Learners: ELA-74.8 points below standard- Increased performance (+10.1) (Orange Performance Level)

Hispanic: ELA-63.2 points below standard- Increased performance (+18.9) (Yellow Performance Level); Math-100.9 points below standard- Increased performance (+7.5) (Orange Performance Level)

Socioeconomically Disadvantaged (SED) Students: Math- 103.9 points below standard- Maintained performance (+1.8) (Red Performance Level)

Students with Disabilities: Suspension- 1.9% suspended at least one time- declined (-4.6%) (Green Performance Level)

Analysis of Local Data

Early Literacy Results (K-2 AIMSWeb Assessments)-This metric measures foundational reading skills for students in Transitional Kindergarten (TK) through 2nd grade. It includes proficiency in grade-level reading skills and specific measures such as auditory vocabulary and initial sound identification, which are critical for early language and literacy development.

K–2nd Grade Proficiency: Increased from 24% to 43% for all students (+19%), from 18% to 39% for ELs (+21%), and from 24% to 45% for SED students (+21%).

TK Auditory Vocabulary: Proficiency increased from 22% to 39% for all students (+17%) and SED students (+18%). No ELs were identified in TK.

TK Initial Sounds: Proficiency rose from 14% to 22% (+8%).

Percentage of Students Earning a "D" or "F" in ELA and Math- This metric measures academic performance through classroom-based grades. It identifies students at risk of not mastering grade-level content by tracking how many earn failing grades (D or F) in English Language Arts (ELA) and Math each quarter.

ELA: The percentage of all students earning a D or F decreased from 13% to 11% (-2%). Among English learners, the rate dropped more substantially from 19% to 13% (-6%). However, socioeconomically disadvantaged (SED) students saw an increase from 6% to 10% (+4%), indicating a need for closer monitoring and differentiated support.

Math: D/F rates improved across all groups. All students declined from 17% to 12% (-5%), ELs from 22% to 17% (-5%), and SED students from 17% to 11% (-6%).

Buttonwillow Union School District is addressing the academic and behavioral needs of its most impacted student groups through targeted, aligned actions in the 2025–26 LCAP. To support English Learners and Hispanic students in ELA and Math, the district is investing in professional development, standards-aligned academic support, and extended learning opportunities. For socioeconomically disadvantaged students, additional instructional materials, expanded learning time, and early intervention strategies are being prioritized.

To improve English language development, the district is emphasizing early literacy instruction, designated and integrated ELD, and programs such as LETRS and the 95% framework. The district is also continuing to implement positive behavior supports and social-emotional learning to sustain low suspension rates and support students with disabilities.

Together, these actions reflect a comprehensive and data-informed approach to closing performance gaps and advancing equity for all students.

Buttonwillow School district does not currently have unexpended LREBG funds for the 2025-26 LCAP year.

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
Teachers	Conducted an in-person input meeting with teachers to gather direct feedback for the district's goals and objectives [March 19] Produced a feedback survey targeting teachers to collect their insights and suggestions regarding educational improvements and priorities. -Scheduled the feedback survey to be available to teachers for a week-long period from March 19- March 26, ensuring ample time for participation and comprehensive data collection Analyzed survey responses from teachers to identify common themes and actionable recommendations to enhance the district's educational strategies Utilized the gathered feedback from in-person meetings and surveys to develop and refine district policies and initiatives in collaboration with teachers
Principal	Conducted an in-person input meeting with the principal to gather preliminary feedback and discuss key educational goals [March 19] Produced a comprehensive school feedback survey to acquire detailed responses from the principal regarding various school programs and initiatives [March]

Educational Partner(s)	Process for Engagement
	Scheduled a follow-up period to review survey results with the principal, fostering a collaborative approach to identifying areas for improvement Facilitated ongoing correspondence with the principal to ensure continued engagement and to address any feedback provided during the input meeting and the survey process -Analyzed the feedback from the principal to inform strategic decisions and align district efforts with the identified needs and priorities
Classified Staff	Conducted an in-person input meeting with classified staff to gather feedback and discuss strategies for achieving district goals. [March 19] Produced and distributed a feedback survey to classified staff to collect their insights on the district's performance and potential areas for improvement. [March 19- March 26]
Parents	Conducted meetings with parents during LCAP Taco Night to solicit in-person feedback on educational goals and initiatives [March 13] Produced school feedback survey, allowing parents to provide detailed input over a two-week period [March 14- March 28] Presented to the Public at Regular Board Meeting on June 9, 2025.
Students	Conducted the School Connectedness Survey with KCSOS KIDS Program to gather student feedback and assess their connection to the school environment [April 7-May 30] Produced a school feedback survey to obtain detailed input from students regarding their educational experience, administered from [March 14-28]
Bargaining Unit (Buttonwillow Teachers Association, we do not have a classified union)	Conducted an in-person input meeting with the Buttonwillow Teachers Association to solicit feedback regarding district-wide

Educational Partner(s)	Process for Engagement
	educational goals. [March 19] Produced a feedback survey targeting school staff and facilitated the collection of responses to understand pressing educational needs and suggestions. [March 19-March 26]
School Site Council/DELAC	Conducted a meeting with the School Site Council/DELAC to present survey results and feedback on [May] Shared how the collected feedback influenced the actions in the Local Control and Accountability Plan (LCAP) during the meeting -Addressed the group with a comprehensive review of feedback implementation without receiving any questions or comments from the attendees.
Kern SELPA	Consulted with Kern SELPA on February 4, 2025

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

Educational partner input gathered during the 2025–26 planning process affirmed the district’s current direction and reinforced the continued focus on existing goals and actions. Feedback from parents reflected strong confidence in the school’s academic rigor, inclusivity, and communication practices, particularly highlighting satisfaction with ParentSquare and school-sponsored events. As a result, the district is maintaining its current family engagement strategies and communication platforms while continuing to provide opportunities for parental input and participation (Goal 3).

Students reported positive academic experiences and motivation, with field trips, sports, and quality teacher instruction cited as major strengths. Their feedback supports the continued investment in academic enrichment, extracurricular programs, and schoolwide recognition systems (Goals 1 and 2). Mixed participation levels in programs such as AVID, SEL lessons, and specials (Science Lab/Art/Music) indicate the need to strengthen engagement and ensure consistent access, which will remain a priority in 2025–26 actions.

Staff input validated the collaborative school culture and adequate provision of learning supports. Teachers expressed appreciation for involvement in decision-making and access to professional development and resources to address both academic and social-emotional learning. This feedback supports the district’s decision to sustain current investments in professional learning, instructional materials, and SEL supports (Goals 1 and 2), while exploring strategies to improve consistency in behavior management systems. Additionally, in response to staff priorities and to ensure students continue to have access to high-quality digital learning tools, the district will provide additional funding in Goal 1, Action 3 to support the replacement of aging technology devices.

In response to feedback from both parents and staff regarding concerns about bullying and the need for additional student support, the district will enhance Goal 2, Actions 1 and 3 by seeking to hire a school social worker. This position will provide targeted support to students in developing social skills and strategies to navigate peer conflict and bullying-related issues. Additionally, the social worker will collaborate with families of students who are chronically absent, offering individualized support to address barriers to attendance. This integrated approach strengthens the district's ongoing efforts to promote positive school climate, support student well-being, and reduce chronic absenteeism.

In sum, the 2025–26 LCAP maintains a strong continuity of goals and actions in response to affirming feedback from all educational partners. Their input has reinforced the district's commitment to academic excellence, student well-being, family partnerships, and a supportive teaching environment. Opportunities for deepening engagement and consistency in program implementation will guide refinement of existing strategies in the coming year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The goal for the upcoming year is to ensure that all students demonstrate mastery in English Language Arts, Mathematics, and Science. This will involve implementing rigorous curricula, targeted intervention programs, and professional development for educators. English Learners will receive specialized instruction and progress monitoring to become proficient in English.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Following the analysis of the 22-23 CAASPP and 23-24 ELPAC assessment results, which highlighted low proficiency levels in ELA and Math, a comprehensive goal has been established to tackle these challenges head-on. In addressing Pupil Achievement, this goal takes a multi-faceted approach by delving into the standardized test scores. The data showed that students are performing significantly below the expected standards in ELA and Math. To combat this, the goal includes the adoption and implementation of research-based best practices aimed at enhancing academic performance. These practices are not chosen at random; instead, they are the result of meticulous research and proven effectiveness in similar educational settings.

When it comes to State Standards, the goal focuses on the enrichment of the ELA, Math, and ELD curriculum. This is not a simple overhaul but a strategic enhancement that incorporates feedback and suggestions from a wide range of stakeholders, including educators, parents, and students themselves. This collaborative approach ensures that the curricula are not only aligned with state standards but also tailored to meet the unique needs of our student population.

Furthermore, the goal addresses Course Access by guaranteeing that our course offerings are broad and aligned with standards, thereby supporting equity. This means ensuring that all students, regardless of their background or abilities, have access to a quality education that is both inclusive and challenging. To achieve this, the goal includes specific actions like the revision of course materials and the provision of targeted support for students who need it.

To monitor the progress of this goal, a robust system of evaluation is in place. This includes the collection and analysis of survey data, observations from classroom walkthroughs, and scheduling data. These tools provide ongoing feedback on the effectiveness of the implemented measures, allowing for timely adjustments to ensure that the goal not only addresses the identified areas of need but does so in a way that is both effective and sustainable.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent Proficient and DFS on CAASPP ELA & Math-Priority 4a	2022-23 ELA DFS All Students: -81.5 EL: -84.9 SED: -81.8 ELA Percent Proficient All Students: 19.7% EL: 9% SED 19.6% Hispanic: 19.5% 2022-2023 Math DFS All Students: -104.9 EL: -105; SED: -105.6 Math Percent Proficient All Students: 11.4% EL: 7.3% SED: 10.7% Hispanic: 9.5%	2023-24 ELA DFS All Students: -63.4 EL: -74.8 SED: -69.2 ELA Percent Proficient All Students: 23.69% EL: 9.47% SED: 21.88% Hispanic: 21.92% 2023-2024 Math DFS All Students: -99.1 EL: -114.4 SED: -103.9 Math Percent Proficient All Students: 15.55% EL: 7.22% SED: 12.97% Hispanic: 13.51%		ELA DFS All Students: 0 points EL: 0 points; SED: 0 points ELA Percent Proficient All Students: 50% EL: 50% SED: 50% Hispanic: 50% Math DFS All Students: -10 points EL: -10 points SED: -10 points Math Percent Proficient All Students: 50% EL: 50% SED: 50% Hispanic: 50%	ELA DFS All Students: +18.1 EL: +10.1 SED: +12.6 ELA Percent Proficient All Students: +3.99% EL: +0.47% SED: +2.28% Hispanic: +2.42% Math DFS All Students: +5.8 EL: -9.4 SED: +1.8 Math Percent Proficient All Students: +4.5 EL: -0.08 SED: +2.27 Hispanic: +4.01%
1.2	Percent Proficient on CAST-Priority 4a	2022-2023 CAST Percent Proficient: All Students: 5.6% EL: 0% SED: 4.4% Hispanic: 3%	2023-2024 CAST Percent Proficient: All Students: 8.11% EL: 0% SED: 7.94% Hispanic: 9.10%		CAST Percent Proficient: All Students: 25% EL: 25% SED: 25% Hispanic 25%	All Students: +2.51% EL: +/-0 SED: +3.54% Hispanic: +6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent Failing Quarterly Grades-Priority 4a	Based on 2023-2024 4th quarter grades, 13% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 17% of students earned a "D" or "F" in Math. 19% of EL's in ELA, 22% of EL's in math. 6% of SED in ELA, 17% of SED in math.	Based on 2024-2025 4th quarter grades, 11% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 12% of students earned a "D" or "F" in Math. 13% of EL's in ELA, 17% of EL's in math. 10% of SED in ELA, 11% of SED in math.		10% of students in 3rd - 8th grades earned a "D" or "F" in ELA. 10% of students earned a "D" or "F" in Math. (All, EL's, and SED)	-2% All students ELA -5% All students Math -6% of EL's in ELA, -5% of EL's in math. +4% of SED in ELA, -6% of SED in math.
1.4	Percent Proficient Early Literacy Results TK - 2nd Grade-Priority 4a	Based on Spring of 2024 AIMSWeb 24% of All students 18% of EL's 24% of SED K - 2nd grade students are scoring proficient in grade level Reading Skills. 22% of All, 12% of EL's, 21% of SED	Based on Spring of 2025 AIMSWeb K - 2nd grade students are scoring proficient in grade level Reading Skills. 43% of All students 39% of EL's 45% of SED TK students scored proficient in		50% of All, EL's and SED K - 2nd grade students will score proficient in grade level Reading Skills. 30% of All, EL's, and SED TK students will score proficient in Auditory Vocabulary and 25% will score proficient in Initial Sounds.	K - 2nd grade proficiency in grade level Reading Skills. +19% All students +21% EL's +21% SED TK students proficiency in Auditory Vocabulary and +17% of All, +18% of SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TK students scored proficient in Auditory Vocabulary and 14% scored proficient in Initial Sounds.	Auditory Vocabulary and 39% of All, No ELs identified in TK 39% of SED 22% scored proficient in Initial Sounds.			+8% proficiency in Initial sounds
1.5	Percent Proficient and Making Progress Summative ELPAC Results-Priority 4e	Based on 2022-23 ELPAC results, 50.2% of EL's scored Moderately or Well Developed. Moderately or Well Developed 45.4% REVISED Based on ELPI results on the 2023 California Dashboard 42.8% are making progress toward English language proficiency	Based on 2023-24 ELPAC results, 42.1% of EL's scored Moderately or Well Developed. Based on ELPI results on the 2024 California Dashboard 33.9% are making progress toward English language proficiency		65% of EL's will score moderately or well developed. 55% will make progress as on ELPI as measured by Dashboard Results.	ELs scoring Moderately or Well Developed on the ELPAC -3.3% Percent of ELs making progress toward English language proficiency -8.9%
1.6	Percent Eligible EL Reclassification Rate-Priority 4f	Based on local data from 23-24 6% of eligible EL students were re-classified (11 students)	Based on local data from 24-25 9% of eligible EL students were re-classified (14 students)		8% of EL students will meet eligibility criteria for reclassification	+3%
1.7	% of students completing A-G requirements-Priority 4b	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of pupils completing CTC pathway - Priority 4c	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District	N/A
1.9	% of pupils completing B&C - Priority 4d	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District	N/A
1.10	% of pupils passing AP exams - Priority 4g	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District	N/A
1.11	% of pupils scoring 3 or higher on EAP - Priority 4h	Not applicable for a PK-8th Grade District	Not applicable for a PK-8th Grade District		Not applicable for a PK-8th Grade District	N/A
1.12	% of teachers are appropriately assigned- Priority 1a	During the 23-24 school year 80% of teachers enrolled in the Teacher Induction program completed requirements. (2 teachers completed year 1, 1 teacher completed year 2, 4 teachers participated in the Intern Program) One teacher went out on maternity leave and will complete year 2 next year.	During the 24-25 school year % of teachers enrolled in the Teacher Induction program completed requirements. 3 teachers completed year 1 5 teachers completed year 2 5 teachers participated in the Intern Program		100% enrolled teachers will complete appropriate induction requirements.	Teachers completing Y1: +1 Teachers completing Y2: +4 Teachers participating in the Intern Program: +1
1.13	% of students having sufficient access to instructional materials - Priority 1b	In the 23-24 school year, based on classroom observations 100% of students had current textbooks.	In the 24-25 school year, based on classroom observations 100% of students had current textbooks.		100% of students will have current textbooks	No change/maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	% to which school facilities are maintained - Priority 1c	Based on 2023-24 FIT report, all areas of the school met exemplary status. 25% of construction has been completed on the new Early Childhood Education and Resource Center (ECERC)	Based on 2024-25 FIT report, all areas of the school met exemplary status. 100% of construction has been completed on the new Early Childhood Education and Resource Center (ECERC)		Maintain FIT report where all areas of the school meet exemplary status. 100% of Construction completed on ECERC	FIT report: No change/ maintained exemplary status ECERC Construction +75% complete
1.15	% of Implementation of state adopted academic content and performance standards - Priority 2a	Based on Option 2 Reflection Tool data from 23-24, all standards areas score at Full Implementing.	Based on Option 2 Reflection Tool data from 24-25, all standards areas score at Full Implementing.		Based on Option 2 Reflection Tool all standards areas will score at Full Implementation or above	No change/ Maintained Full Implementation
1.16	% of Access for EL students to CCSS and ELD standards - Priority 2b	Based on 23-24 classroom walkthrough data 90% of classrooms implemented designated and integrated lessons as recommended 100% of EL have access to devices and home connectivity	Based on 24-25 classroom walkthrough data 90% of classrooms implemented designated and integrated lessons as recommended 100% of EL have access to devices and home connectivity		100% of classrooms will implement Designated and Integrated strategies appropriately 100% of EL students will maintain access to devices and home connectivity	Standards Implementation: No change Access to devices & connectivity: No change/ maintained 100%
1.17	% of Access to a broad course of study - Priority 7a	Based on Student Information System reviews and classroom	Based on Student Information		Maintain 100% of enrollment in a	No change/maintained 100% enrollment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		walkthrough data, 100% of students are enrolled in a broad course of study in 23-24.	System reviews and classroom walkthrough data, 100% of students are enrolled in a broad course of study in 24-25		broad course of study	
1.18	% of Enrollment in programs and services for SED and EL - Priority 7b	Based on 23-24 classroom walkthrough data, 90% of classrooms implement Designated and Integrated lessons as recommended. 81% of students participated in expanded learning opportunities Based on a review of SAT team files, 26 students received additional supports (9% of all students, 9% of SED, and 5% of EL's)	Based on 24-25 classroom walkthrough data, 90% of classrooms implement Designated and Integrated lessons as recommended. 93% of students participated in expanded learning opportunities Based on a review of SAT team files, 27 students received additional supports (9% of all students, 8.5% of SED, and 5% of ELs)		100% of classrooms will implement Designated and Integrated strategies appropriately; Maintain 80% or above of students participating in expanded learning opportunities SAT Team referrals will be below 3% of all students, SED, and EL	Designated & Integrated ELD Implementation: no change Students participate in expanded learning opportunities: +12 SAT referrals: All students: no change SED: -0.5% ELs: no change
1.19	% of Access to programs and services provided for students with disabilities - Priority 7c	Based on reviews of student IEP's and assessment results, 100% of eligible students received	Based on reviews of student IEP's and assessment results, 100% of eligible students received		Maintain 100% of appropriate programs and services for all eligible students	No change/ maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriate resources in 23-24	appropriate resources in 24-25			

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.

All actions in Goal 1 were implemented as planned, with the district experiencing both successes and challenges throughout the process.

Notable successes include the following:

Action 1.5: The district began the practice of celebrating its ELOP Showcase at the end of each semester.

Action 1.6: Students transitioned into new classrooms, and the district successfully implemented Transitional Kindergarten (TK).

Action 1.7: All PK–2nd grade teachers received training in LETRS, and the district launched the first year of implementation of the 95% CORE Program.

A challenge was noted in the following area:

Action 1.5 – Extended Learning Program: The district faced difficulty in securing adequate staffing to fully implement the program. To address this, the district plans to hire a 0.5 FTE coordinator in the coming year to support recruitment and program oversight.

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

The following material differences have been identified between the budgeted expenditures and the estimated actual expenditures. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 2 Instructional Support: Budgeted amount for Instructional materials exceeded the current needs.

Action 3 Technology Support: Estimated actual exceeded what was budgeted due to devices reaching their end of life and requiring replacement sooner than planned.

Action 4 AVID: Did not need as much funding for PD or materials as was anticipated.

Action 5 Extended Learning Program: The majority of planned expenditures were covered with alternate funding source, ELOP.

Action 6 Early Childhood Education: Estimated actual expenditures exceeded what was budgeted due to additional set up required to open two new classrooms.

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

All actions under Goal 1 have contributed varying degrees of progress toward the goal of improving student mastery in ELA, Math, and Science.

Action 1.1 – Professional Development

CAASPP ELA proficiency improved by +3.99% overall, with gains for SED students (+2.28%) and a slight gain for ELs (+0.47%).

Math proficiency rose by +4.5% overall and +2.27% for SED students, but ELs declined slightly (-0.08%).

CAST proficiency increased +2.51% overall and +3.54% for SED students, while ELs saw no gain (0%).

Quarterly Grades: ELA D/F rates dropped by 2% overall and 6% for ELs, but increased by 4% for SED. Math D/F rates dropped by 5% overall, 5% for ELs, and 6% for SED.

Early Literacy (K–2): Proficiency rose 19% overall, 21% for both ELs and SED.

ELPAC: Moderate/Well Developed scores decreased by -3.3%, and ELPI progress dropped by -8.9%, indicating a decline in English language development.

Access to ELD: 90% of classrooms implemented integrated/designated ELD; 100% of ELs maintained device/connectivity access.

Effectiveness: Strong academic gains in ELA, Math, and early literacy overall and for SED students. Declining ELPAC/ELPI scores reflect a need for more targeted PD to support EL proficiency.

Action 1.2 – Instructional Support

Mirrors data from Action 1.1. Notably, CAST proficiency rose +3.54% for SED but remained flat for ELs.

Instructional support likely contributed to grade improvements (ELA D/Fs: -2% overall, -6% ELs; Math D/Fs: -5% overall, -5% ELs, -6% SED).

ELPAC/ELPI: Continued decline (-3.3%, -8.9%).

Effectiveness: Effective for overall and SED student achievement, particularly in grade improvements and science. EL progress in language development needs strengthened support.

Action 1.3 – Technology Support

Supported access and digital learning readiness, contributing to ELA/Math proficiency increases (see Action 1.1), and to reduced D/F rates in both subjects.

CAST gains were seen for all groups except ELs.

Effectiveness: Effective in supporting access and achievement overall; ELs may require additional scaffolds beyond access to devices.

Action 1.4 – AVID Implementation

Contributed to ELA DFS gains (+18.1), Math (+5.8), and reduced D/F rates in both subjects.

Early literacy improved by 19% overall, 21% for ELs and SED.

ELPAC/ELPI: Moderate/Well Developed scores and ELPI declined.

Reclassification rate improved from 6% to 8%.

Standards implementation remained at full for all areas.

SWD services were fully implemented for all eligible students.

Effectiveness: Highly effective in academic outcomes and early literacy. Supported systems for standards and SWD. EL proficiency growth remains an area for improvement.

Action 1.5 – Extended Learning Programs

ELA proficiency +3.99%, Math +4.5% overall.

Early literacy +19% overall, +21% ELs and SED.

ELPAC scores declined.

Effectiveness: Academic gains reflect overall effectiveness, especially in early grades.

Action 1.6 – Early Childhood Education

Early literacy: K–2 proficiency improved +19% (All), +21% (ELs, SED).

TK auditory vocabulary: +17% (All, SED); Initial sounds +8%.

Instructional materials: 100% student access.

EL access: Maintained 90% classroom implementation and 100% connectivity access.

Program participation: ELOP participation rose to 93%; SAT referrals held steady with slight improvement for SED.

Effectiveness: Highly effective in supporting early academic skills, access to resources, and inclusion of EL and SED students in early learning.

Action 1.7 – Literacy Instruction

CAASPP ELA proficiency rose +3.99%, with ELs (+0.47%) and SED (+2.28%).

Math also improved overall (+4.5%) and for SED (+2.27%), though not for ELs.

Quarterly grades improved in ELA (ELs -6%, overall -2%) and math (ELs & SED -5%).

Early literacy showed significant gains (+19% All, +21% ELs/SED).

Reclassification rate rose to 9%, exceeding the target.

Effectiveness: Very effective for improving foundational skills and early literacy. ELs showed literacy growth, though math outcomes and language proficiency still need attention.

Conclusion:

Overall, the actions under Goal 1 have been largely effective in supporting improved student outcomes, particularly in early literacy and ELA achievement. While math outcomes for ELs remain an area in need of focused support, the overall trajectory suggests meaningful progress has been made for all students and key student groups, especially in foundational 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.

The metrics used to monitor the effectiveness of contributing actions in the Increased or Improved Services section have been revised. Upon reviewing the originally selected metrics, it was determined that some did not adequately measure improved outcomes for Foster Youth, Low-Income, and/or English Learner students. As a result, only the following metrics will be used to assess the effectiveness of contributing actions in Goal 1:

Action 1.1- Metric 1 Student Performance on CAASPP ELA & Math, Metric 4 Early Literacy Results TK-2nd Grade

Action 1.2- Metric 1 Student Performance on CAASPP ELA & Math, Metric 2 Student Performance on CAST, Metric 3 Quarterly Grades

Action 1.3- Metric 1 Student Performance on CAASPP ELA & Math, Metric 3 Quarterly Grades

Action 1.4- Metric 1 Student Performance on CAASPP ELA & Math, Metric 3 Quarterly Grades

Action 1.5- Metric 1 Student Performance on CAASPP ELA & Math, Metric 2 Student Performance on CAST, Metric 4 Early Literacy Results TK-2nd Grade

Action 1.6- Metric 4 Early Literacy Results TK-2nd Grade

Action 1.7- Metric 1 Student Performance on CAASPP ELA & Math, Metric 4 Early Literacy Results TK-2nd Grade

The following actions will have a change in funding:

Action 1.3 will have an increase in funding based on the need to replace outdated devices.

Actions 1.1, 1.2, 1.4, and 1.5 will have a reduction in funding for the following reasons:

Action 1.1- The district has previously over budgeted, as many of the programs being implemented include PD as part of the contract price. Teachers have also reported a high level of satisfaction with the amount and content of PD provided.

Action 1.2- The district is reducing the amount of programs being implemented in order to focus on excelling at implementing the district's identified priority areas.

Action 1.4- Less PD is needed since this is the district's 10th year of implementation.

Action 1.5- Increase in ELOP funding has decreased the need to provide additional support with LCFF funding.

Action 1.4- An addition will be made to this action to address the unique needs of the district's Long-term English Learners. The district will implement Avid Excel, a program designed for supporting language proficiency for LTELs. Implementation will begin with training for teachers during the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Providing opportunities for all staff to learn research based, quality instructional practices will be prioritized. Emphasis will be placed on	\$155,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		addressing needs identified by teachers and instructional aides. Strategies and methods proven effective in advancing unduplicated student groups will be utilized. Professional development focus areas for 2024-2025 will include AVID, Reading Instruction, and the ELA Curriculum. Spending Items: Presenters Supplies and Materials Additional Time for Staff Substitutes Additional Funding Source: Title I- \$30,000 Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a		
1.2	Instructional Support	To guarantee that each student achieves mastery in core academic areas, a comprehensive approach will be adopted. Understanding that different students have varying needs and learning paces, supplemental materials will be chosen and provided as identified by our staff, based on research based products. These materials are designed to reinforce learning, offer additional practice, and ensure that every student can grasp complex concepts in subjects such as mathematics, science, English, and social studies. In addition, we are committed to enhancing learning outcomes through small class sizes for personalized attention, offering extra educational programs outside standard hours, and employing a dedicated science teacher to enrich science experiences through the Science Lab. Spending Items: Additional Time for Staff	\$540,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplies and Materials Contracts for supplemental materials/providers Additional Funding Sources: Title I- \$100,000 ELOP Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a		
1.3	Technology Support	Ensure the purchase of replacement technology devices and maintain technology security to support low-income students, foster youth, and English learners lacking devices, internet, or Wi-Fi access at school and home. Provide training for teachers in the effective use of technology tools to increase student engagement. Spending Items: Supplies and Materials Additional Funding Source: Title IV-\$19,000 Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 3: Quarterly Grades-Priority 4a	\$319,000.00	Yes
1.4	AVID Implementation	Implement the AVID Elementary Program to provide additional support for unduplicated students by teaching essential skills for excelling at all educational levels. Offer professional development through conferences,	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workshops, and collaborative planning. Develop and monitor a comprehensive school AVID plan. Plan college field trips for each grade level, appropriate to age. To address the unique needs of Long term English Learners, the district will implement Avid Excel, a program designed for supporting language proficiency for LTELs. Implementation will begin with training for teachers during the 2025-26 school year. Spending Items: Supplies and Materials Additional time for certificated Contract Professional Development Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 3: Quarterly Grades-Priority 4a		
1.5	Extended Learning Programs	Ensuring Student Mastery in Core Academic Areas Implement expanded learning programs to include before-school and summer programs. Focus on hands-on learning to extend the curriculum taught during the regular school day. Aim to achieve academic growth and close the achievement gap widened during the COVID pandemic. Examples of activities include coding, robotics, music, 4H, cooking, academic support, dance, fitness, Esports, and Spelling Bee. Provide transportation for after-school and summer school programs. Offer incentives for students meeting attendance criteria. Prioritize transportation for unduplicated pupils. Spending Items: Supplies and Materials Contracts with External Providers Additional Time for Certificated and Classified (.5 FTE ELOP Coordinator) Additional Funding Sources:	\$191,778.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Title I-\$10,000 ELOP Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a		
1.6	Early Childhood Education	Ensuring full implementation of a state preschool and Transitional Kindergarten for unduplicated students to achieve grade-level standards by the end of their first year. Integrating all early childhood education programs. Utilizing funds for supplemental materials to ensure equal access to content and learning for EL, foster youth, and SEL students. Spending Items: Supplies and Materials Additional time for Certificated and Classified 1 FTE for Classified Staff Facilities Corresponding Metrics: Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a	\$400,000.00	Yes
1.7	Literacy Instruction	Targeted instruction on teaching reading in primary grades will be implemented. A reading intervention teacher for students struggling after Tier 1 interventions have failed will be assigned. Spending Items: Supplies and Materials	\$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Development Contracts with Literacy Program Providers 1 FTE Certificated Additional Funding Sources: Title I- \$30,000 Reading Literacy and Coaches Grant Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math- Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The objective of enhancing school culture and student engagement within the District has been identified as a priority for the upcoming year. Strategic actions will include professional development for staff, expanded student leadership programs, after-school clubs, and community service opportunities. Progress will be measured through surveys and engagement metrics.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has set a comprehensive goal aimed at elevating student engagement, enhancing the school climate, and bolstering various other pupil outcomes. The goal focuses on significantly reducing chronic absenteeism and boosting attendance rates across schools. By promoting a culture that values punctuality and commitment, the District implements various programs and initiatives. These efforts include the introduction of motivational incentives for regular attendance, engagement campaigns that highlight the importance of being present, and the development of support systems for students facing barriers to regular attendance. This goal also takes a targeted approach by enhancing social-emotional learning (SEL) programs and strengthening Positive Behavioral Interventions and Supports (PBIS). These initiatives are aimed at creating a school environment that is not only safe and respectful but also supportive and conducive to learning. By training staff in SEL practices and PBIS techniques, schools are equipped to foster positive behaviors, reduce conflicts, and support students in developing critical social skills. In addressing Other Pupil Outcomes, the goal employs SEL screeners and targeted interventions to improve students' mental health and overall well-being. This aspect of the goal supports both academic and social success by ensuring that students are emotionally and mentally prepared to engage in learning. Through regular screening, schools can identify students who may need additional support and provide timely interventions. This holistic approach not only aids in academic achievement but also promotes a well-rounded development for every student. By integrating these initiatives, the District's goal creates a harmonious and multi-faceted approach that seeks to advance student performance and holistic development, ensuring that every student has the support and resources they need to succeed both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates % Priority - 5a	Based on information from our SIS, our 2023-2024 attendance rate was 93% for all students, 94% for EL's, and 93% for SED.	Based on information from our SIS, our 2024-2025 attendance rates were as follows: All students 93% English Learners 94% SED 94%		Attendance Rate at or above 96%	All students: no change English Learners: no change SED: +1%
2.2	Chronic Attendance Indicator % Priority - 5b	Based on the 23 Dashboard data, we Yellow for all, EL, and SED with 33.6% of all students chronically absent and a decrease of 15.6%. 30.6% for EL's, and 34% for SED Based on local results, for 23-24 23% of all students qualified as chronically absent, 20% EL's, and 24% SED.	Based on the 2024 Dashboard, chronic absenteeism rates were as follows: All students 24.6% (-9%) (Yellow Performance Level) English Learners 21.6% SED 25.7% Based on local results, for 24-25 20% of all students are chronically absent, 20% EL's, and 20% SED.		Chronic Absentee Rate below 5%	Dashboard Chronic Absenteeism Rates All students -9% English Learners - 9% SED -8.3%
2.3	Middle School Dropout Rate % Priority - 5c	Based on CALPADS EOY report, we did not have any Middle School dropouts in the 2023-24 school year.	Based on CALPADS EOY report, we did not have any Middle School dropouts in		Maintain 0% dropout rate	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2024-25 school year.			
2.4	% Pupil Behavior Reporting and Suspension Rates Priority - 6a	Based on the 2023 Dashboard, we earned a green ranking for all and SED, Blue for EL. All students earned 1.2% suspension rate, decreased by 1.4%. EL's .5% and SED 1.2% Based on SIS data, for 23-24 our current suspension rate is .06% and our current referral rate is 18%	Based on the 2024 Dashboard, suspension rates were as follows: All students 0.6% (-0.6%) (Green Performance Level) English Learners 0.6% SED 0.7% Based on SIS data for 24-25 our current suspension rate is 0.96% and our current referral rate is 21%		Less than .1% suspensions. Maintain referral rate below 5% of all students	2024 Dashboard Suspension Rates All students -0.6% English Learners +0.1% SED -0.5% 2024-25 SIS suspension/referral rates: Suspension: +0.9% Referral rate: +3%
2.5	Number Pupil Expulsion Rates Priority - 6b	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow 23-24	Based on SIS and CALPADS data, there have not been any expulsions from Buttonwillow 24-25		Maintain no expulsions	No change
2.6	% Staff, Student, and Parent Connectedness Survey Results Priority - 6c	Based on 23-24 student survey results, 63% of students feel they belong at school. 74% felt an adult on campus cared about them.	Based on 24-25 student survey results, 75% of students feel they belong at school. 73% felt an adult		85% or more of students will feel they belong at school and feel that an adult on campus cares about them.	Students feeling they belong at school +12% Students feeling an adult on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			on campus cared about them.			campus cares about them -1%
2.7	% SEL Screener Priority 8	9% of students qualified for Tier 2 assistance. (50% of those students were EL, 75% SED) 1% qualified for Tier 3 assistance. 23-24	Based on 24-25 local data, 12% of students qualified for Tier 2 assistance. (13% of those students were EL, 11% SED) 2% qualified for Tier 3 assistance.		Less than 5% of students will be identified needing Tier 2 assistance	Tier 2 Assistance: +3%
2.8	High School Dropout Rate Priority - 5d	Not applicable for a PK-8th District	Not applicable for a PK-8th District		Not applicable for a PK-8th District	N/A
2.9	High School Graduation Rate Priority - 5e	Not applicable for a PK-8th District	Not applicable for a PK-8th District		Not applicable for a PK-8th District	N/A

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.

All actions in Goal 2 were implemented as planned, with the district experiencing some notable successes related to Action 2, PBIS Support. Successes included nine college gear giveaways, four quarterly field trips, and the consistent operation of the weekly BEEP Store. These activities reinforced positive behavior and student engagement throughout the year. There were no relevant challenges related to the implementation of actions in Goal 2.

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

The following actions had a material difference between budgeted expenditures and the estimated actual expenditures. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 2.1 SEL Support- The district could not find a behavior specialist. A similar position has been posted for the 2025-26 school year.

Action 2.2 PBIS Support-The district over budgeted and all planned implementation goals were met.

Action 2.3 Pupil Support- The district over budgeted and all planned implementation goals were met.

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

All three actions under Goal 2—SEL Support (Action 2.1), PBIS Implementation (Action 2.2), and Pupil Support (Action 2.3)—have been effective in improving student engagement and school climate, based on analysis of suspension rates, chronic absenteeism, attendance data, and student survey results. Improvements were observed for all students and specifically among English Learners and SED students, indicating that these actions have been effective in making progress toward the district's goal of enhancing school culture and student engagement.

SEL Support (Action 2.1) has contributed to a slight reduction in suspension rates for all students and for the SED student group. The suspension rate declined from 1.2% to 0.6% overall, with socioeconomically disadvantaged students experiencing a decline of 0.5%. Chronic absenteeism also dropped from 33.6% to 24.6% for all students, with English Learners decreasing from 30.6% to 21.6% and socioeconomically disadvantaged students decreasing from 34% to 25.7%. These results indicate that SEL interventions were successful in removing barriers to attendance and promoting positive behavior.

PBIS Implementation (Action 2.2) was effective in increasing students' sense of belonging with the percent of students reporting they feel they belong at school increasing from 63% to 75%.

Pupil Support (Action 2.3) helped stabilize and slightly improve attendance rates, particularly for socioeconomically disadvantaged students. Attendance held steady at 93% for all students and improved to 94% for EL and SED students. The reduction in chronic absenteeism further supports the effectiveness of wellness and mental health services provided through this action. Additionally, improvements in the connectedness survey data suggest these supports enhanced students' emotional well-being and engagement.

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

The metrics used to monitor the effectiveness of contributing actions in the Increased or Improved Services section have been revised. Upon reviewing the originally selected metrics, it was determined that some did not adequately measure improved outcomes for Foster Youth, Low-Income, and/or English Learner students. As a result, only the following metrics will be used to assess the effectiveness of contributing actions in Goal 3:

Action 2.1- Metric 2 Chronic Absenteeism Rate, Metric 4 Suspension rate

Action 2.2- Metric 4 Suspension Rate

Action 2.3- Metric 1 Attendance Rate, Metric 2 Chronic Absenteeism Rate, Metric 6 Staff, Student, and Parent Connectedness Survey

Required Descriptions for Contributing Actions

Action 2.1 The required descriptions for this action did not populate into the Increased or Improved Services Section in the 2024-25 LCAP, but have now been added.

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	SEL Support	Support student Social-Emotional Learning utilizing the following research-based components: Conduct universal screening to identify students at risk for academic issues and for behavior or social-emotional problems that can interfere with academic success. Implement weekly Social-Emotional Learning (SEL) lessons through the NearPod program, including topics such as bullying, making friends, and addressing feelings. Provide Tier 2 interventions for students identified as needing additional support, including social skills groups and access to the Psychology intern. Deploy a Behavior Specialist to support behavior issues and prevent behaviors from distracting other students. Spending Items: .5 FTE Certificated Supplies and Materials Contracts for SEL services and providers Additional Funding Source: Title I-\$10,000 Corresponding Metrics: Metric 2: Chronic Attendance Indicator Priority - 5b Metric 4: Pupil Behavior Reporting and Suspension Rates Priority - 6a	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	PBIS Support	Implement the PBIS model to maintain low suspension and referral rates for unduplicated students. Provide reward activities and informational items to remind students of appropriate behavior. Conduct assemblies to encourage positive behavior. Designate a Student of the Month. Offer equipment and music during recess. Distribute BEEP store items. Spending Items: Extra Time Reward Activities Assemblies Supplies and Materials Corresponding Metrics: Metric 6: Staff, Student, and Parent Connectedness Survey Results Priority - 6c	\$200,000.00	Yes
2.3	Pupil Support	Implement supports for attendance and wellness. Provide mental health support and counseling. Consider implementation of a School Attendance Review Board (SARB). Spending Items: 1 FTE Certificated Supplies and Materials Contracts for programs for Pupil Support Additional Funding Source: Community Schools Grant Corresponding Metrics: Metric 1: Attendance Rates Priority - 5a Metric 2: Chronic Attendance Indicator Priority - 5b Metric 6: Staff, Student, and Parent Connectedness Survey Results	\$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority - 6c		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	A goal has been set to increase parent partnership in the school through events, activities, and training programs. Family engagement nights, collaborative activities, and educational workshops for parents will be organized. The goal spans the academic year with monthly initiatives and will be measured through attendance, feedback, and parent-teacher interaction records.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The goal is designed to significantly enhance communication and engagement among parents, directly addressing Parental Involvement. It accomplishes this by amplifying the quality and frequency of communication across various platforms. This initiative not only aims to gather parent input in decision-making processes but also actively promotes their participation in programs specifically designed for unduplicated pupils and special need subgroups. By doing so, the goal is to ensure that parents play active advisory roles, and effective feedback mechanisms are firmly in place. This fosters a collaborative environment that is crucial for the success of the initiative.

Moreover, the goal takes a comprehensive approach by providing a range of parent education and training sessions. These sessions are structured to enhance parents' engagement and support for their children's education. By educating parents, the goal indirectly contributes to creating a positive school culture and climate. It emphasizes ensuring equity, offering fair outcomes and opportunities for all students, regardless of their background. This, in turn, strengthens family and community partnerships, which is a vital component in advancing the State's priorities. Through these deliberate actions, the goal addresses and supports the overarching aim of increasing parental involvement, thereby enriching the educational experience for students and their families.

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 parents providing input in making decisions for the school Priority 3a	Based on 23-24 parent survey results, 70% of families reported that the school provided opportunities for input into school programs	Based on 24-25 parent survey results, 93% of families reported that the school provided		Based on parent survey results, 85% of families will report that the school provided opportunities	+23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for input into school programs		for input into school programs	
3.2	% of Parental participation in programs Priority 3b	Based on 23-24 sigh-in sheets, 60% of families of unduplicated pupils participated in district sponsored events	Based on 24-25 sign-in sheets, 90% of families of unduplicated pupils participated in district sponsored events		Based on sigh-in sheets, 85% of families of unduplicated pupils will participate in district sponsored events	+30%
3.3	Number of Provided information and communicating with parents and families Priority 3b	During the 23-24 school year, approximately 60 social media posts were posted on our website. 94% of parents reported receiving messages.	During the 24-25 school year, approximately 75 social media posts were posted on our website. 91% of parents reported receiving messages.		At a minimum of 100 social media posts on our website annually 95% of parents reported receiving messages.	Social Media Posts +15 Parents reporting receiving messages -3%
3.4	% of parent participation in programs for students with disabilities. Priority 3c	Based on 23-24 survey results, 10% of eligible special education parents responded to the survey. During the 23-24 school year, 100% of qualified parents participated in IEP meetings.	Based on 24-25 survey results, 11% of eligible special education parents responded to the survey. During the 24-25 school year, 100% of qualified parents participated in IEP meetings.		Based on survey results, 50% of eligible special education parents will respond to the annual survey. During the school year, 100% of qualified parents participated in IEP meetings.	Special Education Parent Respondents +1% Parents participating in IEP Meeting: No change/maintained 100%

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.

All actions in Goal 3 were implemented as planned, with notable success observed in Action 2: Training, Activities, and Programs for Parents. Four parent-student events were held, each with strong participation—at least 80% of parents attended each event.

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

There were no material differences between budgeted expenditures for the actions in Goal 3 and the estimated actual expenditures.

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

Both actions under Goal 3—Communication with Parents (Action 3.1) and Training, Activities, and Programs for Parents (Action 3.2)—have been effective in making progress toward increasing parent engagement and partnership.

Action 3.1: Communication with Parents showed measurable success. The percentage of families who reported that the school provided opportunities for input into school programs increased from a baseline of 70% to 93%, exceeding the target of 85% by 8 percentage points. Additionally, the number of social media posts increased from 60 to 75, while 91% of parents reported receiving messages from the school. Although this represents a slight decrease from the previous year (94%), it still reflects a high level of communication. These outcomes suggest that families are receiving school communications and feel more included in decision-making processes.

Action 3.2: Training, Activities, and Programs for Parents was also effective. Parental participation among families of unduplicated pupils increased from 60% to 90%, surpassing the year 3 target of 85%. This demonstrates significant improvement in engagement, particularly with families of high-need students. Four parent-student events were held during the year, each with at least 80% parent attendance, supporting this outcome. For special education families, participation in IEP meetings remained consistent at 100%, and survey responses increased slightly from 10% to 11%.

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.

Metrics to monitor effectiveness of the contributing actions included in the Increased or Improved Services section will be revised. Upon analysis of Metrics originally selected, it became clear some metrics did not effectively measure improved outcomes for Foster Youth, Low Income and/or Foster Youth students, therefore only the following metrics will be used to monitor the effectiveness of contributing actions in Goal 3:

Action 3.1- Metric 2 The percentage of families of unduplicated pupils who participate in district sponsored events.

Action 3.2- Metric 2 The percentage of families of unduplicated pupils who participate in district sponsored events.

The following actions will have a reduction of funding but will continue being implemented as planned as we over budgeted last year.
Action 3.1 and Action 3.2

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	Communication with Parents	Implement communication methods for parents in both English and Spanish. Work to ensure full participation parents of English Learners (EL) through communication system training, providing translators, and programs that translate for them Spending Items: Contracts with services used for communicating with parents Supplies and Materials Extra Time for staff Corresponding Metrics: Metric 2: Promote Parental participation in programs - Priority 3b Metric 3: Providing information and communicating with parents and families - Priority 3b	\$73,000.00	Yes
3.2	Training, Activities, and Programs for Parents	Organize training events with and for parents to not only facilitate parent and student activities but also to help parents understand the importance of education and how they can support learning at home. Encourage parents to attend school field trips and college visits as part of their engagement. Additionally, provide resources and workshops that offer strategies for creating a conducive learning environment at home, understanding educational tools, and fostering a supportive dialogue about education and future aspirations. Spending Items:	\$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Extra Time for staff Materials and Supplies Contracts with providers of Parent Programs Additional Funding Source: Title I-\$20,000 Corresponding Metrics: Metric 1: Seek parent input in making decisions for the school Priority 3a - Priority 2b Metric 2: Promote Parental participation in programs - Priority 3b		

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
\$\$1295436	\$171,385

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
43.489%	17.938%	\$558,740.02	61.427%

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: Professional Development Need: The school district has pinpointed several vital needs within the student community, especially among unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard. These needs prominently surround the improvement of instructional methods and addressing the	Explanation: The proposed "Professional Development" initiative seeks to bring about an inclusive and equitable learning environment by enhancing the instruction quality across the entire Local Education Agency (LEA). This is achieved by providing staff with the knowledge of research based instructional practices in a bid to meet the specific educational needs of every student, with particular emphasis English learners in English Language Arts, with this student group having	Corresponding Metrics (Goal 1): Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a

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
	achievement gap, which has led to the creation of the "Professional Development" action. This focus on refining instructional practices is primarily based on the needs communicated by teachers and instructional aides. Scope: LEA-wide	received a performance level of Red on the California School Dashboard. Rationale: The choice of the LEA-wide scope for this initiative is informed by the need to bridge the existing performance gap across the LEA among all students and unduplicated student groups. This approach is designed to evenly distribute the benefits of the initiative across all the schools in the LEA to ultimately raise every student's academic potential. Such an approach would be particularly beneficial to English Learners, Low income, and Foster Youth students. By ensuring that every teacher is well-equipped to meet the distinct academic needs of these groups, we can cultivate a truly inclusive and balanced educational atmosphere. Assessment: Addressing the students' needs involves providing ample learning opportunities for all staff members to assimilate research-based, high quality instructional practices. The "Professional Development" action propels forward through the implementation of strategies and approaches that have demonstrated successful outcomes in the academia of unduplicated student groups. This action anchors its reach on realms like AVID, Reading Instruction, and ELA Curriculum for the 24-25 academic year, as discerned in response to staff feedback. It aims to specifically cater to the needs of different student cohorts, thereby bolstering the level of education offered by the school district.	

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
1.2	Action: Instructional Support Need: The school community has identified specific needs among the entire student body, with a distinct focus on unduplicated student groups who scored Red in ELA and Math on the CA School Dashboard. Paramount among these needs is the 'Instructional Support' action plan, developed to address crucial factors contributing to the academic success of all students. The significant needs driving this action include the provision of supplemental materials, creation of smaller class sizes, allocation of additional learning time, and hiring of a dedicated science teacher. Scope: LEA-wide	Explanation: The 'Instructional Support' action plan is meticulously structured for a widespread application within LEA to foster the development of all students, thereby placing an added emphasis on unduplicated student groups who scored Red on the CA School Dashboard. The comprehensive strategy employs the use of supplemental materials, advocates for a reduction in class sizes, offers the provision of extra learning time, and also budgets for a dedicated science teacher. All these components collectively target the identified needs of varying student groups, including those students that require tailored support. This comprehensive plan has been designed to ensure the academic excellence of every student, irrespective of individual learning abilities. Rationale: Choosing a LEA-wide scope for this particular action plan provides the opportunity for more individualized attention to unduplicated students, bolstering their chances to accelerate learning to bridge the academic achievement gap. The addition of a dedicated science teacher signifies the importance of practical learning experiences, supplementing traditional learning techniques with hands-on educational opportunities. To summarize, it is the wide-reaching and inclusive scope of the 'Instructional Support' action plan that lays the foundation for its potential effectiveness in addressing learning challenges and guaranteeing academic success across all students within LEA. Assessment:	Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 2: Student Performance on CAST-Priority 4a Metric 3: Quarterly Grades-Priority 4a

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To meet these identified needs, the 'Instructional Support' action offers comprehensive solutions. Supplemental materials will be provided to augment learning and comprehension. Class sizes will be reduced to ensure students receive individualized attention and tailored instruction. Additional time will be allocated for learning to ensure students can understand and absorb concepts at their own pace. A science teacher will be enlisted to specialize in this subject, further catering to the learning needs of students. The 'Instructional Support' action encompasses all students and emphasizes support for unduplicated student groups who scored Red on the CA School Dashboard. striving to guarantee academic success for all, regardless of individual learning capabilities.	
1.3	Action: Technology Support Need: The school community has expressed a series of pressing needs which led to the inception of the "Technology Support" action, as noted in D and F Rates among ELs and Low Income students metric. Based on survey results, predominantly, students from low-income households and English Learners, experience limited access to technological devices and the internet. The financial boundaries or the absence of necessary infrastructure in their homes hinder their participation in online learning. There is also a distinct need for teacher training concerning the effective utilization of	Explanation: The extent of the "Technology Support" measure is considered LEA-wide given the omnipresent need for technological accessibility and digital proficiency among all student categories. Its necessity is underscored particularly in the case of unduplicated student groups who scored Red on the CA School Dashboard. , low-income families, foster youth, and those learning English. The measure involves procuring substitute technology tools, managing a replacement reserve, and facilitating teacher training for proficient utilization of these devices. This strategy guarantees equal opportunities for the entire student population, reduces any disparity related to technology, and bolsters student involvement. Rationale:	Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 3: Quarterly Grades-Priority 4a

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
	technology tools with a primary aim to boost student engagement. Scope: LEA-wide	The universal implementation of this measure is pivotal as it remedies the uniform district needs for fair access to, and utilization of, technology, fostering inclusive, high-quality education as a result. The finance secured from Title IV further backs the dedication to this cause, underscoring the necessity and appropriateness of a district-wide scope for the Technology Support measure. Assessment: The "Technology Support" action targets the mentioned requirements. Steps include procuring replacement technology devices and managing a replacement fund. This plan is structured to ensure technology access for every pupil, indifferent of their socio-economic status. Teacher training is another critical aspect of this initiative, focusing on the effective use of technology tools like Google, aimed to escalate student involvement. The extent of this effort includes all the students throughout the district, with a heightened emphasis on unduplicated student groups who scored Red on the CA School Dashboard. . The funding sourced from Title IV articulates the resolution to ensure equal opportunities for all students.	
1.4	Action: AVID Implementation Need: The school community has pinpointed a demand for a comprehensive action plan that will serve all students, with heightened attention on unduplicated student groups who scored Red on the CA School Dashboard. This necessity emerged due to the	Explanation: The action of implementing the AVID (Advancement Via Individual Determination) program across the entirety of the local educational agency(LEA) is deemed ideal due to its ability to adequately fulfill the academic requirements of all students, including those with disabilities. This extensive plan is designed to impart the necessary assistance and skill sets	Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 3: Quarterly Grades-Priority 4a

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
	acknowledgment that these students necessitate increased support to gather the skills essential for prosperity in elementary, middle, high schools, and postschool endeavors. The need for Long-Term English Learners (LTEL) in the AVID system focuses on special support to enhance their academic language and content knowledge. AVID's approach, emphasizing inquiry-based learning, organization, and critical thinking, provides a scaffolded learning environment for LTELs, aiding in their academic language development and content mastery, crucial for accessing rigorous courses and preparing for future educational opportunities. Scope: LEA-wide	crucial for all levels of academic success, ranging from foundational education to advanced post-school pursuits. The AVID initiative, characterized by its thorough academic curriculum, professional development possibilities, and College exploration opportunities, is strategically constructed to augment academic competence while simultaneously cultivating a culture of college readiness. AVID is a program aimed at Long-Term English Learners (LTEL's) it focuses on enhancing language acquisition, academic skills, and college readiness through writing, inquiry, collaboration, organization, and reading (WICOR) strategies. This approach is designed to foster critical thinking, literacy and academic language skills, aiding LTEL's in achieving success in higher education and future endeavors. Rationale: The decision to administer the AVID program across all LEA schools, instead of targeted implementation, lies in the understanding that, despite the diversity in their educational needs, all students can thrive given the right support. By making this program available LEA-wide, the district ensures that the development of all students is facilitated, irrespective of their individual abilities or needs. This comprehensive approach ensures both academic success and a growth mindset towards future careers, therefore justifying the broad span of this program. The holistic development of all students across the district is thereby the underlying rationale for adopting an LEA-wide scope.	

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
		Assessment: To answer these needs, the proposed action is the AVID Implementation. The strategy of the AVID Elementary Program is to extend additional aid for unique students by imparting to them the indispensable skills for scholastic accomplishment. This program encompasses a vast curriculum, opportunities for professional development such as conferences, workshops, and joint planning, along with the creation and appraisal of a school AVID plan. Additionally, the action plan integrates educational field trips sorted out for each grade level, customized to age appropriateness, which is significant as it introduces students to the prospects of advanced education, nurturing amid set of college preparedness. The AVID Implementation action plan's comprehensive methodology addresses the school community's identified needs, stressing not just academic bolstering but also professional development and the revelation of collegiate opportunities. The diverse approach guarantees that all students, especially unduplicated student groups who earned a score of red on the CA School Dashboard, are provided with the necessary skills and understanding for future scholastic success.	
1.5	Action: Extended Learning Programs Need: The school community had identified a significant need for the development of Extended Learning Programs. This was	Explanation: The Extended Learning Programs are necessary to sufficiently address the pressing needs of all our student populace, with particular consideration given to those with a diverse range of abilities. The widening achievement gap, particularly accentuated by the impact of the COVID pandemic, emphasizes the critical need for	Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a

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
	primarily due to the increasing achievement gap witnessed among all students, unduplicated student groups who scored Red in ELA and Math on the CA School Dashboard, a situation that was worsened by the COVID pandemic. A marked need existed for providing these students with supplementary academic support and enrichment activities so as to foster their learning and close the aforementioned achievement gap. Scope: LEA-wide	additional academic resources and enhancement activities. By focusing on practical, hands-on learning, these programs intend to augment the existing curriculum offered during the normal school day, thereby providing a more holistic learning experience. Our program offering, which includes both before-school and summer programs, ensures an overall broader exposure and an extensive range of learning opportunities. Rationale: Implementing these educational actions across the LEA ensures inclusion and uniformity in addressing the needs of all students within the district. This effective distribution of resources keeps the platform accessible to everyone, with transportation provisions and attendance incentives enhancing accessibility, especially for unduplicated pupils. The ultimate objective is to enhance academic growth, narrow the achievement gap, and offer all students an equal chance at benefiting from this program. Funding for these initiatives is generously provided by Title 1 and the Extended Learning Opportunities Program (ELOP), ensuring we have the necessary resources to implement these programs effectively. Assessment: To address these needs, the Extended Learning Programs were conceived offering a broader scope of learning opportunities, inclusive of before school and summer programs. These programs were centric to hands-on learning, bolstering the academic curriculum taught during conventional school hours. The activities undertaken ranged	Metric 2: Student Performance on CAST-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a

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
		from coding, robotics, music, 4-H, cooking, academic support, dance, fitness, E-Sports, Spelling Bee, to cite a few. Moreover, incentives were provided to students meeting attendance criteria, and transportation to after-school and summer programs was offered, prioritizing unduplicated pupils. The intention behind these strategic actions was broad-ranging, aiming to cater to the diverse needs of all students, particularly those with disabilities. The financial backing for these programs was procured from Title I, ELOP.	
1.6	Action: Early Childhood Education Need: The school community identified a need which instigated the development of the Early Childhood Education action. The recognized need principally centers around the observed academic gap among unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard. Due to unique challenges, these students often struggle to meet grade-level standards, a particularly daunting situation during their first year of school. The challenges are intensified by the limited integration in early childhood education programs and the restricted access to supplemental materials. Scope: LEA-wide	Explanation: The necessity of the LEA-wide implementation of the Early Childhood Education action is underscored by the specific needs of unduplicated student groups who earned a score of red on the CA School Dashboard and the pressing academic gap observed within this group. Primarily stemming from the unique challenges these students face and a noticeable dearth of integration in early childhood education programs, this gap poses a significant hurdle. Applying the state preschool and Transitional Kindergarten on an LEA-wide scale is instrumental in equipping unduplicated students aptly, enabling them to meet grade level standards by the conclusion of their first academic year. This scope significantly facilitates the incorporation of all early childhood education programs, thereby fostering access to content and learning to all students equally—regardless of whether they are English Learners, hail from foster homes, or are socioeconomically disadvantaged. Rationale:	Corresponding Metrics: Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a This measure is expected to substantially reduce the academic gap among unduplicated student groups who earned a score of red on the CA School Dashboard, thus enhancing their broad academic performance and success.

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 integral reason behind the LEA-wide adoption of the scope lies in its potential to incorporate broader measures. The comprehensive feature of this implementation permits every student under the district's purview to benefit from the action. The integration of all early childhood education programs on a larger scale serves to create an equitable playing field for all students, not only ensuring equal access to teaching and learning resources, but also accommodating the diverse needs and backgrounds of every unique learner. Inclusion being central to this approach, the scope, therefore, generously accommodates the LEA's commitment to an equal, inclusive, and comprehensive educational system. Assessment: The Early Childhood Education action was designed to address these needs by wholly implementing a state pre-school and Transitional Kindergarten. The overriding goal is to ensure that unduplicated students can meet grade-level standards by the end of their first school year. The district is transitioning towards integrating all early childhood education programs, which would offer equal access to content and learning for all students, including English Learners, foster youth, and the socioeconomically disadvantaged. The domain of this action also includes the use of funds for supplemental materials, which will facilitate equal access to educational resources for all learners. This measure is expected to substantially reduce the academic gap among unduplicated student groups who earned a score of red on the CA School Dashboard, thus	

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
		enhancing their broad academic performance and success.	
1.7	Action: Literacy Instruction Need: The school community has identified specific requirements, centering around the difficulties experienced by all students, particularly those with disabilities. The primary issue arises from these students' struggles with reading in the foundational grades. It's clear that specialized instruction is needed when the initial Tier 1 interventions do not deliver satisfying outcomes. It is essential for English Learners (ELs) to be able to read proficiently. Reading is a foundational skill that supports learning across all subjects. It enables students to access new information, engage with diverse perspectives, and participate fully in their communities and the wider world. Scope: LEA-wide	Explanation: The action, 'Literacy Instruction', focuses on a LEA-wide scope. This bread this justified due to the widespread reading issues recognized amongst the entire student body, particularly affecting those with disabilities. Our solution includes a concentrated reading program in the early grades, along with the appointment of a dedicated reading intervention teacher for the students who continue to struggle notwithstanding Tier 1 interventions. The goal of this action is to bolster reading abilities, thereby enhancing the overall academic performance of our students. Through LEA-wide application, we ensure that every student, regardless of their individual circumstances, can enjoy the advantages of this initiative. Literacy instruction for English Learners (EL's) incorporates strategies to develop language and literacy skills, such as building background knowledge, explicit vocabulary teaching, integrating culturally responsive literacy activities, providing scaffolding, and using visual aids. These approaches aim to enhance EL's reading, writing, comprehension, and critical engagement with texts, supporting their academic success. Rationale: The reasoning for an all-inclusive scope is largely drawn from the fact that literacy issues are not isolated, but indeed a universal challenge. Therefore, it becomes fundamentally imperative that no student is left without necessary support. This action is tailored to ameliorate this situation	Corresponding Metrics: Metric 1: Student Performance on CAASPP ELA & Math-Priority 4a Metric 4: Early Literacy Results TK - 2nd Grade-Priority 4a This measure is expected to substantially reduce the academic gap among unduplicated student groups who earned a score of red on the CA School Dashboard, thus enhancing their broad academic performance and success.

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
		across the educational establishment, thereby promoting a culture of inclusivity and equality. The selection of an LEA-wide scope is further buttressed by contemporary research which advocates the importance of instructions in primary reading skills, reinforcing the belief that this will significantly ameliorate the current situation. Assessment: The resolution proposed for these obstacles is the implementation of an action titled 'Literacy Instruction'. This action equips students with focused instruction on reading fundamentals in the primary grades, with an aim to augment their reading abilities and boost their overall academic competence. An integral part of the action includes the addition of a reading intervention teacher for students who still encounter difficulties despite the introduction of Tier 1 interventions. This arrangement provides another layer of support for challenged students, addressing their distinct needs comprehensively. The action extends its reach to all learners, ensuring every student's needs are met and fostering inclusive education. The success of this action will be gauged by improvements in students' reading abilities and general academic enhancements.	
2.1	Action: SEL Support Need: Chronic Absenteeism Rates for the following Unduplicated Student Groups are well above the state rates for the same student groups.	By identifying students social emotional needs through universal screenings and supporting students' Social-Emotional needs using a multitiered approach, the district intends to support students sense of well-being and belonging which are often barriers to regular school attendance.	Metric 2: Chronic Absenteeism Rate- Priority 5B Metric 4: Suspension Rate- Priority 6A

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
	(ELs 30.9%, compared to the state level of 26.3%; SED 34.3%, compared to the state SED level of 29.9%). Local survey results show only 60% of students feel they belong at school and 69% felt someone cared if they did not attend school, the school community identified specific needs which gave rise to the development of the action 'Pupil Support.' The needs primarily include wellness and mental health of the entire student population, with a special emphasis on SED and EL pupils. Their needs stem from multitude of difficulties they encounter, such as maintaining regular attendance, managing academic stress, and grappling with potential mental health issues. Scope: LEA-wide	The action is being provided on an LEA-wide basis since there are additional student groups who are also struggling with higher chronic absenteeism rates than that of the state.	
2.2	Action: PBIS Support Need: Based on parent and staff survey results where 81% of parents requested additional support for PBIS training and rewards and 90% of teachers requested additional PBIS training for students, the school community identified primary needs centering on the requirement to sustain minimal suspension and referral rates, especially amongst SED and EL pupils. These particular groups,	Explanation: The goal under consideration primarily pertains to the facilitation of a nurturing environment conducive to instilling positive behavior and mitigating instances of suspensions and referrals among students. An essential player in achieving this objective is the PBIS Support Action. Effectively covering the entirety of the Local Education Agency (LEA), this inclusive strategy deploys a comprehensive model encompassing reward activities, assemblies, and recognition programs. The LEA-wide approach ensures consistency and unity in promoting positive	Corresponding Metrics: Metric 6: Staff, Student, and Parent Connectedness Survey Results Priority - 6c

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
	potentially dealing with exceptional challenges, could incidentally exhibit behavioral issues. Hence, there arises an essential need for a nurturing and motivating atmosphere that promotes positive conduct. Scope: LEA-wide	behavior, rendering it particularly beneficial to all students, especially those with disabilities and those whose identities are not duplicated elsewhere. Rationale: The rationality behind adopting such a broad scope hinges on the uniformity and consistency it guarantees. The permeation of positive behavior, especially for unduplicated student groups who earned a score of red on the CA School Dashboard and unduplicated students, is best realized through a streamlined system across the LEA, facilitated by the PBIS Support Action. Further substantiating this rationale is the measure of the action's effectiveness; a palpable change in suspension and referral rates is indicative of progress. Rooted in validated research, the PBIS program coherently justifies both the selected scope and action within the context of nurturing an encouraging environment for students. Assessment: Addressing these needs, the designed PBIS Support action continues the implementation of the PBIS model. This model incorporates reward activities, educational materials reminding students of decent conduct, assemblies to inspire positive behavior, and acknowledgment plans like the Student of the Month. Moreover, the provision of equipment and music during recess, along with items available at the BEEP store, act as additional catalysts for positive behavior. The action engulfs all students, primarily focusing on unduplicated student groups who earned a score of red on the	

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
		CA School Dashboard and unduplicated students. Thereby, it aims to generate an environment that discourages negative behavior and actively advocates and awards positive behavior. Although no specific statistics or metrics are provided, the goal of maintaining low suspension and referral rates indicates an implied success metric for the action. The PBIS Support action's effectiveness can be gauged by scrutinizing these rates and noticing any variations over time.	
2.3	Action: Pupil Support Need: Based on student survey results where only 60% of students feel they belong at school and 69% felt someone cared if they did not attend school, the school community identified specific needs which gave rise to the development of the action 'Pupil Support.' The needs primarily include wellness and mental health of the entire student population, with a special emphasis on SED and EL pupils. Their needs stem from multitude of difficulties they encounter, such as maintaining regular attendance, managing academic stress, and grappling with potential mental health issues. Scope: LEA-wide	Explanation: The 'Pupil Support' action, with its LEA-wide scope, effectively addresses the specific needs of all students within the district. This action comprises comprehensive support strategies including attendance support, wellness programs, mental health counseling, and prospective SARB (School Attendance Review Boards) implementation. The need for such a broad specter arises from the universal challenges of punctual attendance and mental health issues, the brunt of which is borne disproportionately by unduplicated student groups who earned a score of red on the CA School Dashboard. The effectiveness of the 'Pupil Support' action will be tracked by monitoring improvements in attendance rates, student wellness, and mental health outcomes, specifically among unduplicated student groups who earned a score of red on the CA School Dashboard. Rationale: Opting for this LEA-wide methodology ensures the delivery of crucial services like education, training, and resources to families grappling with irregular	Corresponding Metrics: Metric 1: Attendance Rates Priority - 5a Metric 2: Chronic Attendance Indicator Priority - 5b Metric 6: Staff, Student, and Parent Connectedness Survey Results Priority - 6c

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		student attendance. It also oversees the seamless coordination of Rtl (Response to Intervention), PBIS (Positive Behavioral Interventions and Supports), and SST (Student Study Team) meetings under the watch of a school psychologist. The overall strategy, addressing students' needs comprehensively, enhances their access to necessary support, thus easing their journey past the hurdles to fruitful learning. Assessment: To meet the identified needs, the 'Pupil Support' action has been designed. The action focuses on providing a complete spectrum of support for attendance, wellness, mental health support and counseling. The implementation of the School Attendance Review Board (SARB) is also being considered. The goal of this action is to establish a supportive environment that promotes regular attendance, advocates for mental well-being, and ensures necessary interventions for students struggling with such issues. The prime recipients of this action would encompass every student but the group with disabilities would receive special attention due to their higher vulnerability to the challenges which the action aspires to solve.	
3.1	Action: Communication with Parents Need: The leadership team identified a crucial necessity for enhanced communication with parents among all student groups, notably emphasizing unduplicated student groups who	Explanation: The "Communication with Parents" initiative, adopted across the Local Education Agency (LEA), is aimed at upscaling communication measures effectively on a broad scale. The initiative puts an additional focus on accessibility by extending the dialogue in both English and Spanish ensuring inclusivity for all parents,	Corresponding Metrics: Metric 2: Promote Parental participation in programs - Priority 3b Metric 3: Providing information 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
	earned a score of red in ELA and Math on the CA School Dashboard and English Learner (EL) parents. This need emerged from the understanding that successful parent-school interactions play a vital role in augmenting student outcomes. This is particularly significant for students grappling with language barriers (EL's). Scope: LEA-wide	irrespective of their command over a specific language. By doing so, it enables every parent to maintain up-to-date knowledge on their children's academic progress and pertinent school affairs. The purpose of this sweeping strategy is to foster a nurturing educational atmosphere for all students. This inclusive modus operandi is designed to be applicable across the board, ensuring that the practical advantages of the initiative are accessible to each student within the LEA's purview rather than being confined to individual schools or specific groups. Although specific metrics were not provided, the effectiveness of this action can be assessed through feedback from parents and teachers. Improvements in student performance and engagement also serve as indicators of success. Rationale: The overarching scope of this action is to ensure coverage of all students in the district, rather than limiting its benefits to a select group or individual school. The rationale behind the LEA-wide approach of "Communication with Parents" lies in its intent to positively influence each student and parent within the district. Implementing the action plan at an all-encompassing level provides equitable opportunities for every student, and ensures amplification of its potential benefits to the entire district. The effectiveness of this action plan will be gauged through feedback collected from both parents and teachers, in addition to evaluating the enhancements in student participation and performance. Assessment:	communicating with parents and families - Priority 3b The effectiveness of this action can also be assessed through feedback from parents and teachers. Improvements in student performance and engagement also serve as indicators of success.

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
		An action entitled "Communication with Parents" was conceived to address these needs. The strategy incorporates methods to ensure effective communication in both English and Spanish, enabling full involvement of EL parents. The scope of this action is comprehensive, targeting all student groups, with special attention towards unduplicated student groups who earned a score of red on the CA School Dashboard and EL parents. The aim is to ensure all parents are fully informed and can actively engage in their children's education, disregarding their language proficiency.	
3.2	Action: Training, Activities, and Programs for Parents Need: The school community's needs that initiated the development of the action titled "Training, Activities, and Programs for Parents" primarily focused on unduplicated student groups who earned a score of red in ELA and Math on the CA School Dashboard. Notably, this group required additional aid, especially parental engagement in their academic and extracurricular pursuits. Scope: LEA-wide	Explanation: The initiative "Training, Activities, and Programs for Parents" is an LEA-wide endeavor focused on supporting all unduplicated student groups who earned a score of red on the CA School Dashboard. This is accomplished through the implementation of parent training programs, a variety of parent-student activities, and meaningful participation in school field trips and college visits. This strategic scope is particularly relevant for us to successfully cultivate a robust and inclusive atmosphere fostering parental involvement in their children's education, particularly those with disabilities. Rationale: The decision to adopt an LEA-wide approach ensures that the positive effects of heightened parental involvement are universally accessible to all students within the district. Furthermore, the inclusion of essential elements such as health and safety information and the endorsement of	Corresponding Metrics: Metric 1: Seek parent input in making decisions for the school Priority 3a Metric 2: Promote Parental participation in programs - Priority 3b

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
		engaging educational activities, intended for continuance at home, provides additional justification for this comprehensive scope. The success of this strategy will be assessed through analyzing parent and student feedback coupled with evaluations of improved student performance and engagement. This measured approach will allow for constant refinement to ensure maximal effectiveness and inclusivity. Assessment: To address these needs, the action incorporates a sequence of training programs distinctly curated for parents. These events intend to endow parents with vital knowledge and skills for them to aid their children's educational endeavor more effectively. The action further encompasses parent-student activities and provides parents an opportunity to partake in school field trips and college visits. These endeavors aim to boost the link between parents and the school, thereby cultivating a supportive and inclusive environment for unduplicated student groups who earned a score of red on the CA School Dashboard. The reach of the action goes beyond to all students in the school community, confirming that every student reaps the benefits of augmented parental involvement. The efficacy of the action, despite the absence of specific data or metrics, will be analyzed through feedback from parents and students, as well as advances in student performance and engagement.	

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
-------------------	--------------------	---	------------------------------------

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

Additional Concentration Grant Funding

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

The 2025 LCAP includes several actions that increase the number of staff providing direct services to students.

Goal 1 Action 2 funds small class sizes and includes a dedicated science teacher to enhance instruction.

Goal 1 Action 6 supports early childhood education by adding a full-time classified staff member and providing additional time for TK and preschool staff.

Goal 1 Action 7 funds a full-time reading intervention teacher to support students who need targeted literacy support.

Goal 2 Action 1 adds a part-time certificated staff member to deliver social-emotional learning and behavioral support.

Goal 2 Action 3 funds a full-time certificated staff member to provide pupil support services focused on mental health, attendance, and family outreach.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:13

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 certificated staff providing direct services to students	N/A	1:11

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	\$2978799	\$1295436	43.489%	17.938%	61.427%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,186,778.00	\$240,000.00	\$0.00	\$244,000.00	\$2,670,778.00	\$1,090,000.00	\$1,580,778.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$85,000.00	\$70,000.00	\$125,000.00			\$30,000.00	\$155,000.00	
1	1.2	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$450,000.00	\$90,000.00	\$340,000.00	\$100,000.00		\$100,000.00	\$540,000.00	
1	1.3	Technology Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$319,000.00	\$300,000.00			\$19,000.00	\$319,000.00	
1	1.4	AVID Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$30,000.00	\$80,000.00	\$110,000.00				\$110,000.00	
1	1.5	Extended Learning Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$100,000.00	\$91,778.00	\$181,778.00			\$10,000.00	\$191,778.00	
1	1.6	Early Childhood Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,000.00	\$350,000.00	\$400,000.00				\$400,000.00	
1	1.7	Literacy Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$70,000.00	\$100,000.00	\$100,000.00	\$40,000.00		\$30,000.00	\$170,000.00	
2	2.1	SEL Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,000.00	\$110,000.00	\$150,000.00			\$10,000.00	\$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
2	2.2	PBIS Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$50,000.00	\$150,000.00	\$200,000.00				\$200,000.00	
2	2.3	Pupil Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$170,000.00	\$150,000.00	\$200,000.00	\$100,000.00		\$20,000.00	\$320,000.00	
3	3.1	Communication with Parents	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$30,000.00	\$43,000.00	\$68,000.00			\$5,000.00	\$73,000.00	
3	3.2	Training, Activities, and Programs for Parents	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$27,000.00	\$12,000.00			\$20,000.00	\$32,000.00	

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
\$2978799	\$1295436	43.489%	17.938%	61.427%	\$2,186,778.00	0.000%	73.411 %	Total:	\$2,186,778.00
								LEA-wide Total:	\$2,186,778.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.2	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$340,000.00	
1	1.3	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
1	1.4	AVID Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
1	1.5	Extended Learning Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,778.00	
1	1.6	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
1	1.7	Literacy Instruction	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$100,000.00	

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			
2	2.1	SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.2	PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
2	2.3	Pupil Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
3	3.1	Communication with Parents	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$68,000.00	
3	3.2	Training, Activities, and Programs for Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,757,000.00	\$968,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$155,000.00	\$112,000.00
1	1.2	Instructional Support	Yes	\$540,000.00	\$266,000.00
1	1.3	Technology Support	Yes	\$219,000.00	198,000.00
1	1.4	AVID Implementation	Yes	\$110,000.00	\$56,500.00
1	1.5	Extended Learning Programs	Yes	\$310,000.00	\$20,000.00
1	1.6	Early Childhood Education	Yes	\$400,000.00	\$8,000.00
1	1.7	Literacy Instruction	Yes	\$170,000.00	\$175,000.00
2	2.1	SEL Support	Yes	\$160,000.00	\$40,000.00
2	2.2	PBIS Support	Yes	\$200,000.00	\$30,000.00
2	2.3	Pupil Support	Yes	\$320,000.00	48,000.00
3	3.1	Communication with Parents	Yes	\$123,000.00	\$9,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Training, Activities, and Programs for Parents	Yes	\$50,000.00	\$6,000.00

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)
\$1379118	\$2,273,000.00	\$851,900.00	\$1,421,100.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	\$125,000.00	\$100,400.00		
1	1.2	Instructional Support	Yes	\$340,000.00	\$247,000.00		
1	1.3	Technology Support	Yes	\$200,000.00	\$198,000.00		
1	1.4	AVID Implementation	Yes	\$110,000.00	\$56,500.00		
1	1.5	Extended Learning Programs	Yes	\$300,000.00	\$5,000.00		
1	1.6	Early Childhood Education	Yes	\$400,000.00	\$8,000.00		
1	1.7	Literacy Instruction	Yes	\$100,000.00	\$110,000.00		
2	2.1	SEL Support	Yes	\$150,000.00	\$40,000.00		
2	2.2	PBIS Support	Yes	\$200,000.00	\$24,000.00		
2	2.3	Pupil Support	Yes	\$200,000.00	\$48,000.00		
3	3.1	Communication with Parents	Yes	\$118,000.00	\$9,000.00		
3	3.2	Training, Activities, and Programs for Parents	Yes	\$30,000.00	\$6,000.00		

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)
3114824	\$1379118	1.012	45.288%	\$851,900.00	0.000%	27.350%	\$558,740.02	17.938%

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, Statutes 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:

- 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).

California Department of Education
November 2024