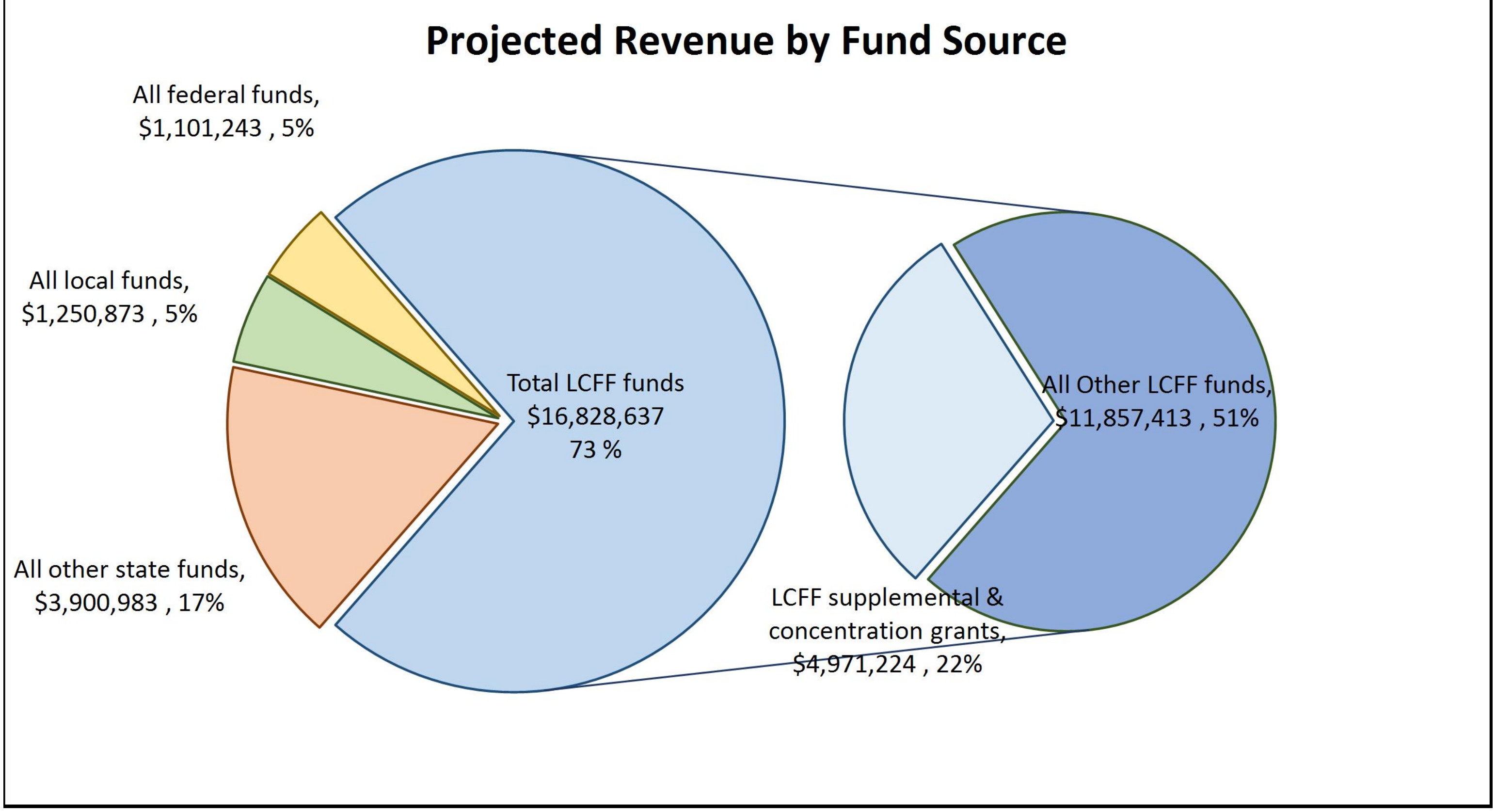
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edison Elementary School District
CDS Code: 15-63438
School Year: 2025-26
LEA contact information:
Dr. Jairo Arellano
Superintendent
jarellano@edison.k12.ca.us
661-363-5394

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

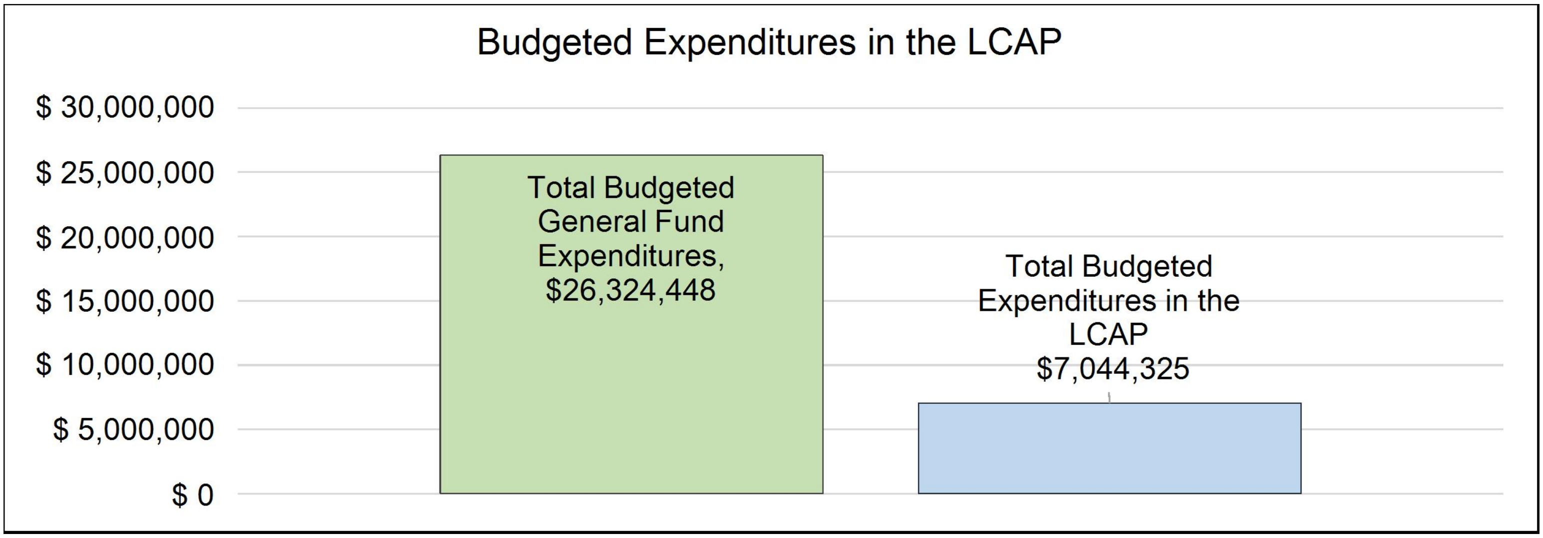


This chart shows the total general purpose revenue Edison Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Edison Elementary School District is $23,081,736, of which $16,828,637 is Local Control Funding Formula (LCFF), $3,900,983 is other state funds, $1,250,873 is local funds, and $1,101,243 is federal funds. Of the $16,828,637 in LCFF Funds, $4,971,224 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 Edison Elementary 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: Edison Elementary School District plans to spend $26,324,448 for the 2025-26 school year. Of that amount, $7,044,325 is tied to actions/services in the LCAP and $19,280,123 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

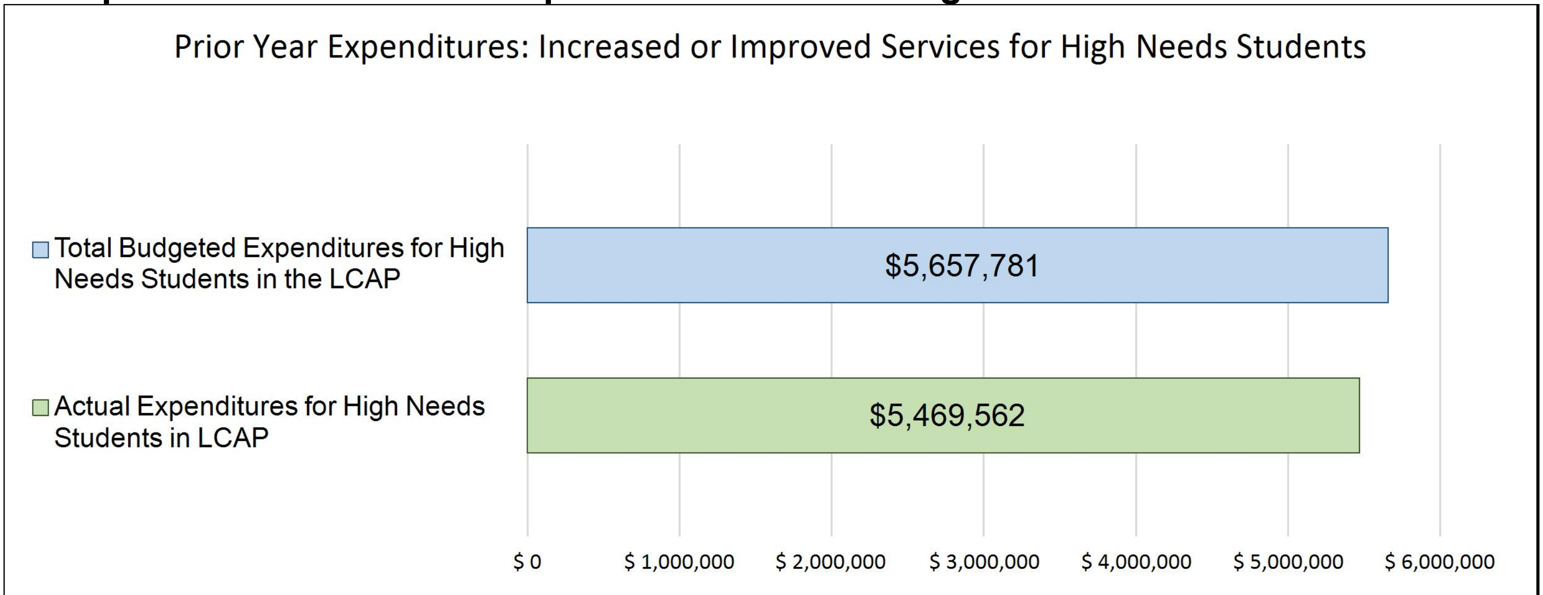
General operating expenses and general salaries that do not fall under the goals of the LCAP. The Multi-purpose project at Orangewood Elementary School.

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

In 2025-26, Edison Elementary School District is projecting it will receive $4,971,224 based on the enrollment of foster youth, English learner, and low-income students. Edison Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Edison Elementary School District plans to spend $5,509,755 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 Edison Elementary 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 Edison Elementary 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, Edison Elementary School District's LCAP budgeted $5,657,781 for planned actions to increase or improve services for high needs students. Edison Elementary School District actually spent $5,469,562 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $188,219 had the following impact on Edison Elementary School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 were slightly less than the total budgeted expenditures. The difference was minimal and did not significantly impact the implementation or quality of the planned actions and services. All key services and supports for English learners, foster youth, and low-income students were delivered as intended.

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
Edison Elementary School District	Dr. Jairo Arellano Superintendent	jarellano@edison.k12.ca.us 661-363-5394

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.

Edison Elementary School District is a rural public school district located just outside of Bakersfield, California, serving students in transitional kindergarten through 8th grade. The district encompasses two school sites—Orangewood Elementary School and Edison Middle School—and is united by a shared mission to provide rigorous, engaging, and meaningful instruction that equips students to succeed both academically and socially.

As of the most recent California School Dashboard (2024), the district serves 1,113 students across its two campuses. Edison is proud to support a highly diverse and resilient student population, with 97% of students qualifying as unduplicated pupils under state funding criteria. The district's population includes:

26% English Learners

97.2% Socioeconomically Disadvantaged

11.6% Students with Disabilities

1% Foster Youth

16% Homeless Youth

Edison's student body is primarily composed of Hispanic/Latino students (86.9%), followed by White students (7.2%), and smaller percentages of African American, American Indian/Alaska Native, and multiracial students.

The district's two schools include Orangewood Elementary School, serving students in transitional kindergarten through 4th grade, and Edison Middle School, serving students in grades 5 through 8.

Edison Elementary School District is committed to an equity-centered, whole-child approach. A comprehensive Multi-Tiered System of Supports (MTSS) ensures that students' academic, behavioral, and social-emotional needs are met. English Learners benefit from both designated and integrated English Language Development (ELD), with progress carefully monitored by site and district teams. Foster and Homeless students are provided with robust support through the district's Student Support Services office to mitigate barriers to learning.

School climate and student engagement initiatives include PBIS, restorative practices, trauma-informed care, and targeted social-emotional learning programs. School psychologists, alternative placement instructors, and site administrators collaborate to create safe, supportive environments where every student can achieve academic and personal success.

Reflections: Annual Performance

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

Academic Performance
In 2024–25, Edison Elementary School District continued making measurable gains in student engagement and academic achievement. Improvements were seen in attendance, behavior, and local assessment data, with growth areas identified through:

2024 California Dashboard

STAR benchmark assessments

Stakeholder feedback

Dashboard Status:

English Language Arts (ELA)
All Students – District: –50.6 (+2.3 from 2023, Orange)
All Students – Edison MS: –52 (+2.1 from 2023, Orange)
All Students – Orangewood: –45.8 (+10.1 from 2023, Yellow)
Socioeconomically Disadvantaged – District: –58.8 (+5.8 from 2023, Orange)
Socioeconomically Disadvantaged – Edison MS: –63.9 (+12.4 from 2023, Orange)
Socioeconomically Disadvantaged – Orangewood: –45.6 (+11.7 from 2023, Yellow)

Hispanic – District: –54.2 (+4.6 from 2023, Orange)
Hispanic – Edison MS: –49 (+3.9 from 2023, Yellow)
Hispanic – Orangewood: –51.3 (+12.2 from 2023, Yellow)
English Learners – District: –72.4 (+5.1 from 2023, Orange) (Red in 2023 Districtwide)
English Learners – Edison MS: –72.4 (+6.2 from 2023, Orange) (Red in 2023 at Edison MS)
English Learners – Orangewood: –62.2 (+15.6 from 2023, Yellow) (Red in 2023 at Orangewood)
Homeless – District: –47.1 (+17.7 from 2023, Yellow)
Homeless – Edison MS: –42.5 (New reporting)
Homeless – Orangewood: –33.3 (+48.3 from 2023, Yellow) (Red in 2023 at Orangewood)
Students with Disabilities – District: –120.1 (–32.5 from 2023, Red – Persistent) (Red in 2023 Districtwide)
Students with Disabilities – Edison MS: –84.1 (+60.8 from 2023, Orange)
Students with Disabilities – Orangewood: –97.6 (+5.1 from 2023, Orange)

Mathematics
All Students – District: –80.8 (+2.5 from 2023, Orange)
All Students – Edison MS: –85.4 (+25.0 from 2023, Orange) (Red in 2023 at Edison MS)
All Students – Orangewood: –35.7 (+0.2 from 2023, Orange)
Socioeconomically Disadvantaged – District: –80.6 (+5.4 from 2023, Orange)
Socioeconomically Disadvantaged – Edison MS: –87.5 (+28.3 from 2023, Orange) (Red in 2023 at Edison MS)
Socioeconomically Disadvantaged – Orangewood: –35.9 (+1.1 from 2023, Orange)
Hispanic – District: –84.9 (+5.0 from 2023, Orange)
Hispanic – Edison MS: –88.4 (+22.0 from 2023, Orange) (Red in 2023 at Edison MS)
Hispanic – Orangewood: –41.9 (–1.7 from 2023, Orange)
English Learners – District: –106.0 (No change from 2023, Red – Persistent) (Red in 2023 Districtwide)
English Learners – Edison MS: –113.7 (+21.0 from 2023, Red – Persistent) (Red in 2023 at Edison MS)
English Learners – Orangewood: –50.1 (+3.9 from 2023, Yellow)
Homeless – District: –61.9 (No change from 2023, Yellow)
Homeless – Edison MS: –79.1 (+41.0 from 2023, Yellow) (Red in 2023 at Edison MS)
Homeless – Orangewood: –25.9 (+19.3 from 2023, Yellow)
Students with Disabilities – District: –136.9 (No change from 2023, Red – Persistent) (Red in 2023 Districtwide)
Students with Disabilities – Edison MS: –137.5 (+40.9 from 2023, Orange)
Students with Disabilities – Orangewood: –83.4 (–5.7 from 2023, Orange)

Targeted Supports in Place:
Professional Learning Communities (PLCs)
High-impact professional development
Strengthened foundational instruction

English Learner Progress (ELPI)
English Learners – District: 49.3% making progress (+6.9%, Green) (Low in 2023 Districtwide)

English Learners – Edison MS: 50.9% making progress (+4.4%, Green) (Low in 2023 at Edison MS)
English Learners – Orangewood: 50.0% making progress (+8.0%, Green)

Drivers of Progress:
Strengthened designated and integrated ELD instruction
Proactive progress monitoring
Tiered reclassification support systems

Chronic Absenteeism
All Students – District: 27.7% (–8.3%, Yellow)
All Students – Edison MS: 32.4% (–4.1%, Yellow)
All Students – Orangewood: 30.8% (–7.5%, Yellow)
Socioeconomically Disadvantaged – District: 27.7% (–9%, Yellow)
Socioeconomically Disadvantaged – Edison MS: 32.7% (–3.7%, Yellow)
Socioeconomically Disadvantaged – Orangewood: 30.7% (–8.5%, Yellow)
Hispanic – District: 27.2% (–8.5%, Yellow)
Hispanic – Edison MS: 31.7% (–3.4%, Yellow)
Hispanic – Orangewood: 30.3% (–8.1%, Yellow)
English Learners – District: 29.2% (–7.2%, Yellow)
English Learners – Edison MS: 36.3% (–6.9%, Orange)
English Learners – Orangewood: 28% (–8.8%, Yellow)
Homeless – District: 36.3% (–7.1%, No Performance Color) (Red in 2023 at Edison Elementary)
Homeless – Edison MS: 44.8% (–0.6%, No Performance Color)
Homeless – Orangewood: 35.8% (–6.5%, Yellow)
White – District: 31.4% (–5.3%, Orange) (Red in 2023 at Edison Elementary)
White – Edison MS: 30.8% (–3.4%, Orange)
White – Orangewood: 34% (–6%, Orange)
Students with Disabilities – District: 40% (–5.3%, Yellow) (Red in 2023 at Edison Elementary)
Students with Disabilities – Edison MS: 39.1% (–8.4%, Orange)
Students with Disabilities – Orangewood: 41.2% (–4.8%, Orange)

Contributing LCAP-Supported Actions:
Expanded transportation services
Community Center outreach
Home visits
Positive attendance campaigns

Suspension Rate
All Students – District: 0.7% (–4.2%, Blue) (Red in 2023 Districtwide)
All Students – Edison MS: 1.4% (–10.2%, Blue) (Red in 2023 at Edison MS)

All Students – Orangewood: 0.1% (–0.1%, Blue)
Socioeconomically Disadvantaged – District: 0.7% (–4.4%, Blue) (Red in 2023 Districtwide and Edison MS)
Socioeconomically Disadvantaged – Edison MS: 1.5% (–10.6%, Blue) (Red in 2023 at Edison MS)
Socioeconomically Disadvantaged – Orangewood: 0.1% (–0.2%, Blue)
Hispanic – District: 0.7% (–4.3%, Blue) (Red in 2023 Districtwide and Edison MS)
Hispanic – Edison MS: 1.4% (–10.5%, Blue) (Red in 2023 at Edison MS)
Hispanic – Orangewood: 0.2% (Stable, Blue)
English Learners – District: 0.6% (–3.3%, Blue) (Red in 2023 Districtwide)
English Learners – Edison MS: 0.8% (–3.1%, Green)
English Learners – Orangewood: 0.5% (–0.5%, Green)
Homeless – District: 0.5% (–1.9%, Blue)
Homeless – Edison MS: 0.5% (–1.9%, Blue)
Homeless – Orangewood: 0.5% (–1.9%, Green)
Students with Disabilities – District: 0.6% (–2.2%, Blue)
Students with Disabilities – Edison MS: 1% (–1.8%, Yellow)
Students with Disabilities – Orangewood: 1% (–1%, Yellow)
White – District: 0.0% (–3.2%, Blue)
White – Edison MS: 0.0% (–3.2%, Blue)
White – Orangewood: 0.0% (–3.2%, Blue)

Key Supports:
Expanded Positive Behavior Interventions and Supports (PBIS)
Social-Emotional Learning (SEL) practices
Restorative justice implementation

Growth Trends
Despite Dashboard gains, internal growth metrics indicate students are not yet making typical academic progress.

Current Growth Gaps:
ELA Growth: 6 points below typical
Math Growth: 13 points below typical

Groups with Widest Gaps:
Students with Disabilities (SWD)
Homeless Youth

Next Steps:
Refine MTSS academic supports
Adjust pacing and instructional alignment
Continue targeted intervention for subgroups with the widest gaps

Conclusion
LCAP-funded strategies are yielding clear results, especially in reducing chronic absenteeism, lowering suspensions, and supporting English Learner progress. However, persistent subgroup achievement gaps remain, requiring continued focus and resource investment.

District Commitments Moving Forward:
Advancing academic equity
Expanding intervention supports
Fostering inclusive, student-centered environments

Summary
Edison Elementary has made significant strides in student behavior, English Learner progress, and attendance—fueled by effective MTSS structures, stakeholder-informed strategy, and professional learning. Continued focus on subgroup performance and academic growth positions the district to build on its 2024–25 momentum.

Note:
LREBG funds have been expended during the 2024–25 school year. No actions for this period are tied to LREBG funding.

Reflections: Technical Assistance

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

Edison Elementary School District

In the 2023–24 school year, Edison Elementary School District was identified for Differentiated Assistance (DA) for the student group English Learners, due to prior indicators of low academic performance (CAASPP) and high suspension rates. As a result of targeted, sustained systems work, Edison successfully exited DA status in 2024.

Throughout the year, the district re-engaged in the Continuous Improvement Process (CIP) in partnership with the Kern County Superintendent of Schools (KCSOS). This collaboration supported a comprehensive needs assessment and implementation of key systemic changes across school sites. Core components of the CIP included:

Analysis of California Dashboard data through an equity-centered lens

Re-administration of the Fidelity Integrity Assessment (FIA) and review of local STAR benchmarks

Reaffirmation of the district's problem of practice—focused on inconsistent application of the discipline policy and inconsistent PBIS implementation

Staff engagement via survey, with over 80% of certificated employees validating identified root causes

Development of a revised Theory of Action and Pre-Implementation Plan

Ongoing implementation monitoring in coordination with site leaders and KCSOS

To sustain this progress, the district has expanded its Achievement Teams model, with grade-level teams now meeting monthly to engage in structured protocols, including:

Data analysis of formative and benchmark assessments

Identification of essential standards

Instructional strategy development

Monitoring of student response to intervention

Targeted walkthroughs and increased Tier I supports—particularly in TK–3 ELA—are supported by the Walk to Learn RTI structure and quarterly data reviews. Root cause work around discipline has led to greater consistency in behavioral expectations, improved PBIS fidelity, and a significant district-wide reduction in suspension rates, resulting in a Blue Dashboard rating across all student groups in 2024.

Edison will continue its partnership with KCSOS and outside consultants to deliver monthly professional development, aligned to LCAP Goal 1 (Actions 1.1–1.12). These sessions emphasize:

Implementation of evidence-based interventions from the SWIFT Schools FIA resource locker

Fidelity in Positive Behavioral Interventions and Supports (PBIS)

Grade-level data team collaboration to support academic, behavioral, and social-emotional learning outcomes

These continuous improvement structures are now embedded in the district’s foundational approach to equity and instructional excellence. Although no longer formally identified for technical assistance, Edison remains committed to applying the lessons learned during DA to drive consistent improvement and equitable outcomes for all student groups.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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	Throughout the 2024–25 school year, teachers engaged in ongoing consultation on the Local Control and Accountability Plan (LCAP) through staff meetings, leadership team discussions, and quarterly data review cycles aligned with report card periods. At Orangewood and Edison Middle School, LCAP Goals 1, 2, and 3 were introduced, reviewed, and revised collaboratively during staff meetings held in October, November, and December. Teachers actively analyzed local and state academic performance data, discussed attendance patterns, and identified emerging student needs. This data-driven dialogue helped inform both site-level planning and district-level LCAP priorities. In early 2025, staff reviewed LCAP implementation progress and the California School Dashboard results. Feedback was gathered on the effectiveness of current services, including intervention models, support staffing, and instructional practices. Teachers also participated in aligning the Single Plan for Student Achievement (SPSA) with LCAP goals during March meetings. By May 2025, final staff input was collected during leadership and staff meetings to support revisions of the LCAP and SPSA for the 2025–26 school year. This collaborative process ensured that teacher voice was central in refining strategies for Tier 1 instruction, academic

Educational Partner(s)	Process for Engagement
	intervention, attendance supports, and professional learning priorities across all school sites.
Principals	Principals participated in ongoing LCAP development throughout the 2024–25 school year via weekly district administrative meetings and one-on-one consultations with district leadership. These meetings provided a consistent platform for collaborative planning, enabling alignment of LCAP goals, actions, and expenditures with both school-level priorities and system-wide performance data. In both group settings and individualized site-based meetings, principals contributed insights into academic outcomes, operational needs, and instructional strategies. They reviewed state and local data, shared feedback from site stakeholders, and discussed alignment between the LCAP and each school's Single Plan for Student Achievement (SPSA). To further inform planning, a districtwide principal survey was distributed on April 29, 2025. This allowed administrators to provide focused feedback on the effectiveness of current actions and identify opportunities for improvement. Principal engagement directly influenced goals related to curriculum support structures, professional development priorities, site-specific flexibility, and targeted investments in programs designed to improve student outcomes.
Administrators	District and site administrators participated in a structured series of meetings, collaborative sessions, and trainings throughout the 2024–25 school year to support the development, implementation, and refinement of the LCAP. The engagement began in August 2024, with a review of LCAP goals and action items. In September, the administrative team reconvened to clarify and revise these goals based on emerging needs and input from school sites. Collaborative training sessions in November and December focused on aligning site-level strategies with district

Educational Partner(s)	Process for Engagement
	priorities, interpreting academic and attendance data, and advancing continuous improvement efforts. In January 2025, administrators reviewed California School Dashboard data to evaluate progress toward key outcomes. Feedback gathered during these sessions helped assess the effectiveness of current actions and identify adjustments needed to better serve students. The district presented the LCAP Midyear Report in February, followed by a formal request for administrative input in April 2025 to inform the upcoming LCAP cycle. Administrator feedback was critical in shaping equity-focused actions addressing the needs of unduplicated pupils, expanding intervention supports, enhancing SEL programs, and addressing ongoing transportation and staffing needs.
Other School Personnel	Other school personnel—including members of the Safety and Wellness Committee, classified staff, and site-based support teams—actively engaged in the LCAP process through targeted meetings and district-wide presentations throughout the 2024–25 school year. The Safety and Wellness Committee convened in September, January, and May to review LCAP implementation progress, discuss student wellness trends, and provide final stakeholder input on services and supports. These sessions emphasized both the continuation of current programs and the potential to expand services that promote student wellness, safety, and academic recovery. Broader engagement with other staff members also took place through Board of Education updates between September 2024 and April 2025. These sessions included presentations on LCAP alignment with the School Plan for Student Achievement (SPSA), California School Dashboard outcomes, and the district’s continuous improvement strategies. Key topics included differentiated assistance updates, midyear progress reporting, and results from districtwide stakeholder surveys.

Educational Partner(s)	Process for Engagement
	The input provided by these personnel helped affirm the value of sustaining academic and wellness-related supports while informing new actions to enhance student health, safety, and social-emotional development across school sites.
Certificated Bargaining Units	The certificated bargaining unit, represented by the Edison Teachers Association (ETA), participated in a series of LCAP planning consultations with the superintendent throughout the first half of the 2024–25 school year. These meetings, held regularly between August and December 2024, focused on reviewing implementation progress, discussing preliminary outcomes, and analyzing draft goals for the 2025–26 LCAP. During these collaborative sessions, ETA representatives provided input on professional development priorities, instructional staffing needs, and strategies to enhance learning conditions. Specific areas of emphasis included the expansion of trauma-informed practices, integration of instructional technology, support for classroom paraprofessionals, and increased opportunities for College and Career Readiness (CCR). The bargaining unit's feedback directly influenced the development of actions aimed at strengthening Tier 1 instruction, improving educator support systems, and promoting equitable access to academic and postsecondary readiness pathways.
Classified Bargaining Units	Classified bargaining unit representatives engaged in a series of structured consultations with the superintendent from November 2024 through March 2025. These meetings focused on reviewing LCAP progress, analyzing the effectiveness of current student support services, and shaping draft goals for the 2025–26 LCAP cycle. Through these ongoing conversations, representatives provided key insights into operational and staffing needs, emphasizing the importance of job-specific professional development, increased paraprofessional staffing, and clearer alignment between classified roles and the delivery of student services. Classified staff also voiced

Educational Partner(s)	Process for Engagement
	support for expanding College and Career Readiness opportunities and maintaining strong systems of campus supervision and student safety. Their feedback directly informed LCAP actions related to strengthening support staff capacity, improving working conditions, and reinforcing the essential role of classified employees in advancing student achievement, engagement, and school climate initiatives.
Parents	Parents and families were engaged in the LCAP development process through a variety of structured forums, including School Site Council (SSC) meetings, ELAC and DELAC sessions, and district-led events such as the Parent Institute for Quality Education (PIQE) graduation and a community-wide LCAP review held on February 26, 2025, at the Community Center. These meetings provided meaningful opportunities for parents to learn about the district's goals, review academic performance and attendance data, and offer feedback on the effectiveness of existing services. Parents participated in dialogue around resource priorities, student wellness, and family engagement, with a focus on ensuring equitable access to supports across all school sites. Recurring themes raised by parents included the importance of sustaining academic interventions, maintaining site-based counseling services, and improving communication about available programs and district progress. Parents also emphasized their desire for more consistent opportunities to participate in decision-making and volunteer in schools. Feedback gathered from SSCs, DELAC, and broader parent engagement efforts helped shape actions related to academic achievement, social-emotional wellness, and enhanced family outreach and communication strategies in the 2025–26 LCAP.
Students	Student voice was meaningfully integrated into the LCAP development process through targeted consultation and broad-based

Educational Partner(s)	Process for Engagement
	survey participation. On February 17, 2025, district leadership met with student council representatives to review LCAP goals and discuss implementation from the student perspective. This consultation provided insight into students' lived experiences with district programs and services. Students shared valuable feedback on school climate, engagement, and access to support systems. Key areas of input included the importance of Positive Behavioral Interventions and Supports (PBIS), access to 1:1 technology, and efforts to improve campus culture and connectedness. In addition, the districtwide stakeholder survey distributed on April 29, 2025, gathered further input from the broader student population. Students emphasized a desire for increased extracurricular opportunities, enhanced college and career readiness resources, and improved supervision during lunch, passing periods, and other unstructured times. Student feedback directly informed LCAP actions designed to expand enrichment programming, strengthen SEL and engagement supports, and ensure equitable access to postsecondary preparation initiatives.
SELPA administrators	On April 4, 2025, the district engaged in a collaborative planning session with SELPA administrators to review student data and inform the development of the 2025–26 LCAP. This partnership centered on ensuring that the plan reflects equitable practices and responsive services for students with disabilities. Key topics of discussion included addressing disproportionality in discipline and disability identification, strengthening inclusive academic supports, and enhancing transition planning for students with Individualized Education Programs (IEPs). Together, the district and SELPA identified areas for improvement and aligned LCAP goals and actions to better support access, equity, and ongoing progress monitoring.

Educational Partner(s)	Process for Engagement
	Feedback from SELPA was instrumental in refining actions that promote inclusive education, ensuring that students with disabilities are meaningfully supported across all schools and programs.
Equity Multiplier Site-Specific Engagement	Not applicable. No schools in the district generate Equity Multiplier funds for the 2025–26 LCAP cycle. As such, site-specific engagement for Equity Multiplier planning is not required.
Parent Advisory Committee: Draft LCAP Presentation for comment(s)	The Parent Advisory Committee (PAC) actively contributed to the development of the 2025–26 LCAP through formal consultation sessions held on February 26 and May 23, 2025. During the February meeting, district leaders presented academic performance data and reviewed LCAP Goals 1, 2, and 3, inviting detailed feedback and discussion from committee members. PAC members raised thoughtful concerns regarding the need for increased classroom support, expanded access to enrichment opportunities such as field trips, and continued transparency around program implementation and outcomes. District leadership acknowledged these priorities, confirmed the continuation of core academic and support services, and encouraged PAC representatives to maintain active involvement through site councils and other parent engagement platforms. Feedback gathered during the May 23 follow-up meeting helped shape refinements to actions focused on equitable resource distribution, academic enrichment experiences, and strategies to strengthen parent outreach and involvement across the district.
DELAC Draft LCAP Presentation for comment(s)	The District English Learner Advisory Committee (DELAC) played an active role in the 2024–25 LCAP development process by providing input on goals and actions affecting English learners. DELAC and ELAC meetings were held on September 10, November 19, 2024, and February 25, 2025, offering parents and committee members structured opportunities to review student data, assess program effectiveness, and provide targeted feedback on draft LCAP goals.

Educational Partner(s)	Process for Engagement
	During the fall meetings, the committee discussed current supports and interventions available for English learners and offered revisions to proposed goals based on identified needs. In February, district staff presented California School Dashboard results related to English learner progress, prompting a focused discussion on achievement trends and persistent gaps. DELAC members emphasized the importance of expanding summer learning opportunities, increasing access to academic tutoring, and providing mental health supports tailored to English learner populations. Their feedback directly informed actions within the LCAP designed to promote equity, strengthen instructional support, and extend learning opportunities for multilingual learners.
School Plans for Student Achievement (SPSA) for schools within district to ensure alignment	Throughout the 2024–25 school year, school sites actively reviewed and updated their School Plans for Student Achievement (SPSA) to ensure alignment with district LCAP goals and priorities. Meetings held at Orangewood and Edison Middle School between October 2024 and May 2025 provided structured opportunities for staff and stakeholders to analyze student data, assess site-level progress, and coordinate services with the district's broader strategic plan. At Orangewood, SPSA and LCAP alignment was a recurring focus in meetings held on October 15, January 29, and May 20. Discussions emphasized targeted academic supports, family engagement strategies, and resource planning tied to LCAP goals. Edison Middle School convened similar meetings on December 11 and May 6 to gather input on SPSA implementation and adjust services to better meet student needs. This sustained engagement ensured that school-level actions were directly aligned with districtwide priorities in academic achievement, equity, wellness, and family involvement, fostering a cohesive and responsive approach to continuous improvement.

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

The Edison School District’s 2025–26 Local Control and Accountability Plan (LCAP) is rooted in comprehensive feedback collected through staff, student, and parent surveys; advisory committee discussions; and formal consultations with school and union leadership. The final adopted plan includes multiple actions that are direct responses to recurring themes across stakeholder groups.

Academic Support and Instruction (Goal 1)
Action 1.1 – Professional Development Initiative: Developed in response to teacher and certificated bargaining unit input calling for enhanced instructional training in trauma-informed practices, tech integration, and data use.

Action 1.2 – MTSS Support: Stakeholder feedback, including parent survey results and SSC input, emphasized the need for systemic intervention. This led to retaining four intervention specialists across all sites.

Action 1.3 – Parent Literacy Events and Training: In response to parent survey comments and conversations with SSC/DELAC, the district supported workshops and events to empower families in supporting student learning at home.

Action 1.4 – English Language Development Support: As DELAC and ELAC members underscored the importance of enhanced EL services, this action funds expanded ELD and integrated ELD instructional coaching.

Action 1.5 – Intensive TK–8 Summer Sessions: Informed by parent, student, and DELAC feedback calling for summer learning options, this action provides intervention and enrichment programs.

Engagement, Enrichment, and SEL (Goal 2)
Action 2.1 – Student Engagement Support: Launched in direct response to survey and PAC feedback requesting increased hands-on learning and intervention staffing.

Action 2.2 – Performing Arts Elective Teacher: This elective supports student connection and addresses enrichment requests from students, parents, and PAC members.

Action 2.3 – Social-Emotional Support / Behavioral Professional Support: Expanded SEL and counseling services reflect consistent stakeholder calls for enhanced mental health resources.

Action 2.4 – Support PBIS Implementation and Professional Development: Informed by student and staff feedback around school climate, this action reinforces PBIS fidelity and training.

Action 2.5 – Retain Full-Time Alternative Placement Classroom Teacher: Responds to concerns expressed by stakeholders about behavior support and supervision needs.

Access, Attendance, and Equity (Goal 3)
Action 3.2 – Attendance Support: Developed based on student survey feedback and administrator observations regarding attendance challenges, this action enhances attendance monitoring and outreach staffing.

Action 3.3 – Provide Transportation Services for Unduplicated Pupils: Directly addresses transportation barriers cited by classified staff and families as a key equity strategy.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts and Math and growth in English Language Proficiency as demonstrated through local formative assessments and State Assessments. This goal will be supported through grade-level standards-based instruction, MTSS tiered support, and targeted support from appropriately assigned and fully credentialed teachers and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CAASPP Data for 2022-2023 showed that only 21% of 3rd-8th Graders met or exceeded Grade Level Standards in Math, and only 25.7% met or exceeded Grade Level Standards in English Language Arts. These percentages increased in Math but ELA stayed the same.
Local Assessment Data for Winter 2024 yielded the following results: 100% of K , 82% of 1st, 63% of 2nd, 46% of 3rd, 39% of 4th, 29% of 5th, 27% of 6th, 16% of 7th, and 28% of 8th Graders scored at or above on the STAR Reading local benchmark. Winter 2024 Local Assessment Data also yielded the following results: 70% of 1st, 46% of 2nd, 51% of 3rd, 45% of 4th, 43% of 5th, 34% of 6th, 18% of 7th, and 34% of 8th Graders scored at or above on the STAR Math local benchmark.
On the 2023 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and English Learners scored Low. All Students scored Low in the Performance Indicator for Mathematics; while English Learners scored Very Low. On the English Language Performance Indicator of the 2023 California Dashboard, 42.4% of our EL Students made progress, which was Medium on the ELPI Indicator. In 2022-2023 Local data reflected that the District's Reclassification Rate was 7.87%.
On the 2023 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and Socioeconomically Disadvantaged Students also scored Low. All Students and Socioeconomically Disadvantaged Students scored Low in the Performance Indicator for Mathematics.
There were no Performance Levels posted for Foster Youth on the 2023 California Dashboard. On the 2023 California Dashboard, All Students scored Low in the Performance Indicator for English Language Arts, and Homeless Students scored Low. All Students scored Low in the Performance Indicator for Mathematics. On the 2023 California Dashboard, the district scored Standard Met for all Local Indicators reported on Implementation of Academic Standards.

Intervention Curriculum in Reading/Language Arts, Math, and ELD will be purchased and implemented. Fully credentialed teachers and staff will be trained to support this implementation, and progress will be monitored to ensure growth. The district will also implement class size reduction in all grade levels and offer increased Tier II and III Supports for SED, EL, and Foster/Homeless Youth.
We plan to reach higher academic achievement through the actions within this goal. The actions outlined work together to provide a dynamic learning experience for students and teachers. We will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Based on % of Ineffective Teachers as measured by the number of Certificated Staff on a PIP or STIP. Source: Data Quest & Local Data Priority 1A. The degree to which teachers are appropriately assigned fully credentialed in the subject area and for the students they are teaching	2023-2024 Baseline Data: From the California Dashboard Local Indicators self-reflection tool shows the following for fully credentialed and assigned appropriately. 22-23 DataQuest Total Teaching FTE: 58.5 Clear:78.4% Out-of-Field: .3% Intern: 1.5% Ineffective: 10.7% Incomplete: 9.2%	No new data available via DataQuest From the California Dashboard Local Indicators self-reflection tool shows the following for fully credentialed and assigned appropriately. 22-23 DataQuest Total Teaching FTE: 58.5 Clear:78.4% Out-of-Field: .3% Intern: 1.5% Ineffective: 10.7% Incomplete: 9.2%		100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students the are teaching.	no substantial difference from Baseline.
1.2	% of students with access of their own copy of standards-aligned instructional material to	2023-2024 From the California Dashboard Local Indicators self-reflection tool, 100% of	2024-25 From the California Dashboard Local Indicators self-		100% of students district wide have access to standards aligned	No substantial difference from Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	use at home and at school. Source: 2023-24 Local Data Priority 1 (b): Pupils access to standards-aligned materials.	students have access to standards-aligned materials.	reflection tool, 100% of students have access to standards-aligned materials.		instructional materials.	
1.3	Rating Scale 1-5 Rubric on FIT Inspection Report Source: 2023-24 Local Data Priority 1 (c): School facilities maintained and in good repair.	2023-2024 From the California Dashboard Local Indicators all facilities have an overall rating of “Good” as indicated on FIT Report.	100% of Edison schools were rated “Good” or better on the 2024–25 FIT.		"Exemplary" Status for all school sites.	No substantial difference from Baseline.
1.4	Self-Rating Local Indicator Scale of teachers implementing essential standards pacing guides in ELA, Math, NGSS, History, and ELD. Source: 2023-24 Local Data Priority 2 (a): Implementation of California Academic and Performance Standards. Self-reflection tool, and logs.	2023-2024 District Self-Rating of level 1 (Exploration and Research Phase) - for ELA, Math, NGSS, History, and ELD. Classroom Walkthroughs show 0% of LEA implementing Essential Standards	In 2024–25, the district self-rated at Level 2 (Implementing Phase) across core content areas, with walkthroughs showing 10% of classrooms implementing Essential Standards consistently.		District Self-Rating of level 4 (Full Implementation) - for ELA, Math, NGSS, History, and ELD. Classroom Walkthroughs will show 100% of LEA implementing Essential Standards	The district advanced from a Level 1 to a Level 2 self-rating and increased classroom implementation of Essential Standards from 0% to 10%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of implementation of Designated ELD on Daily basis Source: 2023-24 Local Data Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD Standards for academic content and English language proficiency.	23-24 Local Survey Data shows that 100% of English Learners receive 30-45 minutes daily in designated ELD and the district has adopted a new ELA Curriculum with integrated ELD. Integrated ELD instruction is implemented in all content areas.	Based on 2024–25 local survey data, 100% of English Learners received 30–45 minutes of Designated ELD daily. The district adopted a new integrated ELA/ELD curriculum, and Designated ELD was consistently implemented across all school sites.		Maintain: 100% of English learners will have access to CCSS and ELD Standards.	No substantial difference from Baseline Explanation: Designated ELD instruction was delivered daily to 100% of English Learners, consistent with baseline data. Instructional schedules, survey responses, and program implementation records confirm continued adherence to time allocations and instructional models designed to support EL language development.
1.6	% of students at or above Benchmark Source: 2023-24 Local Data (Star Assessments)	Winter 2024 Local Assessment Data yielded the following results: 100% of K , 82% of 1st, 63% of 2nd, 46% of 3rd, 39% of	Winter 2025 Local Assessment Data yielded the following results: 30% of K, 25% of 1st, 31% of 2nd,		The goal for the 26/27 school year is as follows: 100% of K , 100% of 1st, 100% of 2nd, 100% of 3rd, 100%	STAR Reading Local Benchmark – Winter (Percentage at or above benchmark) K: -70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: Other Pupil Outcomes	4th, 29% of 5th, 27% of 6th, 16% of 7th, and 28% of 8th Graders scored at or above on the STAR Reading local benchmark. Winter 2024 Local Assessment Data yielded the following results: 70% of 1st, 46% of 2nd, 51% of 3rd, 45% of 4th, 43% of 5th, 34% of 6th, 18% of 7th, and 34% of 8th Graders scored at or above on the STAR Math local benchmark. 2023-24 STAR Reading Unified Avg. Scale Scores (KiDS local data) All-Students Fall- 957 Winter- 980 Spring- 988 English Learners Fall- 910 Winter- 943 Spring- 954	30% of 3rd, 33% of 4th, 29% of 5th, 19% of 6th, 24% of 7th, 20% of 8th Graders scored at or above on the STAR Reading local benchmark. Winter 2025 Local Assessment Data yielded the following results: 38% of 1st, 38% of 2nd, 31% of 3rd, 30% of 4th, 22% of 5th, 17% of 6th, 24% of 7th, 8% of 8th Graders scored at or above on the STAR Math local benchmark. 2024-25 STAR Reading Unified Avg. Scale Scores (STAR local data) All-Students Fall- 930.30 Winter- 949.81 Spring- 972.92 English Learners Fall- 872.75 Winter- 919.18		of 4th, 100% of 5th, 100% of 6th, 100% of 7th, and 100% of 8th Graders scored at or above on the STAR Reading local benchmark. The goal for the 26/27 school year is as follows 100% of 1st, 100% of 2nd, 100% of 3rd, 100% of 4th, 100% of 5th, 100% of 6th, 100% of 7th, and 100% of 8th Graders scored at or above on the STAR Math local benchmark. 2023-24 STAR Reading Unified Avg. Scale Scores (KiDS local data) All-Students Fall- 970 + Winter- 990+ Spring- 1000+ English Learners Fall- 920+ Winter- 950+ Spring- 970+	1st: -57% 2nd: -32% 3rd: -16% 4th: -6% 5th: 0% 6th: -8% 7th: +8% 8th: -8% STAR Math Local Benchmark – Winter (Percentage at or above benchmark) 1st: -32% 2nd: -8% 3rd: -20% 4th: -15% 5th: -21% 6th: -17% 7th: +6% 8th: -26% STAR Reading Unified Avg. Scale Score Differences All Students: Fall: -26.7 Winter: -30.19 Spring: -15.08 English Learners: Fall: -37.25 Winter: -23.82 Spring: -21.52

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomic Disadvantaged Fall- 958 Winter- 981 Spring- 989 STAR Math Unified Avg. Scale Scores (KiDS local data) Fall- 924 Winter- 954 Spring- 978 English Learners Fall- 896 Winter- 927 Spring- 957 Socioeconomic Disadvantaged Fall- 925 Winter- 955 Spring- 980 STAR Early Literacy Avg. Scale Scores (KiDS local data) Fall- 737 Winter- 782 Spring- 810 English Learners Fall- 705 Winter- 751 Spring- 791	Spring- 932.48 Socioeconomic Disadvantaged Fall- 926.63 Winter- 952.68 Spring- 974.66 STAR Math Unified Avg. Scale Scores (STAR local data) Fall- 929.10 Winter- 959.91 Spring- 975.68 English Learners Fall- 897 Winter- 935.34 Spring- 944.7 Socioeconomic Disadvantaged Fall- 927.63 Winter- 962.08 Spring- 973.37 STAR Early Literacy Avg. Scale Scores (STAR local data) Fall- 783.22 Winter- 765.83 Spring- 813.17 English Learners Fall- 781.27		Socioeconomic Disadvantaged Fall- 960+ Winter- 990+ Spring- 1000+ STAR Math Unified Avg. Scale Scores (KiDS local data) Fall- 930+ Winter- 960+ Spring- 990+ English Learners Fall- 900+ Winter- 930+ Spring- 970+ Socioeconomic Disadvantaged Fall- 930+ Winter- 960+ Spring- 990+ STAR Early Literacy Avg. Scale Scores (KiDS local data) Fall- 740+ Winter- 790+ Spring- 820+ English Learners Fall- 725+ Winter- 760+ Spring- 800+	Socioeconomically Disadvantaged: Fall: -31.37 Winter: -28.32 Spring: -14.34 STAR Math Unified Avg. Scale Score Differences All Students: Fall: +5.10 Winter: +5.91 Spring: -2.32 English Learners: Fall: +1.00 Winter: +8.34 Spring: -12.30 Socioeconomically Disadvantaged: Fall: +2.63 Winter: +6.08 Spring: -6.63 STAR Early Literacy Avg. Scale Score Differences All Students: Fall: +46.22 Winter: -16.17 Spring: +3.17 English Learners: Fall: +76.27 Winter: +13.87

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomic Disadvantaged Fall- 737 Winter- 780 Spring- 810	Winter- 764.87 Spring- 799.22 Socioeconomic Disadvantaged Fall- 812.77 Winter- 773.98 Spring- 817.17		Socioeconomic Disadvantaged Fall- 740+ Winter- 790+ Spring- 820+	Spring: +8.22 Socioeconomically Disadvantaged: Fall: +75.77 Winter: -6.02 Spring: +7.17
1.7	Student performance on CAASPP ELA & Math (DFS) Student performance on CAST, % of students met or exceeded standard Source: 2023 CA Dashboard Priority 4 (a): Statewide Assessments	The most current 2023 data shows that 27% of students met or exceeded standards on the CAASPP ELA Test and 21% met or exceeded standards on the CAASPP Math Test. For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP:	The most current 2024 data shows that 30% of students met or exceeded standards on the CAASPP ELA Test and 20% met or exceeded standards on the CAASPP Math Test. 2024 CAASPP ELA: All Students: Distance from Standard was -50.6 (Orange) Socioeconomically Disadvantaged (SED): -49.9 (Yellow) Homeless Students: -47.2 (Red) English Learners (ELs): -76.6 (Red)		The goal for the 26/27 school year is to have 100% of students meet or exceeded standards on the CAASPP ELA Test and 100% meet or exceeded standards on the CAASPP Math Test. For ELA 26/27 CAASPP: All students distance will be the standard level (Blue) For SED 26/27 CAASPP: All students distance will be the standard level (Blue)	Distance from Baseline for students who met or exceeded standards: ELA: +3% Math: -1% CAASPP ELA (Distance from Standard – Change from 2023 to 2024): All Students: +2.3 SED: +5.9 Homeless: +17.6 ELs: –2.6 CAASPP Math (Distance from Standard – Change from 2023 to 2024): All Students: +2.5 SED: +5.4 Homeless: +10.3 ELs: +3.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group	2024 CAASPP Math: All Students: Distance from Standard was -80.8 (Orange) SED: -80.6 (Orange) Homeless Students: -51.6 (Yellow) ELs: -102.2 (Red) 2024 CAST (Science): All Students: 21.5% met or exceeded standard SED: 21.12% ELs: 2.13% Homeless: Not reported due to subgroup size		For Homeless 26/27 CAASPP: All students distance will be the standard level (Blue) For EL 26/27 CAASPP: All students distance will be the standard level (Blue) For Math 26/27 CAASPP: All students distance will be the standard level (Blue) SED student distance will be the standard level (Blue) Homeless students distance will be the standard level (Blue) EL students distance will be the standard level (Blue)	CAST (Science – % Met or Exceeded Standard): All Students: +7.08% SED: +7.12% ELs: +2.13% Homeless: — (still unreported)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					For CAST 26/27 CAASPP: All Students 100% will meet or exceeded Standard for Science SED 100% met or exceeded EL's 100% met or exceeded	
1.8	Priority 4 (b): Percent of Students Completing a-g	N/A	N/A		N/A	N/A
1.9	Priority 4 (c): Percent of Students Completing CTE	N/A	N/A		N/A	N/A
1.10	Priority 4 (d): Percent of Students completing both B and C.	N/A	N/A		N/A	N/A
1.11	Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate) Source: 2023 CA Dashboard Priority 4 (e): Percent of EL pupils making progress toward English proficiency	California Dashboard Data for 2023 shows that 42.4% of our EL students made progress toward English proficiency.	Based on 2024 California Dashboard data, 49.3% of English Learners made progress toward English proficiency. LTEL: 50.9+ (Baseline Year)		California Dashboard Data for 26/27 will show that 100% of our EL students will make progress toward English proficiency. LTEL: 100% proficiency.	EL: +6.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% English Learners Reclassified Source: 2023-24 Local Data Priority 4 (f): EL Reclassification Rate	Local Data for 2022-2023 reflects that the District's Reclassification Rate was 7.87%.	Based on 2024–25 local Aeries data, 28.3% of English Learners were reclassified as Fluent English Proficient. This represents substantial growth compared to the prior year's reclassification rate of 7.87%.		Local Data for 26/27 will reflect that the District's Reclassification Rate is 20% or greater.	+20.43%
1.13	Priority 4 (g): Percent passing AP Exam	N/A	N/A		N/A	N/A
1.14	Priority 4 (h): Percent of pupils who demonstrate college preparedness on EAP	N/A	N/A		N/A	N/A
1.15	% of teams utilizing PLC Implementation Logs Source: 2023-24 Local Data Collection for PLC Implementation Logs Priority 2 (a): Implementation of state board adopted academic content and performance standards for all students State Priority 8: Other Pupil Outcomes	2023-2024 The baseline number for staff using PLC implementation logs is new with no baseline. Therefore the baseline will be 0%.	In 2024–25, approximately 65% of teachers participated in targeted professional development, with continued monthly training, coaching, and PLC collaboration sessions. Implementation logs indicate that a majority of grade-level teams began		2026-2027 100% of teams will use PLC Implementation Logs	+65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			consistently using PLC protocols to track instructional planning, data analysis, and student intervention strategies. This marks the first year of data collection for this new metric. Ongoing usage will be monitored and expanded in 2024–25 to meet the Year 3 goal.			
1.16	% of parents attending Parent Input Meetings Source: 2023-24 Local Data Priority 3 (a): Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	2023-2024 Local Data reflects: Four Parent Input Meetings held. Four Parent Trainings held. District hosted one Family Event per semester at each site. 100 parents are attending our Parent Input Sessions held 4 times per year	2024-2025 Local Data reflects: Four Parent Input Meetings held. Four Parent Trainings held. District hosted one Family Event per semester at each site. 150 parents are attending our		26/27 All parents (100%) will be informed of student progress, meetings, and state reports via the district's website and communication platforms. 150 parents are attending our Parent Input Sessions held 4 times per year	+50 parents attended our Parent Input sessions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent Input Sessions held 4 times per year			
1.17	% of participation Rate and Satisfactory Results Source: 2023-24 Local Technology Survey Data Priority 8: Other Pupil Outcomes	The Local Technology Data Survey is new with no baseline. Therefore the baseline will be 0% for both participation and satisfactory results.	Based on 2024–25 student, staff, and teacher surveys—including technology-focused items—83% of respondents indicated overall satisfaction with available technology tools and supports. This represents the first year of data collection for this metric. Progress toward the 100% satisfaction and participation goal will continue to be monitored.		26/27 100% staff participation 26/27 100% satisfactory results.	+83%
1.18	% of students that feel they have adequate instruction, materials, and access to technology to meet educational needs.	LCFF survey results showed that 76% of parents, 79% of staff, and 76% of students felt that students had adequate instruction, materials, and access	LCFF survey results showed that 80% of parents, 100% of staff, and 100% of students felt that students had adequate		LCFF surveys will show that 100% of participants will feel that they have access to sufficient instruction, materials, and	Parents +4% Staff +21% Students +24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local LCAP Survey Data Priority 8: Other Pupil Outcomes	to technology to meet educational needs.	instruction, materials, and access to technology to meet educational needs.		technology to meet educational needs.	
1.19	Extent of Instructional coaching support for effectively implementing the state academic standards, Leadership team to discuss progress and interventions for students who need support in attendance, behavior and academic performance.(Self-Reflection Tool: Engagement of School Leadership) Source: 2023-24 Local Data 2A. Implementation of state board adopted academic content and performance standards for all students	2023-2024 LEA-Self Rating Scale Level 1- Exploration and Research Phase	2024-2025 LEA-Self Rating Scale Level 1- Exploration and Research Phase		26/27 LEA-Self Rating Scale Level 5- Full Implementation and Sustainability	No substantial difference from Baseline
1.20	% of students who have access to a broad course of study Source: 2023-24 Local Data (SIS system)	2023-2024 100% of students are enrolled in a broad course of study including courses	2024-2025 100% of students are enrolled in a broad course of study including		Maintain 100%	No substantial difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7 (a): The extent to which students have access to and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable	described for grades 1 to 6 and/or the adopted course of study for grades 7 to 8, as applicable	courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 8, as applicable			
1.21	% of unduplicated students with enrollment in programs and services to support needs Source: 2023-24 Local Data (SIS system) Priority 7(b): The extent to which students have access to and are enrolled in programs and services developed and provided to low-income, English learner and foster youth students	2023-2024 100% of unduplicated students had access to general education programs and services	2024-2025 100% of unduplicated students had access to general education programs and services		Maintain 100%	No substantial difference from Baseline
1.22	% of students with disabilities that have access to programs and services developed to meet their needs	2023-2024 100% of students with disabilities had access to programs and services that match their IEP.	2024-2025 100% of students with disabilities had access to programs and		Maintain 100%	No substantial difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local Data (SIS system) Priority 7(c): The extent to which students have access to and are enrolled in programs and services developed and provided to students with disabilities		services that match their IEP.			

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.

Action 1.1 – Professional Development for Tier 1 Instruction
Implementation: Fully implemented
Successes:
The district delivered consistent, high-quality professional development aligned to Tier 1 instructional practices. Educators engaged in collaborative PLCs, data reviews, and targeted training led by consultants specializing in AVID, ELA, intervention, and science. Teacher participation was high, and data analysis informed shifts in instructional strategy. ELA Distance from Standard (DFS) scores improved districtwide, particularly for English Learners and Socioeconomically Disadvantaged students.
The district utilized structured coaching cycles to reinforce implementation fidelity. Staff were supported through model lessons, co-teaching opportunities, and feedback loops. High participation rates were documented through sign-in sheets and professional development feedback forms. Teachers reported increased confidence in differentiating instruction and in aligning core instruction with assessment data.

Action 1.2 – MTSS Intervention Specialists and Support
Implementation: Fully implemented
Successes:
The district fully implemented its MTSS support strategy during the 2024–25 school year by retaining four highly qualified intervention specialists and three intervention aides across Orangewood Elementary and Edison Middle School. These staff members provided targeted English Language Arts (ELA) and Math instruction to students identified as needing additional academic support through schoolwide MTSS screening processes.
At Edison Middle School, embedded tutorial periods and structured lunch tutoring sessions were launched successfully and well-attended by identified students. Intervention schedules were developed in alignment with benchmark data and teacher referrals, ensuring timely and

equitable access to supplemental instruction. Instructional aides supported both push-in and pull-out models depending on student needs and grade level demands.
Each site held regular MTSS team meetings to analyze student data, adjust groupings, and monitor Tier movement. Progress monitoring tools, including STAR Reading/Math and curriculum-embedded diagnostics, were consistently used to inform instruction and document student growth.

Action 1.4 – English Language Development Professional Learning
Implementation: Fully implemented
Successes:
During the 2024–25 school year, the district fully implemented its English Language Development (ELD) support initiative, ensuring that all teachers received high-quality professional development aligned with the new ELD framework and ELPAC expectations. Teachers across grade levels participated in multiple professional learning sessions focused on interpreting ELPAC proficiency levels and rubrics, analyzing student language samples, and integrating ELD strategies into daily instruction.
The district provided substitute release time, allowing educators to attend in-depth training sessions without instructional disruption. Professional development was facilitated by district instructional coaches and external ELD specialists, who provided model lessons, coaching cycles, and collaborative planning opportunities tailored to the needs of English Learners. Teachers explored how to scaffold content for emerging proficiency levels and how to align designated and integrated ELD instruction to core content standards.

Action 1.5 TK-8 Intensive Summer Session
Implementation: Fully implemented
Successes:
A successful summer program was conducted for English Learners and at-risk students. The program emphasized reading comprehension, vocabulary development, and social-emotional learning.
Small group instruction and one-on-one support were delivered by credentialed teachers and trained instructional staff, with lessons focused on vocabulary development, reading comprehension, academic language, and writing skills. Program curriculum incorporated interactive and culturally relevant activities to promote student engagement and build literacy confidence.
In addition to academic gains, the program fostered positive peer relationships and social-emotional growth through team-building and SEL-integrated instruction. Family engagement was supported through a closing event and student progress reports, which provided actionable next steps for continued learning.
Overall, this action successfully accelerated student progress toward English Language Arts proficiency and prepared at-risk students for a stronger academic start in the new school year.

Action 1.6 – Intervention Coordinators and Aides
Implementation: Fully implemented
Successes:
Two site-based coordinators and seven full-time aides were hired to strengthen academic intervention in ELA and Math. Data systems tracked service delivery and student progress. CAASPP and STAR benchmark data showed improvements in key subgroups, with increased access to small-group intervention and progress monitoring.

Action 1.7 – Coordinator of Technology and Data Systems
Implementation: Fully implemented
Successes:
The Coordinator and two support technicians ensured reliable data access and system functionality. Teachers reported improved access to student data dashboards, and help desk response times improved. These efforts enhanced data-informed instruction and supported regular progress monitoring.

Action 1.8 – Site licenses and hosting for intervention programs
Implementation: Fully implemented
Successes:
Technology upgrades were implemented across the district, improving device availability and internet access for students. Classroom walkthroughs confirmed consistent use of digital platforms to support instruction and assessments, including STAR Reading and Math.

Action 1.9 – Class Size Reduction
Implementation: Fully implemented
Successes:
The district successfully reduced class sizes in transitional kindergarten through grade 3 by hiring additional credentialed teachers, allowing for smaller instructional groupings and decrease larger class sizes in upper grades in order to increase individual attention. All targeted grade-level classrooms met or exceeded the district's target student-teacher ratio, with TK and Kindergarten capped at 24:1. Teacher feedback indicated that the smaller class sizes contributed to better classroom management, increased student engagement, and improved differentiation of instruction—particularly benefiting English Learners and early literacy development.
Assessment data from STAR Reading and classroom formative assessments showed early gains in phonics, decoding, and comprehension skills among students in reduced-ratio classrooms. Parents also expressed high levels of satisfaction during family engagement meetings, citing stronger relationships with teachers and more frequent academic updates as additional benefits of this action.

Action 1.10 – MTSS for Students Needing Extra Language Development Support
Implementation: Fully implemented
Successes:
In 2024–25, the district fully implemented targeted MTSS support for students requiring additional language development—particularly Long-Term English Learners (LTELs). A full-time language development interventionist was hired to provide one-on-one and small group instruction to students whose ELPAC and classroom performance data indicated persistent language acquisition challenges.
Instruction was individualized using student language profiles, with sessions focused on academic vocabulary, oral language production, writing fluency, and structured language routines. The interventionist delivered daily one-on-one lessons for high-priority LTELs and facilitated small groups focused on shared language goals, such as descriptive writing or academic discourse frames.
Parent engagement was also emphasized. The consultant facilitated meetings with families to share language development goals, explain assessment results, and offer at-home strategies. Multilingual materials and interpretation were provided to ensure access and clarity.

Action 1.11 – Lease payment on intervention classrooms

Implementation: Fully implemented
Successes:
In 2024–25, the district fully implemented the leasing of two portable classroom buildings to expand dedicated intervention space for Tier II and Tier III students identified through the MTSS process. This action directly addressed facility limitations that had previously restricted the district's ability to deliver targeted supports during the regular instructional day.
The newly leased classrooms provided a safe, clean, and focused learning environment for students requiring additional academic assistance—particularly English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students. These intervention classrooms were equipped with appropriate instructional technology, flexible seating, and curricular materials aligned with ELA and Math intervention programs.
By creating separate, dedicated spaces for small-group instruction, the district enhanced the structure and consistency of pull-out and push-in services. Intervention specialists and aides used these spaces to deliver individualized instruction, conduct progress monitoring assessments, and implement research-based intervention strategies without disrupting the core classroom schedule.
As a result:
Students receiving services in the intervention classrooms showed academic growth in both reading and math benchmarks.

Intervention staff reported increased instructional time-on-task and fewer behavioral disruptions.

Action 1.12 – Professional Development in ELA, Math, ELD, Science, and Leadership
Implementation: Fully implemented
Successes:
During the 2024–25 school year, the district fully implemented a comprehensive professional development plan designed to enhance instructional practices and leadership capacity in alignment with state standards and local needs. The training program supported certificated and classified staff as well as site and district administrators, with a strong emphasis on standards-based instruction, curriculum implementation, data-driven decision-making, and equity-focused reforms.
Teachers received ongoing training in English Language Arts, Math, ELD, and Science, including strategies for differentiated instruction, language scaffolds for English Learners, and integration of academic discourse. Release time, stipends, and supplemental hourly pay ensured strong participation and protected instructional time. Educators applied new learning through site-based PLCs, instructional rounds, and coaching cycles.

Action 1.13 – Purchase Applications to Integrate Data Systems
Implementation: Fully implemented
Successes:
In 2024–25, the district fully implemented its plan to purchase and maintain integrated data systems that support academic, behavioral, and operational decision-making. Funding from this action was used to support the licensing, renewal, and maintenance of key software platforms including the Student Information System (SIS), Learning Management Systems (LMS), formative assessment platforms, intervention tracking tools, and analytics dashboards.

These tools allowed educators and administrators to access real-time data on student performance, attendance, and behavior—enabling more responsive and informed instructional and operational decisions. Teachers used assessment software to monitor progress and adjust instruction, while site leaders used behavior and attendance dashboards to support early intervention and outreach.
The integration of platforms improved workflow efficiency by reducing data silos and increasing the accuracy and accessibility of student records. Systems were aligned across departments to streamline enrollment, grade reporting, special program services (such as EL and SPED), and parent communication tools.

Action 1.14 – Purchase and Maintain Additional Teacher/Student Convertible Devices
Implementation: Fully implemented
Successes:
During the 2024–25 school year, the district fully implemented the procurement and deployment of additional devices, screens, and desktops to enhance classroom instruction and student engagement. This action supported the district's goal of expanding access to technology and integrating digital tools across all grade levels.
Teacher laptops with aging components were replaced with newer, high-performance devices to ensure staff had access to reliable technology supporting full workstation setups with external monitors, keyboards, and mice as needed. This allowed educators to deliver more flexible, interactive lessons—ranging from digital whiteboarding and annotation to small-group rotations using educational apps and platforms. Additional screens were installed in classrooms to support dynamic presentations, co-teaching models, and collaborative student work.
Student access to technology was also expanded through the purchase of additional devices, ensuring that each student had access to a device for use during core instruction, interventions, and project-based learning. These tools allowed students to participate in digital literacy activities, engage with multimedia content, and complete assessments in both synchronous and asynchronous formats. Teachers reported that the improved technology enabled them to better differentiate instruction, provide immediate feedback, and maintain student engagement.

Action 1.15 – Educational Technology Training
Implementation: Fully Implemented
Successes:
Edison School District fully implemented Action 1.15 by providing educational technology training to teachers using an in-house district expert, eliminating the need for additional funding. The training covered interactive software, digital tools for student engagement, and strategies for integrating technology into daily lessons. Substitute coverage ensured teachers could attend without disrupting instruction. The initiative successfully strengthened teachers' confidence and skills in using technology to enhance learning, demonstrating the district's commitment to professional growth and resourcefulness.

Partially Implemented Actions
Action 1.3 – Parent Literacy Events and Training
Implementation Status: Partially Implemented
Explanation:

While multiple parent workshops and literacy training events were planned for the 2024–25 school year, actual implementation was limited due to low initial participation rates and scheduling conflicts. Although English language classes and parent-teacher conferences occurred, several community events—including one-on-one tutoring sessions and peer networking opportunities—were delayed or canceled due to insufficient staffing and low family turnout.
Planned Response:
In 2025–26, the district will revise its family engagement calendar with input from ELAC, DELAC, and site-based family liaisons to better align event times with parent availability. Efforts will also include expanding digital access to training content (e.g., videos, bilingual resources), increasing community partner involvement, and offering childcare or incentives for in-person sessions to reduce participation barriers. A bilingual parent liaison will be added to improve communication and build trust with underrepresented families.

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.

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.
While total expenditures were within range, there were material differences in specific budget areas. Funds allocated for math intervention staffing and materials were underexpended due to unfilled positions and delays in ordering resources. Conversely, ELA support costs slightly exceeded projections, particularly for coaching and substitute coverage for collaborative teacher planning. There were no major differences between planned and actual percentages of improved services.

Action 2:
A material difference occurred due to under-budgeting for substitute release time and increased hourly staffing. Additional expenditures were necessary to provide adequate staffing support to carry out the action effectively.
Action 3:
This action reflects a material difference as its implementation was supported by an alternative funding source not originally accounted for in the initial budget. As a result, the general fund expenditures were reduced.
Action 6:
The variance for this action is due to the need for enhanced intervention support services. The district provided additional aide hours and funded tutoring through hourly wages, which exceeded the initial allocation.
Action 9:
Actual costs were lower than projected. The district had already achieved reduced class sizes prior to implementation, thereby minimizing the need for further expenditures to meet this goal.
Action 15:
No expenses were recorded during the reporting period for this action. However, the district plans to initiate training focused on educational technology, which will be reflected in future expenditures.

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

Action 1.1 – Professional Development for Tier 1 Instruction
Effectiveness: Effective
The action enhanced teacher collaboration and data-driven planning, contributing to improved assessment results. Walkthroughs confirmed increased instructional consistency and use of AVID and ELD strategies. Teachers engaged in weekly collaboration and PD supported by coaches and consultants.
ELA DFS increased by +2.3 points overall.
Math DFS increased by +2.5 points, suggesting gains in Tier 1 instruction quality.
The Local Indicator for Implementation of State Academic Standards in ELA, Math, and ELD was rated “Full Implementation”.

Action 1.2 – MTSS Intervention Specialists and Aides
Effectiveness: Effective
The deployment of specialists and aides contributed to strong gains for Homeless students. Targeted support was provided to struggling students through MTSS. Progress monitoring data demonstrated a positive intervention impact on students receiving Tier II and III supports.
Socioeconomically Disadvantaged students improved by +5.8 points in ELA and +5.4 points in Math.
Homeless students improved by +17.7 in ELA and +10.3 in Math, indicating strong impact from small-group intervention.

Action 1.3 – Parent Literacy Events and Training
Effectiveness: Limited
Partially implemented due to low attendance and scheduling barriers. No direct correlation observed in Goal 1 metrics; effectiveness was minimal, although future revisions may increase impact on parent engagement and ELA outcomes.

Action 1.4 – ELD Professional Development
Effectiveness: Highly Effective
Led to increased teacher capacity and improved implementation of ELD strategies.

ELPI: 49.3% of English Learners made progress, earning a Green rating.
Reclassification Rate: 28.3%, a strong indicator of program impact.
EL subgroup showed +3.8 point gain in Math.

Action 1.5 – TK–8 Summer Intervention Session
Effectiveness: Effective
Targeted literacy interventions during the summer correlated with growth on STAR Reading and CAASPP for Homeless and EL students.
Supported subgroup gains: SED, Homeless, and EL students all improved.
Reinforced growth measured on STAR Reading and Math and supported DFS gains.

Action 1.6 – Intervention Coordinators and Aides
Effectiveness: Effective

Helped increase access to small-group instruction. Improved tracking and delivery of academic support services.
DFS growth in Math (+5.4 for SED students) and improved STAR Math scores
ELA and Math gains of 2.3 and 2.5 points, respectively, suggest improved support structures.

Action 1.7 – Coordinator of Technology and Data Systems
Effectiveness: Moderately Effective
While not tied directly to academic performance metrics, this role improved data access and usage by teachers, which enhanced intervention targeting and progress tracking across ELA and Math benchmarks.

Action 1.8 – Technology Equipment and Infrastructure
Effectiveness: Foundational
Supported equitable access to devices used during STAR assessments and for intervention delivery. While not a direct driver of growth, it underpinned academic support systems and instructional delivery, particularly in ELD and reading fluency.

Action 1.9 – Class Size Reduction
Effectiveness: Moderately Effective
Lowered class sizes allowed for improved instructional differentiation. While DFS growth was moderate, increased teacher-student interaction contributed to more responsive support, especially in early literacy and foundational math.

Action 1.10 – Language Support for LTELs
Effectiveness: Effective
One-on-one sessions and embedded supports for LTELs contributed to growth in ELPI and reclassification rates. Intervention logs and walkthroughs confirmed increased participation and confidence in academic discourse.
Supported ELPI Green status (49.3%) and 28.3% reclassification rate.

Action 1.11 – Lease of Intervention Classrooms
Effectiveness: Effective
Created dedicated learning environments for Tier II/III services, allowing for structured interventions. Improvements in Homeless and SED subgroup outcomes suggest the spaces were effectively utilized for targeted instruction.
Supported the delivery of services that led to gains in ELA/Math DFS for Homeless and SED subgroups.
Helped stabilize Tier 2 instruction systems and improved conditions for learning.

Action 1.12 – Leadership & Instructional Professional Development
Effectiveness: Effective
Leadership training improved alignment of instructional practices and supported effective PLC facilitation. Implementation of MTSS and data-based instructional decisions aligned with improvements in both DFS and STAR metrics.
Contributed to the Full Implementation rating under the Academic Standards local indicator.
Reinforced ELA and Math instruction tied to DFS growth (+2.3 ELA, +2.5 Math).

Action 1.13 – Integration of Data Systems

Effectiveness: Moderately Effective
Improved the quality of student data access and analysis, indirectly contributing to better placement in interventions and more timely instructional adjustments.
Indirect impact on DFS and STAR data usage.

Action 1.14 – Student/Teacher Devices
Effectiveness: Foundational
Expanded tech access supported digital literacy and intervention program use. While not directly tied to DFS increases, the devices enabled instructional access, particularly for ELs and students with interrupted learning.

Action 1.15 – Ed Tech Professional Development
Effectiveness: Effective
The action was effective in building staff capacity and improving technology integration. Based on 2023–24 student, staff, and teacher surveys—including technology-focused items—83% of respondents indicated overall satisfaction with available technology tools and supports. This represents the first year of data collection for this metric, and the district will continue monitoring progress toward the goal of 100% satisfaction and participation. The results reflect a strong initial impact of the training on enhancing instructional technology use across classrooms.

Summary:
Overall, Actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.10, and 1.12 were most effective in contributing to gains in the key academic and engagement metrics identified in Goal 1. These actions supported growth in ELA DFS, ELPI, reclassification rates, and subgroup performance. Actions that provided foundational or indirect support (1.7, 1.8, 1.13, 1.14) played a critical role in enabling implementation, though they did not show direct academic impact. Action 1.15, though planned, was not implemented and had no effect on metrics to date.

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

Action 1.16 (Provide supplemental materials and targeted instruction for all English Learners and Redesigned Fluent English Proficient, and PD for staff) and Action 1.17 (Provide supplemental materials and targeted instruction for all LTELs) have been added to Goal 1. Action 1.3 includes a new partnership with Parent Institute for Quality Education (PIQE) to implement a stronger parent support system with the district.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding.

Budget Changes:

1.2 The budget has been reduced by $74,500 compared to the adopted 2024–2025 LCAP. This decrease reflects a reallocation of funds to support newly prioritized initiatives outlined in Action Items 1.16 and 1.17.

1.6 The budget has been reduced by $65,000 compared to the adopted 2024–2025 LCAP. This decrease reflects a reallocation of funds to support newly prioritized initiatives outlined in Action Items 1.16 and 1.17.

1.16 This is a newly added action item for the 2024–2025 LCAP and was not included in the previously adopted version.

1.17 This is a newly added action item for the 2024–2025 LCAP and was not included in the previously adopted version.

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 Initiative to support Tier 1 Instruction	The District will provide ongoing Professional Development for team collaboration for educators to review student data weekly to make decisions about instruction and teaching practices that need to shift to best meet the student needs. The professional development activities will be facilitated by expert educators and instructional coaches. Professional development ensures that intervention staff and tutors are prepared to meet the specific needs of their students, leading to more effective instruction and better student outcomes. Professional Development will include External Educational Consultants who will conduct training sessions on the effective use of instructional strategies in the area of AVID, ELA, Intervention Programs, and Science. The training will be for all teachers and instructional staff across all grade levels. This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math	$373,381.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED		
1.2	MTSS support.	The District will retain four intervention specialists and three intervention aides to continue providing English Language Arts (ELA) and Math intervention at the Orangewood and Edison Middle School (EMS) sites. These additional support personnel will assist struggling students in achieving expected grade-level standards. At EMS, targeted lunch tutoring will be offered to identified students, along with embedded tutorial periods during the school day to provide timely academic support. Through the Multi-Tiered System of Supports (MTSS) process, student progress will be closely monitored, tracked, and assessed to ensure that all learners are on track to meet academic expectations. Extra support includes: Retaining highly qualified staff: 4 additional K–8 intervention specialists (Annual teacher stipends: $5,000) 3 intervention aides (Annual aide stipends: $2,500) Substitute release time Instructional materials and supplies Supplemental hourly wages Purchase and training of intervention curriculum in ELA and Math to accelerate student progress	$1,002,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To further enhance literacy and foster a love of reading, Edison Middle School will also participate in the Battle of the Books competition. This reading incentive program encourages students to engage with a wide range of literary genres, improve reading comprehension, and build teamwork skills—all of which directly support our goal of improved literacy outcomes.		
1.3	Parent literacy events and training.	This action provides culturally responsive activities and workshops to empower families—particularly Latino and underserved groups—to support student learning at home. Efforts target students performing "red" on the California Dashboard in ELA and Math. Services include: Parent-teacher conferences and workshops on language development English language classes for parents One-on-one tutoring and personalized support Online educational tools and resources Opportunities for family networking and peer support New in 2025–26: Edison will partner with Parent Institute for Quality Education (PIQE) to implement: Signature Family Engagement Program (K–12): Promotes academic advocacy and college readiness. Family Literacy Program (P–3): Supports early language development through bilingual sessions. A third PIQE program is under consideration, pending grant funding, to expand services in areas like STEM or digital literacy. Support Includes: Staff stipends or hourly pay Materials and supplies	$11,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Targeted Impact: English Learners, SED, Hispanic, and Homeless students Orangewood Elementary (ELA), Edison Middle School (Math) Monitoring: State assessments (CAASPP, ELPAC) PIQE surveys and attendance Local benchmarks and ELCAP review		
1.4	English Language Development Support	The district will continue to offer comprehensive professional development (PD) opportunities to support educators in improving their understanding and implementation of English Language Proficiency Assessments for California (ELPAC) proficiency levels, rubrics, and the new ELD (English Language Development) framework. To facilitate this, the district will provide release time for teachers, allowing them to attend PD sessions with substitute teachers covering their classes. This will enable teachers to delve deeper into the complexities of ELPAC assessments, learn how to accurately apply the proficiency levels and rubrics, and explore effective strategies for implementing the new ELD framework in their classrooms. By providing this additional support, the district aims to ensure that all teachers are equipped to provide high-quality instruction and support for English language learners, ultimately benefiting students' academic achievement and language proficiency. Extra support Includes: Sub Release Time Material and Supplies Supplemental Hourly Wages This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Schools: Orangewood Elementary and Edison Middle School Schools with Student Group performance Orangewood Elementary: English Learners ELPI Rate Schools: Edison Middle School		
1.5	Offer intensive TK-8 Intervention Summer Session (20 days) for all students not reclassified by the end of 6th grade.	The District recognizes the importance of providing targeted support to ensure that all students that are not meeting the standards make sufficient progress toward English Language Arts proficiency. As part of our ongoing commitment to closing the achievement gap, we will continue to offer an Intensive Intervention Summer Session for all students who have not yet been able to meet academic expectations. This summer session will provide 20 days of intensive instruction, focusing on language development, literacy, and academic skills to help students build a strong foundation in English Language Arts. The program will be designed to meet the unique needs of each student, with small group instruction and one-on-one support as needed. By participating in this summer session, students will have the opportunity to: Build vocabulary and language skills through engaging and interactive activities Improve reading comprehension and literacy skills through targeted instruction Develop academic language skills to support success in core subjects such as math, science, and social studies Receive personalized support and feedback from experienced instructors Develop social skills and build relationships with peers and teachers Our goal is to provide a supportive and nurturing environment that fosters a love of learning and encourages students to reach their full potential. By offering this intensive summer session, we aim to help all students make significant progress toward English Language Arts proficiency and set themselves up for success in the upcoming school year. Extra support Includes: Material and Supplies	$90,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplemental Hourly Wages This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED ELPI Rate Schools: Edison Middle School		
1.6	Intervention Support	To address the significant gaps in English Language Arts (ELA) and Mathematics performance as identified by the 2023 CAASPP results, the district will implement a comprehensive intervention strategy involving two Intervention Coordinators and seven full-time Classroom Aides. By increasing the number of full-time ELA and Math Intervention Aides, we aim to provide our students with the extra support they need to catch up and get back on track academically. Our goal is to ensure that all students have the opportunity to succeed and reach their full potential in these critical subjects. Coordinators focus on ELA and Math interventions. Develop and manage specific intervention programs, analyze performance data to identify students in need of additional support, and coordinate with teachers to implement effective instructional strategies. Classroom Aides are assigned to support students in ELA and Math across various grade levels.	$885,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staff: 2 Intervention Coordinators at each school site 7 classroom aides		
1.7	Coordinator of Technology and Data Systems.	The Coordinator Technology and Data Systems, along with District User Support Technicians, will manage all data networks and reports to enhance instructional support across classrooms, schools, and the entire district. Staff: Full-time Coordinator 2 Desktop District User Support Technicians This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED	$334,313.00	Yes
1.8	Site licenses and hosting for intervention programs	The District will maintain site licenses and hosting for Intervention Programs to ensure that all schools within the district have access to the necessary tools and resources to support student success. Specifically, the District will maintain site licenses and hosting for the following Intervention Programs: This action item will help us monitor the progress of identified student groups and all students in general.	$78,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		extra support Includes: Site license subscription This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED		
1.9	Class Size Reduction for Learning Loss Mitigation	Improve the individualized instructional support for all students, including those identified as Low-Income, Foster Youth, and English Language Learners by implementing class size reduction ratios of 24 students to 1 teacher in K-3 grades 4th-6th and decrease classes in grades 7th-8th. This support will effectively engage students in learning and make progress towards meeting the California State Standards for all student subgroups as well as our local metrics in STAR with a focus on Urgent intervention. This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Edison Middle: English Learners, Hispanic, SED 1.5 Teachers were hired to facilitate this action.		
1.10	MTSS for students that need extra language development support	The interventionist will provide one-on-one sessions with LTELs, tailoring instruction to their individual needs and goals. The consultant will also offer small group sessions, focusing on specific language skills or vocabulary topics. Support Staff will work with teachers to provide strategies for supporting LTELs in the general education classroom. The consultant will also engage with parents and guardians to provide guidance on supporting their child's language development at home. Staff: Pay a full time interventionist for language development This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools: Orangewood Elementary and Edison Middle School Schools with Student Group performance Orangewood Elementary: English Learners ELPI Rate Schools: Edison Middle School AND Support required Action for English Learners and Long-Term English Learners	$169,500.00	Yes
1.11	Lease payment on intervention classrooms	As the District continues to prioritize the academic success of all students, we have identified a critical need to expand our capacity to provide targeted support to Tier II and Tier III students. Due to the limited availability of space within our existing facilities, we are pleased to announce that we will be leasing two classroom buildings to serve as	$99,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention Classrooms. This innovative solution will enable us to provide a dedicated space for these programs, allowing us to better serve our students and staff. The District will lease two classroom buildings to provide a safe clean environement to students identified throught the MTSS process to receive additional support services. English learners, students with disabilities, low socieconomic students and foster students will receive additional support in ELA and Math, where they performed at the low level on the dashboard. This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED		
1.12	Professional development in ELA, Math, ELD, Science and Leadership as well as standards based instruction.	The District will facilitate professional development on standards based instruction, curriculum implementation, data analysis, educational reforms and research based programs. To enhance leadership capacity and foster a collaborative environment will provide training for administration, classified and certificated leadership. This training will be supported through partnerships with various organizations and initiatives, including but not limited to : CSBA, ACSA, SSDA, CALSA, CLMI, MTSS, AVID and leadership training provided by our County and legal counsel. These resources will collectively contribute to a comprehensive development program aimed at improving leadership skills and promoting effective collaboration.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These professional development opportunities will enhance our relationships and strengthen our services for our students: Stipends Hourly pay Conferences Trainings/Professional Development Memberships This will support all students since our district is under Differentiated Assistance, Comprehensive School Improvement, and ATSI. Specific groups to be benefited are: English Learners, Low Socioeconomic, and Foster students.		
1.13	Purchase applications to integrate data systems.	Integrating student data systems benefits education by enhancing decision-making with comprehensive insights into performance, attendance, and behavior. This will pay for all software platforms utilized for educational purposes, student information systems, and operations. This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Purchase and maintain additional teacher/student technology devices	The District will purchase and maintain additional technology devices, screens, and desktops for all teachers to utilize in their classrooms. This initiative aims to enhance the technological resources available to educators, ensuring they have access to modern and versatile tools to support diverse teaching methods and classroom activities. By providing technology devices, teachers can easily switch between laptop and tablet modes, allowing for greater flexibility in how they deliver lessons and interact with students. The inclusion of additional screens will facilitate more dynamic presentations and collaborative projects, while new desktops will offer reliable and powerful computing options for a variety of educational applications. This investment underscores the District's commitment to integrating technology into the classroom, thereby enriching the learning environment and promoting student engagement and achievement. Materials: devices for students and teachers This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED	$50,000.00	Yes
1.15	Educational technology training	The District will provide comprehensive training for teachers to effectively integrate technology into their daily lessons. This professional development initiative will be conducted by experts from KCSOS Ed Tech, ensuring that educators receive high-quality, relevant instruction on the latest educational technologies and best practices for their use in the classroom. To facilitate this training, the District will also arrange for substitutes to	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cover classes, allowing teachers to attend these sessions without disrupting their instructional responsibilities. The training program will cover a range of topics, including the use of interactive software, digital tools for student engagement, and strategies for incorporating technology to enhance learning outcomes. By investing in this training, the District aims to empower teachers with the skills and confidence needed to leverage technology to its fullest potential, ultimately creating more dynamic and interactive learning experiences for students. This initiative reflects the District's commitment to professional development and continuous improvement in teaching practices, ensuring that educators are well-equipped to meet the demands of a rapidly evolving educational landscape. Professional development Hourly rate Sub release Materials Conferences This action addresses the red performance indicators on the CA Dashboard for the following: ELA Student Groups: English Learners Schools with Student Group performance Orangewood Elementary: English Learners and Homeless Math Student Groups: English Learners Schools: Edison Middle School Schools with Student Group performance Edison Middle: English Learners, Hispanic, SED		
1.16	Provide supplemental materials and targeted instruction	To address the persistent performance gaps identified on the California School Dashboard—particularly the red performance indicators in English	$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for all English Learners and Redesigned Fluent English Proficient, and PD for staff.	Language Arts (ELA) and Mathematics for English Learners (ELs) and Redesignated Fluent English Proficient (RFEP) students—the District will implement a comprehensive professional development initiative. This action is designed to build the capacity of teachers to meet the linguistic and academic needs of EL and RFEP students through research-based instructional practices. The professional development will include: Specialized training on integrated and designated ELD strategies, Differentiated instruction aligned to language proficiency levels, Use of formative language assessments to guide instruction, Strategies for reclassification and long-term monitoring of RFEP students. To ensure high levels of participation without interrupting instructional time, the District will fund substitute coverage so teachers can attend these trainings during school hours. In addition, staff will be compensated at an hourly rate for sessions held beyond the regular school day. Funding will also support instructional materials, participation in conferences, and other resources aligned with best practices for EL and RFEP support. Targeted Schools and Student Groups (CA Dashboard Red Indicators): Orangewood Elementary: English Learners and RFEP (ELA) Edison Middle School: English Learners and RFEP (Math) This action directly supports State Priority Areas 2 (Implementation of State Standards), 4 (Student Achievement), and 8 (Pupil Outcomes), and aligns with the District’s broader MTSS framework to close achievement gaps and ensure equitable access to high-quality instruction.		
1.17	Provide supplemental materials and	To address persistent performance gaps identified on the California School Dashboard and to ensure ample support to our Long Term English	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	targeted instruction for all LTELs.	Learners the District will implement a comprehensive, research-based professional development initiative. This action is designed to build the capacity of educators to meet the academic and linguistic needs of Long-Term English Learners (LTELs), ensuring that all students receive equitable, rigorous, and targeted support. Key components of this initiative include: Specialized training in integrated and designated English Language Development (ELD) strategies; Differentiated instruction aligned to English language proficiency levels; Use of formative language assessments to guide instruction and monitor progress; Evidence-based strategies to support reclassification and long-term academic success for RFEP students; Supplemental materials and targeted small-group instruction specifically for LTELs to accelerate language and content mastery. To ensure full participation without impacting classroom instruction, the District will: Provide substitute coverage for teachers attending training during instructional time; Compensate staff at an hourly rate for attending sessions held after hours; Fund materials, conference attendance, and other tools that align with best practices in EL support. This action directly supports State Priority Areas 2, 4, and 8, and is part of the District's broader MTSS approach to close achievement gaps and ensure all multilingual learners receive meaningful access to grade-level standards.		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Implement supplemental services to bolster school connectedness by enhancing student engagement through peer mentorship programs, fostering parent involvement via workshops and digital communication platforms, and ensuring school safety through comprehensive bullying prevention initiatives and improved campus security measures.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Edison Elementary School District has made progress in increasing attendance rates and reducing suspension rates, yet there remain areas that need improvement. The district has identified specific needs through comprehensive data analysis, including:

Attendance and Chronic Absenteeism: While the Attendance Rate increased from 91.6% in 2022-2023 to 92.68% in 2023-2024, the Chronic Absenteeism Rate, although decreased, remains significant at 25% for All Students and higher for certain subgroups.
Suspension Rates: Although there has been a reduction, the district still faces challenges with high suspension rates, particularly among Hispanic, Socioeconomically Disadvantaged, and English Learner students.
Academic Performance: Local assessment data and the 2023 CA Dashboard highlight ongoing struggles in CAASPP ELA and Math scores, especially for English Learners, Socio-Economically Disadvantaged Students, and other vulnerable groups.
Student and Community Feedback: Surveys and consultations with parents, students, and staff indicate a strong desire for more engagement opportunities, enhanced school safety, and additional support for social-emotional learning (SEL).

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 Source: 2023-24 Local Data	2023-2024 Local Data (Kern Integrated Data System, May 2024), the District's Attendance	2024-2025 Local Data (Kern Integrated Data System, May 2025), the		26/27 95% attendance rate or higher for all student groups	Attendance Rate – Districtwide: +1.95% (93.49% to 95.44%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5 (a): School attendance rates	Rate for 2023-2024 was 93.49%. English Learners Chronic Absenteeism Rate in 2023-2024 was 93.15%. Socioeconomic Disadvantaged Chronic Absenteeism Rate in 2023-2024 was 93.58%. Homeless Chronic Absenteeism Rate in 2023-2024 was 92.47%. 2023-2024 Local Data (Kern Integrated Data System, May 2024), the District's Chronic Absenteeism Rate in 2023-2024 was 27%. English Learners Attendance Rate in 2023-2024 was 29%. Socioeconomic Disadvantaged Attendance Rate in 2023-2024 was 27%. Homeless Chronic Attendance Rate in 2023-2024 was 35%.	District's Attendance Rate for 2024-2025 was 95.44% English Learners Attendance Rate in 2024-2025 was 95.5%. Socioeconomic Disadvantaged Attendance Rate in 2024-2025 was 95.8%. Homeless Attendance Rate in 2024-2025 was 93.2% 2024-2025 Local Data (Kern Integrated Data System, May 2024), the District's Chronic Absenteeism Rate in 2024-2025 was 12.72% English Learners Chronic Absenteeism Rate in 2024-2025 was 14.06% Socioeconomic Disadvantaged Chronic Absenteeism Rate		26/27 Chronic Absenteeism Rate for all student groups will be 15% or less	English Learners: +2.35% (93.15% to 95.50%) Socioeconomically Disadvantaged: +2.22% (93.58% to 95.80%) Homeless Students: +0.73% (92.47% to 93.20%) Chronic Absenteeism Rate – Districtwide: -14.28% (27.00% to 12.72%) English Learners: -14.94% (29.00% to 14.06%) Socioeconomically Disadvantaged: -15.80% (27.00% to 11.20%) Homeless Students: -4.70% (35.00% to 30.30%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in 2024-2025 was 11.2% Homeless Chronic Absenteeism Rate in 2024-2025 was 30.3%			
2.2	Chronic absenteeism rates Source: 2023 CA Dashboard Priority 5 (b): Chronic absenteeism rates	2023 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) Hispanic- Yellow Performance Color (35.70%) White- Orange Performance Color (36.70%) English Learners- Yellow Performance Color (36.40%) Two or more Races- Orange Performance Color (29.7%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) Students with Disabilities- Orange Performance Color (45.30%)	2024 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (27.7%) Hispanic- Yellow Performance Color (27.2%) White- Orange Performance Color (31.4%) English Learners- Yellow Performance Color (29.20%) Two or more Races- No Performance Color (35.3%) Homeless Students- Yellow Performance Color (36.30%) Socioeconomic Disadvantaged- Yellow		26/27 Chronic Absenteeism Rate All Students- Blue Performance Color (0%) Hispanic- Blue Performance Color (0%) White- Blue Performance Color (0%) English Learners- Blue Performance Color (0%) Two or more Races- Blue Performance Color (0%) Homeless Students- Blue Performance Color (0%) Socioeconomic Disadvantaged- Blue Performance Color (0%) Students with Disabilities- Blue Performance Color (0%)	CA Dashboard – Chronic Absenteeism Rate Change from 2023 to 2024 All Students: -8.3% (36.0% to 27.7%) Hispanic: -8.5% (35.7% to 27.2%) White: -5.3% (36.7% to 31.4%) English Learners: -7.2% (36.4% to 29.2%) Two or more Races: +5.6% (29.7% to 35.3%) Homeless Students: -7.1% (43.4% to 36.3%) Socioeconomically Disadvantaged: -9.0% (36.7% to 27.7%) Students with Disabilities: -5.3% (45.3% to 40.0%) Schools with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Schools with Student Group "Red" performance Color for Chronic Absenteeism Edison Elementary School: Students with Disabilities (46.1%) White (40%)	Performance Color (27.70%) Students with Disabilities- Yellow Performance Color (40%) Schools with Student Group "Red" performance Color: None		No Schools with Student Group "Red" performance Color for Chronic Absenteeism	Student Group "Red" Performance Color for Chronic Absenteeism 2023: Edison Elementary School – • Students with Disabilities: 46.1% • White: 40% 2024: None
2.3	Suspension rates Source: 2023 CA Dashboard Priority 6 (a): Pupil suspension rates	2023 CA Dashboard Suspension Rate Student Group Performance White- Yellow Performance Color (3.20%) Two or more Races- Orange Performance Color (2.70%) Homeless Students- Orange Performance Color (2.40%) Students with Disabilities- Orange Performance Color (2.80%)	2024 CA Dashboard Suspension Rate Student Group Performance White- Blue Performance Color (0%) Two or more Races- No Performance Color (0%) Homeless Students- Blue Performance Color (0.50%) Students with Disabilities- Blue		26/27 Suspension Rate for all student groups, schools, and LEA will be 1% or less and or no performance in the "Red" Indicator	CA Dashboard – Suspension Rate Change from 2023 to 2024 All Students: -4.2% (4.9% to 0.7%) White: -3.2% (3.2% to 0.0%) Two or more Races: -2.7% (2.7% to 0.0%) Homeless Students: -1.9% (2.4% to 0.5%) Students with Disabilities: -2.2% (2.8% to 0.6%) Hispanic: -4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA Dashboard "Red" Performance Color for Suspension Rate by Student Group: District Level- All Students- Red Performance Color (4.90%) Hispanic- Red Performance Color (5%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) School Level- Edison Middle School: All Students Red Performance Color (11.6%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Hispanic (11.9%) Socioeconomic Disadvantaged (12.1%)	Performance Color (0.60%) 2024 CA Dashboard "Blue" Performance Color for Suspension Rate by Student Group: District Level- All Students- Blue Performance Color (0.70%) Hispanic- Blue Performance Color (0.7%) Socioeconomic Disadvantaged- Blue Performance Color (0.7%) English Learners- Blue Performance Color (0.6%) School Level- Edison Middle School: All Students Blue Performance Color (1.4%) Student Group within the school with "Green" performance Color for Suspension Rate			(5.0% to 0.7%) Socioeconomically Disadvantaged: -4.4% (5.1% to 0.7%) English Learners: -3.3% (3.9% to 0.6%) Schools with "Red" Performance Color for Suspension Rate 2023 – Edison Middle School: • All Students: 11.6% • Hispanic: 11.9% • Socioeconomically Disadvantaged: 12.1% 2024 – Edison Middle School: • All Students: -10.2 % (11.6% to 1.4%) • Hispanic: -10.3% (11.9% to 1.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Edison Middle School: English Learners (0.8%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: None			• Socioeconomically Disadvantaged: -10.6% (12.1% to 1.5%) • No student group with Red performance color
2.4	Middle School Drop Out Rate Source: 2023-24 Local Data Priority 5 (c): Middle School drop out rates	Aeries/KIDS drop out rate: 0%	Aeries/KIDS drop out rate: 0%		26/27 0% Dropout Rate	no substantial difference from Baseline.
2.5	% Expulsion Rate Source: 2023-24 Local Data Priority 6 (b) Student Expulsion Rates	Aeries/KIDS expulsion rate: 0%	Aeries/KIDS expulsion rate: 0%		26/27 goal for Expulsion Rate will be 0% for all demographics.	no substantial difference from Baseline.

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.

Action 2.1 – Student Engagement Support
Implementation: Fully implemented
Successes:
The district enhanced student engagement by hiring a full-time Agriculture (FFA) teacher and part-time media clerks. These additions supported elective course offerings and built student participation in enrichment opportunities. The FFA program experienced strong enrollment and participation in competitions and showcases, while media clerks supported student-centered activities such as school news and digital storytelling. Feedback from elective course surveys indicated high student interest and a stronger sense of belonging on campus.

Action 2.2 – Performing Arts Elective Teacher
Implementation: Fully implemented
Successes:
The district hired a full-time music teacher and expanded performing arts programming districtwide. Students participated in elective music classes and public concerts, with strong enrollment and positive family feedback. This action increased student expression, confidence, and school pride, while also addressing the need for inclusive, culturally responsive engagement pathways. Data from concert participation logs and enrollment figures confirmed strong student interest and increased elective retention.

Action 2.3 – Social Emotional Support and Behavior Professional Development
Implementation: Fully implemented
Successes:
Districtwide professional development was delivered to support teachers and staff in implementing Social Emotional Learning (SEL) practices. Training sessions were focused on behavior intervention strategies, the integration of SEL into instruction, and trauma-informed practices. Staff reported increased knowledge and confidence in responding to student needs. Nearpod usage data and SEL log entries showed consistent implementation, particularly in upper elementary and middle school classrooms.

Action 2.4 – PBIS Implementation and Trauma-Informed Practices
Implementation: Fully implemented
Successes:
The district supported Tier II/III PBIS implementation by coordinating monthly site-based meetings and delivering professional development on trauma-informed practices. Attendance logs confirmed staff participation across all sites. Positive behavior support plans and schoolwide systems were implemented consistently, contributing to improved behavior data and more collaborative problem-solving among staff. Site administrators noted increased consistency in responses to student behavior and improved adult-student relationships.

Action 2.5 – Retain Full-Time Alternative Placement Classroom Teacher
Implementation: Fully implemented
Successes:

The district retained a veteran teacher for the Alternative Placement Classroom, providing consistent support for students with significant behavioral or academic challenges. This classroom served as a structured environment for targeted intervention and social-emotional support, with a focus on reintegration into general education settings. Staff logs and behavior team notes indicated increased stability, improved attendance, and academic growth for participating students. A key challenge noted was optimizing student placement and reintegration timing to support long-term success.

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

Action 1:
A material difference occurred due to over budgeting for elective teachers. While the projected staffing levels were not fully realized during the year, the district plans to implement a more robust elective course offering in the upcoming school year, aligning expenditures with future needs.
Action 2:
This action was over budgeted relative to actual expenditures. The district continues its efforts to expand the elementary arts program, and actual costs are expected to align more closely with budget projections in subsequent years as program development progresses.
Action 4:
A material difference is noted due to under budgeting for this action. Additional support was required to ensure effective implementation, resulting in expenditures exceeding initial estimates.
Action 5:
This action experienced higher-than-anticipated costs due to the extension of services to the elementary level. The original budget was primarily designed to support the middle school program, necessitating additional funding to meet broader student needs.

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

Action 2.1 – Student Engagement Support
Effectiveness: Effective
The expansion of student engagement opportunities—such as the FFA program and media electives—contributed to a positive shift in attendance and school connectedness.

Attendance Rate: 95.44% overall; 93.2% for Homeless students (status: In Progress)

Dropout Rate: 0% for middle school students (status: Met)
High levels of participation were recorded in elective offerings and extracurricular showcases, with strong student and family feedback. These programs strengthened relationships and increased daily attendance among historically at-risk groups.

Action 2.2 – Performing Arts Elective Teacher
Effectiveness: Effective

The addition of a full-time music teacher expanded performing arts access and increased elective enrollment.

Suspension Rate: 0.7% districtwide; all subgroups rated Blue on the CA Dashboard
Students involved in music and performance activities demonstrated stronger social-emotional engagement, and qualitative feedback from staff and families emphasized increased student confidence and pride. This action reinforced belonging and prosocial behavior.

Action 2.3 – Social Emotional Support and Behavior PD
Effectiveness: Effective
Professional development in trauma-informed practices, SEL strategies, and de-escalation protocols was delivered districtwide.

Bullying Prevention & Safety Training: Implemented at all sites

MTSS Coordination Team: Fully formed and active

Chronic Absenteeism: Local rate at 12.72%; however, Dashboard data exceeded 27% for key subgroups (Status: Not Met)
Staff reported increased preparedness in managing student behavior and supporting emotional regulation. While Tier 1 behavior improved, chronic absenteeism among vulnerable students remained a concern, suggesting a need to intensify Tier 2 interventions.

Action 2.4 – PBIS and Trauma-Informed Practices
Effectiveness: Moderately Effective
Monthly PBIS team meetings were established, and campus-wide behavior expectations were launched across school sites.

Behavior Expectations Rollout: In progress with ongoing fidelity checks

Suspension Rate: Maintained at 0.7%, with strong subgroup ratings
Staff surveys and behavior logs indicated increased clarity and consistency in student expectations. However, implementation varied by site and continued coaching and accountability are necessary to fully embed trauma-informed responses and data-based Tier 2 supports.

Action 2.5 – Retain Full-Time Alternative Placement Classroom Teacher
Effectiveness: Effective
The district successfully retained a full-time teacher for alternative placement, providing a structured, therapeutic setting for students with persistent behavioral or academic challenges.

Expulsion Rate: 0% (status: Met)

Dropout Rate: 0%

Suspension Rate: Decrease noted among students placed in the program
Case logs and teacher reports confirmed academic growth, improved behavior, and increased attendance for students served. Reintegration planning and transition monitoring remain key growth areas for future improvement.

Summary:
Goal 2 actions demonstrated strong impact in supporting student engagement, school climate, and Tier II/III behavioral support systems.

Actions 2.1, 2.2, and 2.5 were effective, with measurable reductions in suspension, expulsion, and dropout rates, and improvements in elective participation and attendance.

Action 2.3 was effective, though chronic absenteeism among subgroups remains a challenge.

Action 2.4 was moderately effective, with evidence of implementation but uneven fidelity across sites.

Collectively, Goal 2 actions supported safer learning environments, increased student connection to school, and reduced exclusionary discipline, particularly for historically underserved students.

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

No changes were made to the overall goal or metrics in Goal 2.

New Actions
No new actions were added to Goal 2 in the revised 2025–26 LCAP.

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	Student Engagement Support	Ag Teacher, and part-time media clerks to address academic and behavioral needs through tailored plans. They collaborate with teachers and engage parents for comprehensive support. The Ag Teacher provides hands-on learning in agriculture, fosters leadership through FFA, and promotes environmental stewardship. Together, they enhance student learning, career readiness, and overall educational outcomes. Staff	$310,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1 Ag teacher 2 part time media clerk Materials for STEAM electives		
2.2	Performing Arts elective teacher	Investing in performing arts education not only motivates students but also plays a crucial role in developing multiple intelligences and essential life skills. By supporting performing arts programs, schools enrich the educational experience, fostering creativity, collaboration, and emotional expression among students. Participation in activities such as music, drama, and dance nurtures artistic abilities while enhancing cognitive functions like problem-solving and critical thinking. Students learn to communicate effectively, both verbally and non-verbally, and develop resilience through practice and performance. Moreover, the arts cultivate empathy and cultural awareness, encouraging students to appreciate diverse perspectives and traditions. Financial support for performing arts programs ensures that schools can provide quality instruction, access to instruments and equipment, and opportunities for performances and exhibitions. These experiences not only boost confidence and self-esteem but also contribute to overall academic success by engaging students in meaningful learning outside traditional subjects. By investing in performing arts education, schools create a more inclusive and well-rounded educational environment, preparing students to thrive in a global society where creativity, adaptability, and collaboration are increasingly valued and essential. Staff: 1 full time music teacher Materials and instruments	$205,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Social emotional support/behavior professional development	The District is committed to providing ongoing professional development for staff to strengthen their capacity in supporting students' social-emotional and behavioral needs effectively. This initiative aims to equip educators with the knowledge, skills, and resources necessary to create a supportive and inclusive learning environment. Professional development sessions will focus on evidence-based practices in social-emotional learning (SEL), behavioral intervention strategies, and trauma-informed approaches. Teachers and staff will learn how to recognize and respond to diverse student needs, fostering positive relationships and addressing challenges in a proactive and empathetic manner. By investing in ongoing training, the District ensures that educators stay abreast of current research and best practices in student support. Workshops and seminars will provide practical strategies for promoting emotional regulation, conflict resolution, and mindfulness among students, thereby enhancing their overall well-being and academic success. Furthermore, professional development opportunities will encourage collaboration among staff members, enabling them to share insights and learn from each other's experiences. This collective effort strengthens the school community's ability to meet the diverse social-emotional needs of all students, promoting a nurturing and conducive learning environment for everyone. Conferences Memberships Social emotional activities Materials Hourly rates Extra hours This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: LEA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School: Edison Middle School (Student Groups- All Students, Hispanic, and Socioeconomically Disadvantaged) AND Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following: School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)		
2.4	Support PBIS implementation and professional development for Trauma informed practices.	Support the implementation of PBIS (Positive Behavioral Interventions and Supports) and provide professional development focused on trauma-informed practices. Enhancing PBIS implementation will foster a positive school climate and encourage constructive student behavior through consistent, evidence-based strategies. This framework promotes a proactive approach to behavior management, reducing disciplinary incidents and creating a more inclusive learning environment. Professional development in trauma-informed practices equips educators with the skills and knowledge to understand and respond to the impacts of trauma on students. By integrating these practices, staff can create supportive and empathetic classrooms that address the emotional and psychological needs of all students, particularly those affected by trauma. Combining PBIS with trauma-informed practices ensures a holistic approach to student well-being and behavior management. This dual focus not only improves student outcomes but also supports educators in their efforts to create a nurturing and resilient school community. Investing in these initiatives highlights the district's commitment to fostering a safe, supportive, and effective learning environment where all students can thrive. Extra hours	$249,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Materials Professional development This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: LEA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged School: Edison Middle School (Student Groups- All Students, Hispanic, and Socioeconomically Disadvantaged) AND Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following: School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)		
2.5	Retain Full Time Alternative Placement Classroom Teacher	Retaining a Full-Time Alternative Placement Classroom Teacher is essential for providing tailored educational support to students who require a different learning environment than the traditional classroom setting. This role is crucial for addressing the unique academic, social, and emotional needs of students who may struggle with behavioral issues, learning disabilities, or other challenges that impede their success in a standard classroom. By maintaining a dedicated teacher for alternative placement, the school district ensures continuity and stability in these students' educational experiences, fostering a supportive and structured environment that promotes individualized learning plans and personalized attention. This retention not only helps in mitigating behavioral issues and improving academic outcomes but also plays a vital role in re-integrating students into mainstream classrooms when they are ready, thus contributing to the overall goal of inclusive and equitable education. Staff: Alternative Placement Support Hourly wages Materials	$161,844.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: LEA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged School: Edison Middle School (Student Groups- All Students, Hispanic, and Socioeconomically Disadvantaged) AND Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following: School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The District will achieve and maintain a 97% attendance rate by May 1, 2026 as measured by local attendance data. The District will also decrease the number of chronic absenteeism students identified as High Risk and needing intervention by 10% by May 1, 2026 as measured by local benchmark data, wellness checks, survey data, engagement tracking, and behavioral data.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Edison School District has developed this goal in response to trends identified in the 2023 California Dashboard and local attendance data for the district. The key issues driving the development of this goal include:
High Suspension Rates:
The school received a "red" rating in suspensions, indicating a very poor performance, particularly among English Learner (EL) students. High suspension rates can negatively impact student learning and overall school climate, necessitating targeted interventions to reduce suspensions and promote positive behavior.
Chronic Absenteeism:
Both "All Students" and "Socioeconomically Disadvantaged Students" scored low in chronic absenteeism, meaning these groups had high rates of frequent absences. Chronic absenteeism can severely hinder academic progress and lead to long-term educational setbacks, making it crucial to address attendance issues to ensure students are consistently engaged in their education.
Performance of Homeless Students:
Homeless students also scored low in both suspensions and chronic absenteeism, indicating they face significant challenges that affect their school performance. These students require additional support to improve their attendance and reduce suspensions, helping them stay on track academically.
Attendance Rates:
While the local attendance data showed a 91.5% attendance rate for the 2022-2023 school year, there is a projected increase to 92.68% for 2023-2024. This goal aims to build on the positive trend and further improve attendance rates, recognizing that regular attendance is critical for academic success.
Reduction in Suspension Rates:
The significant decrease in suspension rates from 4.96% to 0.6% demonstrates that interventions can be effective. The goal is to maintain and continue this positive trend, ensuring a supportive and conducive learning environment for all students.

Overall, the LEA's goal is to address these issues by implementing strategies and programs that reduce suspensions, improve attendance, and provide targeted support to vulnerable student groups. By doing so, they aim to create a safer, more inclusive, and academically supportive environment at Edison Middle School.

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 Survey responses # of parent meetings held Source: 2023-24 Local Data Priority 3 (a): Parent Involvement	2024-2025 Local Data reflects 4 Parent Input Meetings held. 4 Parent Trainings held. District hosted one Family Event per semester at each site. Using Local Surveys, data showed that 3% of parents participated in responding back to district surveys.	Local data from the 2024–25 school year reflects: 4 Parent Input Meetings held 4 Parent Trainings conducted One Family Event per semester hosted at each school site Based on Local LCAP Survey results, 7.8% of parents participated, more than doubling the prior year's 3% baseline The district continues to prioritize family engagement through consistent communication		26/27 100% parent involvement: Monthly parent meetings (8) 26/27 100% parent participation in Local Surveys.	No difference from baseline for Parent Meetings held. +4.8% increase in parent survey participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and accessible programming.			
3.2	% of parent engagement opportunities as measured by monthly meetings Source: 2023-24 Local Data Priority 3 (b): How district promotes participation of parents for unduplicated pupils	Using local communication tools (emails, flyers, phone tree service, website) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families. Total Meetings Offered and delivered were 4 meetings.	Using local communication tools (emails, flyers, phone tree service, website) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families. Total Meetings Offered and delivered were 4 meetings.		26/27 Using local communication tools (emails, flyers, phone tree service, website) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families. Total Meetings Offered and delivered will be 8 meetings.	No substantial difference from Baseline
3.3	% of parent engagement opportunities as measured by monthly meetings held with SWD parents Source: 2023-24 Local Data Priority 3 (c): How district promotes participation of parents for pupils with exceptional needs	Using local communication tools (emails, flyers, phone tree service, website) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	Using local communication tools (emails, flyers, phone tree service, website) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.		26/27 Using local communication tools (emails, flyers, phone tree service, website) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	No substantial difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Total Meetings Offered and delivered will be 8 meetings.	
3.4	Attendance Rates Source: 2023-24 Local Data Priority 5 (a): School attendance rates	2023-2024 Local Data (Kern Integrated Data System, May 2024), the District's Attendance Rate for 2023-2024 was 93.49%. English Learners Chronic Absenteeism Rate in 2023-2024 was 93.15%. Socioeconomic Disadvantaged Chronic Absenteeism Rate in 2023-2024 was 93.58%. Homeless Chronic Absenteeism Rate in 2023-2024 was 92.47%. 2023-2024 Local Data (Kern Integrated Data System, May 2024), the District's Chronic Absenteeism Rate in 2023-2024 was 27%. English Learners Attendance Rate in 2023-2024 was 29%. Socioeconomic Disadvantaged	2024-2025 Local Data (Kern Integrated Data System, May 2025), the District's Attendance Rate for 2024-2025 was 95.44% English Learners Attendance Rate in 2024-2025 was 95.5%. Socioeconomic Disadvantaged Attendance Rate in 2024-2025 was 95.8%. Homeless Attendance Rate in 2024-2025 was 93.2% 2024-2025 Local Data (Kern Integrated Data System, May 2024), the District's Chronic Absenteeism Rate in 2024-2025 was 12.72%		26/27 95% attendance rate or higher for all student groups 26/27 Chronic Absenteeism Rate for all student groups will be 15% or less	Attendance Rate: All Students: +1.95 Socioeconomically Disadvantaged: +2.22 English Learners: +2.35 Homeless: +0.73 Chronic Absenteeism: All Students: –14.28 Socioeconomically Disadvantaged: –15.8 English Learners: –14.94 Homeless: –4.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rate in 2023-2024 was 27%. Homeless Chronic Attendance Rate in 2023-2024 was 35%.	English Learners Chronic Absenteeism Rate in 2024-2025 was 14.06% Socioeconomic Disadvantaged Chronic Absenteeism Rate in 2024-2025 was 11.2% Homeless Chronic Absenteeism Rate in 2024-2025 was 30.3%.			
3.5	Chronic absenteeism rates Source: 2023 CA Dashboard Priority 5 (b): Chronic absenteeism rates	2023 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) Hispanic- Yellow Performance Color (35.70%) White- Orange Performance Color (36.70%) English Learners- Yellow Performance Color (36.40%) Two or more Races- Orange Performance Color (29.7%) Homeless Students- Yellow Performance Color (43.40%)	2024 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (22.6%) Hispanic- Yellow Performance Color (21.90%) White- Orange Performance Color (28.90%) English Learners- Orange Performance Color (29.9%) Two or more Races- No		26/27 Chronic Absenteeism Rate All Students- Blue Performance Color (0%) Hispanic- Blue Performance Color (0%) White- Blue Performance Color (0%) English Learners- Blue Performance Color (0%) Two or more Races- Blue Performance Color (0%) Homeless Students- Blue	Chronic Absenteeism Rate Change from 2023 to 2024 All Students: -13.4% (36.0% to 22.6%) Hispanic: -13.8% (35.7% to 21.9%) White: -7.8% (36.7% to 28.9%) English Learners: -6.5% (36.4% to 29.9%) Two or more Races: N/A (29.7% to N/A) Homeless Students: -7.0% (43.4% to 36.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) Students with Disabilities- Orange Performance Color (45.30%) Schools with Student Group "Red" performance Color for Chronic Absenteeism Edison Elementary School: Students with Disabilities (46.1%) White (40%)	Performance Color (N/A) Homeless Students- No Performance Color (36.40%) Socioeconomic Disadvantaged-Yellow Performance Color (22.70%) Students with Disabilities-Orange Performance Color (32.30%) Schools with Student Group "Red" performance Color for Chronic Absenteeism: None		Performance Color (0%) Socioeconomic Disadvantaged-Blue Performance Color (0%) Students with Disabilities- Blue Performance Color (0%) No Schools with Student Group "Red" performance Color for Chronic Absenteeism	Socioeconomically Disadvantaged: -14.0% (36.7% to 22.7%) Students with Disabilities: -13.0% (45.3% to 32.3%) Schools with Student Group "Red" performance Color for Chronic Absenteeism 2023 to 2024 Edison Elementary School: Students with Disabilities -6.1% (46.1% to 40%) Yellow White -8.6% (40% to -31.4%)
3.6	Middle school drop-out rates Source: 2023-24 Local Data Priority 5 (c); Middle school drop-out rates	2023-24 Local Data: Middle School Drop-Out Rate was 0%	2024-25 Local Data: Middle School Drop-Out Rate was 0%		26/27 0% Drop-Out Rate. MTSS full implementation: Monitoring of student progress	No substantial difference from Baseline
3.7	Pupil suspension rates Source: 2023 CA Dashboard	2023 CA Dashboard Suspension Rate Student Group Performance	2024 CA Dashboard Suspension Rate		26/27 Suspension Rate for all student groups, schools, and LEA will be	CA Dashboard – Suspension Rate Change from 2023 to 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6 (a): Pupil suspension rates	White- Yellow Performance Color (3.20%) Two or more Races- Orange Performance Color (2.70%) Homeless Students- Orange Performance Color (2.40%) Students with Disabilities- Orange Performance Color (2.80%) 2023 CA Dashboard "Red" Performance Color for Suspension Rate by Student Group: District Level- All Students- Red Performance Color (4.90%) Hispanic- Red Performance Color (5%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) School Level- Edison Middle School: All Students Red	Student Group Performance White- Blue Performance Color (0%) Two or more Races- No Performance Color (0%) Homeless Students- Blue Performance Color (0.50%) Students with Disabilities- Blue Performance Color (0.60%) 2024 CA Dashboard "Blue" Performance Color for Suspension Rate by Student Group: District Level- All Students- Blue Performance Color (0.70%) Hispanic- Blue Performance Color (0.7%) Socioeconomic Disadvantaged- Blue Performance Color (0.7%)		1% or less and or no performance in the "Red" Indicator	All Students: -4.2% (4.9% to 0.7%) Hispanic: -4.3% (5.0% to 0.7%) Socioeconomically Disadvantaged: -4.4% (5.1% to 0.7%) English Learners: -3.3% (3.9% to 0.6%) White: -3.2% (3.2% to 0.0%) Two or More Races: -2.7% (2.7% to 0.0%) Homeless Students: -1.9% (2.4% to 0.5%) Students with Disabilities: -2.2% (2.8% to 0.6%) Edison Middle School – Suspension Rate Change from 2023 to 2024 All Students: -10.2% (11.6% to 1.4%) Hispanic: -10.3% (11.9% to 1.6%) Socioeconomically Disadvantaged: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Performance Color (11.6%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Hispanic (11.9%) Socioeconomic Disadvantaged (12.1%)	English Learners-Blue Performance Color (0.6%) School Level-Edison Middle School: All Students Blue Performance Color (1.4%) Edison Middle School: Hispanic (1.6%) Socioeconomic Disadvantaged (1.5%)			10.6% (12.1% to 1.5%)
3.8	Pupil expulsion rates Source: 2022-23 DataQuest Priority 6 (b): Pupil expulsion rates	2022-23 Expulsion Rate was 1.09%	2023-24 Expulsion Rate was 0%		26/27 0% Expulsion Rate Full MTSS implementation process: Monitoring students system	-1.09% improvement from Baseline; expulsion rate reduced to 0%
3.9	% of students survey data that has Source: 2023-24 Local Data Priority 6 (c): Other Local Measures on sense of safety and school connectedness	2023-24 Student Connectedness Survey showed that 77% of students felt connected to the school, 81% of students said they had adults who cared about them at the school, and 85% of students said they felt safe at school.	Results from the 2024–25 Student Connectedness Survey show a mixed picture when compared with the prior year: 65% of students reported feeling connected to		26/27 Student Connectedness Survey 100% of students will feel connected to the school, 100% of students will feel that they had adults who cared about them at the school, and	Student Connectedness Survey – Change from 2023–24 to 2024–25 Students Feeling Connected to School: -12% (77% to 65%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school (down 12% from previous year) 77% of students said they had adults at school who care about them (down 4% from previous year) 77% of students reported feeling safe at school (down 8% from previous year)		100% of students will say that they feel safe at school.	Students Reporting Adults Who Care: -4% (81% to 77%) Students Feeling Safe at School: -8% (85% to 77%)

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.

Action 3.1 – AERIES Student Data System, Communication, and PD
Implementation: Fully Implemented
Successes:
The AERIES contract was successfully renewed, and associated tools were deployed to enhance student information access and communication with families. Bilingual outreach and online registration support strengthened equitable access. Staff participated in training on system updates, helping ensure accurate reporting and data integration.

Action 3.4 – Transportation for Unduplicated Pupils
Implementation: Fully Implemented
Successes:
Two full-time drivers and a bus aide expanded transportation access for unduplicated students, reducing transportation barriers to school attendance. These positions supported interventions and extended learning time.

Action 3.5 – Attendance & Engagement Incentives
Implementation: Fully Implemented
Successes:
Monthly and quarterly incentives were used to motivate student attendance. Sites hosted celebrations, and the Attendance Supervisor and site teams conducted home visits and outreach.
Challenges:
High chronic absenteeism rates persisted among subgroups (e.g., Homeless, SED), highlighting the need for additional Tier II/III strategies.

Action 3.6 – School Nurse for Health Services
Implementation: Fully Implemented
Successes:
The full-time nurse improved student health access through screenings, chronic care management, and health education. This reduced early dismissals and health-related absences.

Action 3.8 – Community Services Coordinator
Implementation: Fully Implemented
Successes:
The Coordinator enhanced family outreach and increased access to resources. Community partnerships were expanded to support families facing economic instability, contributing to improvements in attendance follow-up.
Challenges:
High caseloads limited the ability to offer intensive case management to all families in need.

Partially Implemented Actions

Action 3.2 – Attendance Support Staffing
Implementation: Partially Implemented
Successes:
A counselor at Edison Middle School and a part-time support staff member at Orangewood provided early intervention and SEL supports, contributing to improved attendance outcomes among targeted students.
Challenges:
Orangewood was unable to hire a full-time counselor due to budget constraints and limited applicants, reducing the scale of planned support.

Action 3.7 – Vice Principal, AOSA, and Director of Ed Services
Implementation: Partially Implemented
Successes:

Vice Principal and AOSA positions were fully implemented and provided needed operational support at school sites. A Director of Ed Services was hired in spring 2025 and will lead curriculum and instruction work next year.
Challenges:
Due to the late hire, full implementation of coaching and PD coordination will begin in 2025–26.

Action 3.10 – School Attendance Review Team (SART)
Implementation: Partially Implemented
Successes:
Late-year launch resulted in strong initial student response. Assigned staff conducted home visits and student check-ins, showing early promise in supporting students with chronic absenteeism.
Challenges:
Implementation began late in the year; a full cycle of Tier III supports will begin in 2025–26 to build consistency and broader impact.

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.

While most of the budget was spent as planned, some underutilization occurred in areas intended to support outreach through the community center and contracted staff support. Limited staffing at the center delayed the full rollout of services designed to address attendance barriers, including family engagement workshops and access to mental health services. Consequently, some funds were redirected to expand student incentive programs and provide supplemental transportation support.

Action 4:
This action was over budgeted relative to actual expenditures. The district is taking proactive steps to refine the budgeting process for the upcoming school year to ensure greater alignment with actual program needs and cost trends.
Action 7:
A material difference occurred due to staffing changes that took place mid-year, resulting in a lower-than-anticipated cost for implementation. These changes impacted the amount of personnel resources required.
Action 8:
Similar to Action 7, this action experienced reduced costs due to staffing adjustments during the school year. The staffing transition led to a decrease in expenditures from the original budgeted amount.

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

Action 3.1 – AERIES Student Data System, Communication, and PD
Effectiveness: Effective
Improved communication tools and bilingual outreach supported family engagement and online registration. System updates and staff training contributed to more accurate student data reporting.

Attendance Rate: 95.44% overall; 93.2% for Homeless students (Status: In Progress)
Dropout Rate: 0% for middle school students (Status: Met)

Action 3.2 – Attendance Support Staffing
Effectiveness: Moderately Effective
While counseling and early intervention improved at Edison Middle School, limited staffing at Orangewood reduced the scope of support. Positive impact was noted for students receiving SEL and Tier II check-ins.

Attendance Rate: 95.44% overall; 93.2% for Homeless students (Status: In Progress)
Chronic Absenteeism: Local rate at 12.72%, but Dashboard rate remained above 27% for key subgroups (Status: Not Met)

Action 3.4 – Transportation for Unduplicated Pupils
Effectiveness: Effective
Expanded transportation improved access for students needing interventions. Supports contributed to reduced barriers for homeless and SED students with documented attendance challenges.

Attendance Rate: 95.44% overall; 93.2% for Homeless students (Status: In Progress)
Dropout Rate: 0% for middle school students (Status: Met)

Action 3.5 – Attendance & Engagement Incentives
Effectiveness: Effective
Monthly and quarterly celebrations helped improve daily attendance. Site teams reported improved student motivation. However, chronic absenteeism remained elevated for key subgroups.

Attendance Rate: 95.44% overall; 93.2% for Homeless students (Status: In Progress)
Chronic Absenteeism: Local rate at 12.72%, but Dashboard rate exceeded 27% for key subgroups (Status: Not Met)

Action 3.6 – School Nurse for Health Services
Effectiveness: Highly Effective
Health screenings and chronic condition management reduced health-related absences. Early dismissals declined, allowing students to remain in school longer and improving daily participation rates.

Attendance Rate: 95.44% overall (Status: In Progress)
Dropout Rate: 0% (Status: Met)

Action 3.7 – Vice Principal, AOSA, and Director of Ed Services
Effectiveness: Moderately Effective

Operational support roles improved school climate and staff coordination. Due to the Director of Ed Services' late hire, full instructional leadership impact is anticipated in 2025–26.

Dropout Rate: 0% (Status: Met)
Expulsion Rate: 0% (Status: Met)

Action 3.8 – Community Services Coordinator
Effectiveness: Effective
Family outreach improved, particularly for low-income and housing-insecure students. Community partnerships increased access to food, health care, and basic needs. Caseload volume limited individualized follow-up in some cases.

Dropout Rate: 0% (Status: Met)
Expulsion Rate: 0% (Status: Met)

Summary:
Actions 3.1, 3.4, 3.5, 3.6, and 3.8 were most effective in supporting improved attendance rates, school engagement, and access to services for unduplicated students. The district's overall attendance rate increased to 95.44%, and middle school dropout and expulsion rates remained at 0%. Chronic absenteeism remained an area for growth, particularly among Homeless and SED students. Several planned initiatives (3.3 and 3.9) were not implemented and had no measurable effect this year, while others (3.2, 3.7, 3.10) were only partially implemented due to staffing or timing limitations.

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

Action 3.3 (Implement INDurance Concepts Staff Safety and Leadership Training), Action 3.9 (Attendance Recovery Program), and Action 3.10 (School Attendance Review Team) have been added to Goal 3.

All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and/or decreases in the overall budget allotment for each action that the district has adjusted due to reductions in LCFF funding.

Budget Changes:
3.2 The budget has been reduced by $167,600 compared to the adopted 2024–2025 LCAP. This decrease reflects a reduction in staffing within counseling services, including the removal of one counselor position.

3.3 This is a newly added action item for the 2025–2026 LCAP and was not included in the previously adopted version.

3.5 The budget has been reduced by $162,600 compared to the adopted 2024–2025 LCAP. This decrease reflects a reallocation of funds to support newly prioritized initiatives outlined in Action Items 3.3, 3.9, and 3.10.

3.7 The budget has been increased by $175,200 from the adopted 2024–2025 LCAP. This increase is the result of adding a new position: Director of Educational Services and Support, to enhance instructional leadership and support services across the district.

3.9 This is a newly added action item for the 2025–2026 LCAP and was not included in the previously adopted version.

3.10 This is a newly added action item for the 2025–2026 LCAP and was not included in the previously adopted version.

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	Retain Annual Contract for AERIES Student Data System, Professional Development and Parent Communication	The AERIES Student Data System is essential for accurately tracking student attendance, behavior, and academic progress. By maintaining this contract, the district ensures robust data management and streamlined access to critical student information, facilitating informed decision-making and timely interventions. In addition to data management, the contract includes ongoing Professional Development for staff. This training empowers educators to effectively utilize the system, enhancing their ability to monitor student progress and implement data-driven strategies for academic improvement. Furthermore, the Parent Communication features of AERIES play a vital role in fostering strong home-school connections. These tools enable consistent and transparent communication between the school and families, ensuring parents are well-informed about their children's academic performance and school activities. This engagement is crucial for supporting student success and encouraging parental involvement in the educational process. By retaining the AERIES contract with these comprehensive features, the district reinforces its commitment to leveraging technology for improved educational outcomes, professional growth, and enhanced family engagement. Subscriptions/Contracts Hourly wages Materials Online Enrollment/extra support wages	$33,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: LEA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged School: Edison Middle School (Student Groups- All Students, Hispanic, and Socioeconomically Disadvantaged) AND Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following: School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)		
3.2	Attendance Support	This action will support the implementation of the MTSS framework. Orangewood Elementary will retain a full-time Counselor, while Edison Middle School will retain two full-time Counselors. These dedicated professionals will play a crucial role in tracking student attendance and enhancing mental health support across both campuses. The full-time Counselor at Orangewood Elementary will focus on maintaining accurate attendance records and providing individualized support to students facing attendance challenges. This role ensures that attendance issues are promptly addressed, promoting consistent student engagement and participation in academic activities. At Edison Middle School, the two full-time Counselors will expand the scope of mental health support services. They will not only track attendance effectively but also provide proactive interventions and counseling to address various socio-emotional needs among students. This includes supporting students through individual counseling sessions, group therapy, and collaborating with families to ensure a holistic approach to student well-being.	$417,557.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By retaining these dedicated professionals, the District demonstrates its commitment to fostering a supportive and nurturing environment where students receive the necessary support to succeed academically and thrive personally. These efforts align with our goal of promoting positive student outcomes through comprehensive mental health and attendance support initiatives. Staff: Counselors Psychologist Professional development Materials This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: LEA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged School: Edison Middle School (Student Groups- All Students, Hispanic, and Socioeconomically Disadvantaged) AND Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following: School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)		
3.3	Implement INDurance Concepts Staff Safety and Leadership Training	The district will partner with INDurance Concepts to provide targeted staff training in safety, leadership, and customer service, all aimed at improving school climate and reducing chronic absenteeism—especially among unduplicated students. Attendance data and partner feedback highlight the importance of consistent, respectful interactions between staff, students, and families. This action addresses that need by investing in adult behavior change and relationship-building strategies.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition to whole-staff training, selected leadership team members will receive personalized coaching and mentoring in effective leadership and conflict resolution. This targeted support strengthens site-level capacity to build safe, inclusive school environments. By equipping staff and leaders to de-escalate conflict, lead with empathy, and deliver culturally responsive service, the district promotes a sense of safety and belonging that improves student attendance. This action aligns with LCAP Priorities 3 (Family Engagement), 5 (Student Engagement), and 6 (School Climate), and directly supports efforts to reduce chronic absenteeism among foster youth, English learners, and low-income students.		
3.4	Provide transportation services for unduplicated students to access extracurricular activities, enrichment, interventions and/or special events	Retain a full-time bus driver/custodian to drive additional routes for intervention programs and to help increase attendance rates by decreasing walking boundaries. Additionally, retain an extra bus driver and a bus aide to transport students participating in intervention and enrichment programs. These positions are crucial in ensuring reliable transportation for students, particularly those in need of academic support and enrichment activities. By expanding transportation routes and reducing walking boundaries, the district aims to improve accessibility and reduce barriers to regular attendance. This initiative is expected to boost attendance rates and ensure more students can participate in valuable intervention and enrichment opportunities. The bus driver/custodian’s dual role enhances operational efficiency, while the dedicated bus driver and bus aide provide targeted support for students requiring additional resources. Together, these efforts demonstrate the district’s commitment to promoting student engagement, reducing absenteeism, and fostering a supportive educational environment. Staff:	$278,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Bus drivers Hourly wages Aides (extra support)		
3.5	Enhance attendance and engagement initiative	This attendance campaign is designed to improve the Chronic Absenteeism Rate and reduce Suspension Rates among all students, with a particular focus on those identified as being at higher risk. By utilizing a team of dedicated staff members—including an Attendance Supervisor, Clerk support for case management, Behavioral Health Aides, and ASES Leaders—and by implementing attendance incentives and providing necessary resources through hourly wages, the district aims to create a supportive and engaging environment that encourages regular attendance and positive behavior. This comprehensive approach will help ensure that students have the opportunity to succeed academically and socially while addressing the specific challenges faced by at-risk student groups. Staff: Attendance supervisor Clerk support (case management) Attendance incentives Hourly wages Behavioral Health Aides ASES Leaders This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: LEA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged School: Edison Middle School (Student Groups- All Students, Hispanic, and Socioeconomically Disadvantaged) AND Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following:	$504,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)		
3.6	Provide access to health services through a district nurse	Providing access to health services through a school nurse involves delivering medical care and support directly within the educational environment. A school nurse addresses students' immediate health needs, manages chronic conditions, administers medications, conducts health screenings, and promotes health education. This role ensures that students receive timely medical attention, supports their overall well-being, and helps maintain a healthy and safe school environment, fostering better academic and personal outcomes. Staff: School nurse Hourly wages This action addresses the red performance indicator for Suspension on the CA Dashboard for the following: Red Performance indicator for Chronic Absenteeism on the CA Dashboard for the following: School: Orangewood Elementary School (Student Groups- Students with Disabilities and White)	$130,325.00	Yes
3.7	Enhancing educational experiences and support with support staff	We will enhance educational experiences by adding key roles designed to improve student outcomes and support staff effectively. The principal will continue to support academic and disciplinary functions. The following roles are recommended: Administrative on Special Assignment: This role will focus on specific projects or areas of need within the school, providing targeted support and expertise to address emerging challenges and opportunities.	$701,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Director of Educational Services: This position will oversee curriculum development, instructional strategies, and professional development, ensuring that educational programs are effective and aligned with best practices. Vice Principal at EMS: The Vice Principal will assist in managing the daily operations of the school, including student discipline, staff support, and the implementation of school policies, fostering a positive and productive school environment. These positions are designed to enhance the educational experience, improve student outcomes, and support staff effectively. Staff: Vice-principal at EMS AOSA: Support Services and Orangewood Director of Educational Services The addition of a vice principal, AOSA at Orangewood, an Educational Services and enhanced support services to our team is to enhance student connectedness and improve attendance in our school district. These changes aim to enrich the educational experience by improving attendance rates and providing more effective support to our dedicated staff. By fostering a more supportive and efficient environment, we are committed to ensuring the success and well-being of both our students and educators		
3.8	Retain Full-Time Community Services Coordinator	Purpose: The Community Services Coordinator serves as a liaison between the school district, families, and the broader community. The primary goal is to foster strong partnerships, enhance community engagement, and coordinate services that support student success and well-being. Staff: Community Services Coordinator Materials	$241,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hourly wages Incentives for parents to participate in school events We are committed to addressing chronic absenteeism and improving overall attendance by retaining a full-time Community Services Coordinator. This dedicated professional will work closely with students, families, and staff to identify the underlying causes of absenteeism and implement effective strategies to overcome them. By providing personalized support and fostering strong connections between the school and the community, the Community Services Coordinator will play a crucial role in ensuring that students attend school regularly, leading to better academic performance and a more supportive school environment.		
3.9	AR Attendance Recovery Program	The Attendance Recovery (AR) program supports academic growth and ADA recovery by offering grade-level instruction to students with low attendance. Funded through ELOP, it aligns with LCAP Goals 1 and 3—improving academic outcomes, reducing chronic absenteeism, and boosting ADA. Program Overview Sites: Orangewood Elementary & Edison Middle Staffing: Up to 2 certificated teachers per site Format: 1-hour daily clubs, M–F, in monthly rotations Planning: 2 paid prep hours/month per teacher Supervision: Certificated staff with optional aide support Curriculum: Standards-aligned, teacher-created Student Selection: Based on attendance and academic data Ratios: 10:1 (TK/K), 20:1 (Grades 1–8)	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Attendance Tracking: Hourly logs via Excel Incentives: Attendance-based rewards Budget Teacher Pay: $39,600 (4 teachers, 180 days) Prep Time: $5,000 Incentives: $5,000 Supplies/Materials: $20,000 Total Cost: $70,000 Next Steps Finalize club schedules and tracking templates Identify students Recruit teachers Develop proposal/approval and student incentive plans Consult CTA on staffing process		
3.10	School Attendance Review Team (SART)	The implementation of the SART pilot program represents a proactive, relationship-centered approach to addressing chronic absenteeism among our most at-risk students—many of whom are unduplicated pupils. Research and local data confirm that students with frequent absences often face complex barriers that cannot be addressed through attendance notifications alone. Instead, what they need is consistent, personalized	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support from trusted adults who recognize both the challenges they face and the potential they hold. SART Attendance Case Managers—handpicked for their dedication and existing relationships with students—are uniquely positioned to support attendance improvement through meaningful, daily interactions. By monitoring attendance data, providing encouragement, and connecting with families, these staff members offer both accountability and care. Small gestures, like personalized check-ins or incentives tied to student interests (e.g., Pokémon cards), humanize the intervention and help rebuild a student's sense of belonging and motivation to attend school regularly. This pilot lays the foundation for a scalable system that personalizes interventions, fosters student-staff trust, and ensures no child falls through the cracks. By investing in SART now, the district builds a sustainable model that aligns with LCAP Goals around improving engagement (Priority 5), fostering a positive school climate (Priority 6), and reducing chronic absenteeism—especially among low-income, English learner, and foster youth populations.		

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
$4971224	$651,171.00

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
42.245%	0.000%	$0.00	42.245%

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 Initiative to support Tier 1 Instruction **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange)	How the action addresses the needs of Unduplicated Pupils: These workshops will equip teachers with specific strategies to effectively support these student groups, improving their academic outcomes. Equipping educators with the latest teaching strategies will enhance the quality of instruction and better support struggling learners. Comprehensive training ensures consistency in instructional quality and equity across the district	Data Teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) PLC Data Logs (Metric 1.15)

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
	Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group English Learners, Socioeconomically Disadvantaged students, and Foster Youth require tailored instructional approaches to bridge achievement gaps and improve engagement. As a District, English Learners are performing in the lowest category identified on the CA Dashboard in ELA and Math (Red Performance). Our Low Income students at performing in the lowest category on the CA Dashboard in ELA and Math (Red Performance) as well as Orangewood Elementary and Edison Middle School having low performance in this area.	and are being provided on a LEA-wide bases because all students can benefit from high quality teaching staff that have learned impactful strategies to support student learning. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math).	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partner Feedback from our staff feel that they need a high quality professional development program to stay current in the pedagogy to allow them to provide a quality instructional program. Educational Partners wanted to ensure that staff receive the necessary training to improve their instructional practices. **Scope:** LEA-wide		
1.2	**Action:** MTSS support. **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red)	How the action addresses the needs of Unduplicated Pupils: Intervention specialists will deliver personalized instruction tailored to the needs of each student, helping to close learning gaps and improve academic performance. Intervention specialists district-wide ensures that all schools can provide necessary support to their most at-risk students, promoting consistency in educational quality. Consistent training across the district ensures all staff are equipped to provide high-quality support, promoting uniformity in the effectiveness of interventions. Data analysis allows for timely identification of issues and necessary adjustments to instruction and improving student outcomes. These actions directly address the achievement gaps by providing personalized instruction to students performing below grade level. This action is being provided on an LEA-wide basis because all students can benefit from additional support when they struggle	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) PLC Data Logs (Metric 1.15)

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
	For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group Students in these groups are significantly below grade level and require intensive, targeted support to address their specific learning needs. English Learners, Socioeconomically Disadvantaged students, and Foster Youth require tailored instructional approaches to bridge achievement gaps and improve engagement. As a District, English Learners are performing in the lowest category identified on the CA Dashboard in ELA and Math (Red Performance). Our Low Income students at performing in the lowest category on the CA Dashboard in ELA and Math (Red Performance) as well as Orangewood Elementary and Middle School having low performance in this area. Educational Partner Feedback from our parents and community include the need for the school to provide a comprehensive program including counseling and additional tutoring time. Parents stressed the importance of academic support services such as tutoring and counseling.	academically. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance Indicators in the Red Performance Area on the Ca Dashboard (ELA and Math). The achievement gap is not isolated to a specific school or grade level; it is a district-wide issue. Increasing the number of intervention supports across the entire LEA ensures a systematic approach to closing this gap, benefiting all students who need additional help.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational Partner Feedback from our students include the want for more tutoring options and availability of both educational and emotional support counseling. Effective implementation of intervention and tutoring programs requires staff who are well-trained in delivering targeted support to students. **Scope:** LEA-wide		
1.3	**Action:** Parent literacy events and training. **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) Students in these groups are below expectations at both schools: Orangewood and Edison. Despite the continuous effort our district expects higher outcomes and has been monitoring their progress. Ultimately, the Latino Family Literacy Project is designed to bridge the gap between our schools and our	How the action addresses the needs of Unduplicated Pupils: The district is committed to supporting the linguistic and educational needs of our Latino families. To achieve this, we are launching the Latino Family Literacy Project, a comprehensive initiative designed to empower parents with the strategies and resources needed to promote English language fluency at home. This project will focus on providing parents with the tools and confidence to support their children's language development, ultimately enhancing their overall academic success. This action will be able to provide additional support to students and include parents of ELs to participate in the educational process of their children. This action is being provided on a LEA-wide basis because providing parent literacy and training across the entire district ensures that all parents, regardless of their background, have access to	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) PLC Data Logs (Metric 1.15)

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
	families, empowering them to work together towards a common goal: providing a high-quality education for every student. By doing so, we can ensure that our Latino students receive the support they need to succeed, not just in school, but in life. Feedback from Educational Partners: This action was shaped by extensive feedback from educational partners, including parents, staff, students, and community members. Key insights include: Parents: Requested more intervention opportunities and appreciated increased parent participation opportunities. Staff: Emphasized the need for parent training to support achievement specifically reading on grade level. Students: Valued the additional support provided on and off campus. Community Members: Supported the expansion of parent center hours and training. **Scope:** LEA-wide	resources and support. This inclusive approach helps bridge gaps in student achievement. A district-wide program creates consistency in the support and resources available to all parents, fostering a unified approach to enhancing student outcomes. Research consistently shows that increased parental involvement positively impacts student academic performance. By empowering parents with the tools to support their children's education, students are more likely to succeed academically. A district-wide initiative fosters a sense of community and shared responsibility among parents, staff, and students. It promotes collaboration and strengthens the relationship between the school district and the community.	
1.5	**Action:** Offer intensive TK-8 Intervention Summer Session (20 days) for all students not reclassified by the end of 6th grade. **Need:** For ELA 2023 CAASPP:	How the action addresses the needs of Unduplicated Pupils: The Intensive Intervention Summer Session provides targeted instruction focusing on language development, literacy, and academic skills. This helps students, particularly English Learners, build a strong foundation in English Language Arts.	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7)

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
	All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group Educational Partner Feedback: Parent and Community Input: Parents and community members have expressed the need for additional academic support during out-of-school time to address learning loss and help students catch up. They have emphasized the importance of programs	The program's design includes small group instruction and one-on-one support, allowing teachers to address the specific areas where students are struggling and provide personalized feedback to enhance learning outcomes. While the identified need focuses on English Learners, other student groups, including socio-economically disadvantaged students, foster youth, and homeless students, also benefit significantly from targeted support. By offering the program to all students, the district ensures that no student is left behind and that every child has the opportunity to succeed. Summer learning loss is a well-documented phenomenon where students lose academic skills and knowledge over the summer break. By engaging all students in the summer session, the district can mitigate this loss, ensuring that students return to school in the fall ready to build on their progress rather than having to catch up.	ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

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
	that offer individualized support and cater to the unique needs of each student. Teacher and Staff Input: Educators have highlighted the need for intensive intervention programs during the summer to provide continuous learning opportunities and prevent the summer slide. They have noted that many EL students benefit from additional instructional time focused on language development and literacy skills. Student Feedback: Students have indicated that they feel more confident and capable when they receive personalized instruction and support. They have also expressed a desire for engaging and interactive learning activities that make learning enjoyable and effective. **Scope:** LEA-wide		
1.6	**Action:** Intervention Support **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange)	How the action addresses the needs of Unduplicated Pupils: By increasing the number of full-time ELA and Math Intervention Aides, the district can provide targeted, personalized support to students who are struggling in these critical subjects. This addresses	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group The District is committed to providing additional support to our students who require extra assistance in core subjects, particularly in English Language Arts (ELA) and Mathematics (Math). To achieve this goal, we will retain seven classroom aides and increase their status to full-time positions. These dedicated aides will work closely with teachers to provide targeted support to students who are struggling with reading and math concepts.	the low proficiency scores in ELA and Math as identified in the district's data. Intervention Aides work directly with students, offering additional instructional time, small group sessions, and one-on-one tutoring. This targeted approach helps students grasp difficult concepts and improve their academic skills. Intervention Aides assist in bridging the language gap, enabling English Learners to better understand and engage with the curriculum, thus improving their performance in all subjects. This action is being provided on a LEA-wide basis because data shows that all students across the district are struggling to meet proficiency standards in ELA and Math. By providing intervention aides LEA-wide or school-wide, the district ensures that all students, regardless of their school or classroom, have access to the necessary academic support to help them catch up and improve their skills. The achievement gap is not isolated to a specific school or grade level; it is a district-wide issue. Increasing the number of intervention aides across the entire LEA ensures a systematic approach to closing this gap, benefiting all students who need additional help.	Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

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	Parents have emphasized the need for additional academic support and interventions to help students catch up. Increasing the number of Intervention Aides directly responds to this feedback by providing more resources to support student learning. Educators have highlighted the necessity of additional instructional support in classrooms. Intervention Aides alleviate some of the burdens on teachers, allowing them to focus more on effective instruction and less on managing diverse academic needs simultaneously. Students have expressed a desire for more personalized help in their studies. Intervention Aides provide this personalized support, making learning more accessible and less overwhelming for students. **Scope:** LEA-wide		
1.7	**Action:** Coordinator of Technology and Data Systems. **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange)	How the action addresses the needs of Unduplicated Pupils: Personalized Learning: Data can help identify individual student needs and learning styles. Technology can then provide tailored educational experiences, ensuring that each student receives the support and resources they need to succeed. Early Intervention: By analyzing data on student performance, educators can identify at-risk	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

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
	Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group Our students will benefit from this support and will enhance their resilience and leadership skills This action addresses the lowest performance level on ELA and Math for ELs, foster, homeless, and SED students.n order to address the need to develop the technology skills, engagement, and ability to use online information and communication technologies to find, evaluate, create, and communicate information requiring both cognitive and technical skills for all students including Low-Income, Foster Youth, and English Language Learners, is essential. Updated technology equipment	students early on. Technology can then be used to provide targeted interventions, helping these students get back on track before they fall too far behind. Data-Driven Decision Making: Educators and administrators can use data to make informed decisions about curriculum, teaching methods, and resource allocation. This ensures that strategies are based on evidence and can be adjusted as needed for maximum effectiveness. Enhanced Collaboration: Technology facilitates communication and collaboration among students, teachers, and parents. Platforms that integrate data sharing and communication tools can help keep everyone informed and engaged in the student's progress. Real-Time Feedback: Technology allows for immediate feedback on assignments and assessments. This helps students understand their mistakes and learn from them promptly, leading to better retention and understanding of the material. Resource Accessibility: Data and technology can make educational resources more accessible to all students, including those with disabilities or those in remote areas. Online libraries, e-books, and educational apps can provide a wealth of information that was previously difficult to access. Professional Development: Data on student outcomes can highlight areas where teachers may need additional training. Technology can provide flexible professional development opportunities	

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	to support teaching and learning will be provided at all school sites. Educational Partner Feedback: 1. Teachers: Improved Access to Data: Teachers appreciate the streamlined access to student performance data and instructional resources. This access helps them tailor their teaching strategies to meet the needs of individual students more effectively. Technical Support: Teachers value the technical support provided by User Support Technicians, ensuring that technology issues are resolved promptly, minimizing disruptions to instruction. 2. Students: Enhanced Learning Experience: Students benefit from the improved integration of technology in the classroom, making learning more engaging and interactive. Access to Resources: Students have better access to digital resources and tools that support their learning, both in and out of the classroom. 3. Parents:	that are data-informed, helping teachers to improve their instructional practices. Purpose of the Position The purpose of a position focused on the coordination of data and technology in education typically includes: Strategic Planning: Developing and implementing strategies for integrating data and technology to enhance educational outcomes. Data Management: Ensuring accurate collection, analysis, and reporting of educational data to support decision-making processes. Technology Integration: Overseeing the implementation and maintenance of educational technologies, ensuring they are used effectively to support teaching and learning. Training and Support: Providing training and support to educators and staff on how to use data and technology tools effectively. Policy Development: Creating policies and procedures to govern the use of data and technology in the educational setting, ensuring compliance with legal and ethical standards. Innovation: Identifying and implementing new technologies and data practices that can improve educational outcomes. Collaboration: Working with various stakeholders, including teachers, administrators, parents, and	

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	Transparency and Communication: Parents appreciate the enhanced communication and transparency regarding their child's academic progress through accessible data reports. Support for At-Home Learning: Parents find it easier to support their children's learning at home with the availability of online resources and technical support. 4. Administrators: Data-Driven Decision Making: Administrators value the comprehensive data management, which aids in making informed decisions to improve instructional practices and student outcomes. Efficient Operations: Efficient management of data networks ensures smooth operations and reduces the time spent on resolving technical issues, allowing administrators to focus on strategic planning and school improvement. 5. Community Partners: Support for Educational Initiatives:	technology vendors, to ensure a cohesive approach to data and technology use. Overall, this position aims to harness the power of data and technology to create a more effective, efficient, and equitable educational environment. Why action is being used LEA-wide: The coordination of data and technology in education is essential for creating a more personalized, efficient, and equitable learning environment. The purpose of this position is to lead these efforts, ensuring that data and technology are used effectively to improve educational outcomes for all students. This position supports consistency, resource optimization, equity, data-driven decision-making, professional development, and continuous improvement across the entire district.	

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	Community partners recognize the importance of robust data systems in supporting educational initiatives and student success. Enhanced Collaboration: Improved data and technology systems facilitate better collaboration between the district and community organizations, leading to more effective partnerships. **Scope:** LEA-wide		
1.8	**Action:** Site licenses and hosting for intervention programs **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange)	How the action addresses the needs of Unduplicated Pupils: 1. Provide equitable access: Ensure that all students within the district have access to these critical resources, regardless of their school or location. 2. Support effective instruction: Provide teachers with the tools and resources they need to inform instruction and make data-driven decisions. 3. Monitor student progress: Allow teachers to track student progress over time and make adjustments to instruction as needed. Why action is being provided on LEA-wide basis: Every student, regardless of which school they attend, deserves the same opportunities for academic support and success. Offering these programs district-wide ensures that no student is left behind due to their school's specific	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

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
	Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group All students will benefit from this action item. It is important to keep a data system that is reliable and efficient in creating reports and identify subgroups to better serve our students. Educational Partner Feedback: 1. Teachers: Access to Intervention Tools: Teachers appreciate having consistent access to high-quality intervention programs, which are crucial for addressing the diverse needs of their students. Progress Monitoring: The ability to monitor student progress through these programs helps teachers adjust their instruction and interventions effectively. 2. Students:	circumstances. A district-wide approach allows for consistent implementation of intervention programs, ensuring that all students are receiving the same level of support and quality of instruction.	

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	Support for Learning: Students benefit from the personalized support and resources available through these intervention programs, helping them overcome academic challenges. Interactive and engaging intervention programs keep students motivated and involved in their learning process. 3. Parents: Enhanced Support: Parents value the additional support these programs provide, helping their children succeed academically. Clear Communication: The ability to monitor their child's progress through these programs enhances communication between parents and teachers. 4. Administrators: Resource Allocation: Administrators recognize the importance of maintaining site licenses and hosting for intervention programs to ensure equitable access across all schools. Data-Driven Decisions:		

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	The data collected from these programs aids administrators in making informed decisions about interventions and resource allocation. 5. Community Partners: Support for Educational Goals: Community partners support the district's commitment to providing intervention programs, recognizing their role in promoting student success. Collaborative Efforts: Improved access to intervention programs fosters collaboration between the district and community organizations in supporting student learning. **Scope:** LEA-wide		
1.9	**Action:** Class Size Reduction for Learning Loss Mitigation **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange)	How the action addresses the needs of Unduplicated Pupils: 1. Realign staff assignments: Adjust staffing assignments to ensure that schools have the necessary resources to reduce class sizes to the targeted ratios. 2. Create flexible scheduling options: Allow teachers to adjust their schedules to	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12)

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	SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group The District recognizes the importance of reducing class sizes to mitigate learning loss and accelerate learning in Reading and Math for students in grades K-8. To achieve this goal, the District will implement a class size reduction strategy that targets specific grade levels and subject areas. During our extensive consultation process with various parent advisory groups, including a Parent Survey that garnered over 54 responses, a consistent theme emerged: the	accommodate smaller class sizes and provide more individualized instruction. 3. Provide professional development: Offer training and professional development opportunities for teachers on how to effectively manage smaller class sizes and implement differentiated instruction. 4. Monitor progress: Regularly monitor student progress and adjust the strategy as needed to ensure that class size reductions are having a positive impact on student outcomes. Why action is being provided on LEA-wide basis: Providing class size reduction across all schools ensures that every student, irrespective of their school's specific context or resources, benefits from more personalized and individualized instructional support. Students from low-income backgrounds, foster youth, and English Language Learners often require more targeted support to overcome barriers to learning. Implementing class size reduction LEA-wide ensures that these needs are met consistently across the district. Maintaining a consistent teacher-student ratio across all schools helps standardize the quality of instruction and ensures that all students receive the same level of attention and support. Consistent class sizes help balance teacher workloads, preventing burnout and ensuring that teachers can maintain high standards of instruction and engagement with each student. Smaller class sizes allow for more individualized attention, which is critical in addressing learning loss that may have occurred due to disruptions	PLC Data Logs (Metric 1.15)

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	necessity of improving academic progress and providing additional intervention opportunities for students. Parents have voiced that smaller class sizes would allow for more individualized attention, which is essential for addressing learning gaps and supporting each student's unique needs. They emphasized that class size reduction could significantly enhance the effectiveness of intervention programs, making it easier for teachers to monitor student progress and provide targeted support. Through quarterly reviews with staff leadership and advisory groups, and a Staff Survey with 29 responses, it became clear that maintaining smaller class sizes is crucial. Staff members highlighted that smaller classes allow for more personalized instruction, which is especially important for supporting students in overcoming learning loss and achieving proficiency in core subjects. Community members, during public hearings and board meetings, have expressed support for initiatives that prioritize student safety and educational quality. Smaller class sizes are seen as a way to ensure that each student receives the necessary support to thrive academically and socially. **Scope:** LEA-wide	such as the COVID-19 pandemic. This focused intervention is essential for helping students catch up and achieve grade-level proficiency. With fewer students per class, teachers can implement more interactive and engaging instructional strategies, which are crucial for re-engaging students who may have become disengaged during periods of remote learning or other disruptions. Smaller class sizes facilitate more direct and targeted academic support, helping all students make meaningful progress towards meeting the California State Standards and local metrics in STAR assessments.	
1.11	**Action:** Lease payment on intervention classrooms **Need:**	How the action addresses the needs of Unduplicated Pupils: The lease of two classroom buildings will provide a dedicated space for our Tier II and Tier III	Data teams Implementation Logs (Metric 1.4)

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	For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group Parents have consistently emphasized the importance of providing additional intervention opportunities for students who are struggling academically. During the Parent Survey and the public meeting on April 25, 2024, parents expressed that academic progress should remain a top priority and supported actions that would provide more targeted	intervention programs, enabling us to increase the number of students we can serve and the intensity of our support services. By providing targeted support in a designated space, we expect to see improved academic outcomes for our Tier II and Tier III students, including increased attendance, better grades, and reduced discipline referrals.The Intervention Classrooms will facilitate greater collaboration among teachers, special education staff, and other support personnel, promoting a more coordinated approach to student support. Why action is being provided on an LEA-wide basis: Implementing this action on an LEA-wide basis ensures that all students across the district, regardless of their school, have equal access to high-quality intervention programs. This promotes equity and ensures that every student who needs additional support can benefit from the intervention classrooms. By providing intervention classrooms district-wide, the district can maintain consistent standards and quality of intervention programs across all schools. This uniformity helps in delivering a cohesive and effective approach to addressing learning gaps, ensuring that best practices are implemented everywhere. Leasing intervention classrooms on an LEA-wide basis allows for better allocation and utilization of resources. The district can strategically place these classrooms where they are most needed, ensuring that support is available in areas with the highest demand, thus optimizing the impact of the intervention programs.	Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

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
	interventions. The addition of dedicated intervention classrooms aligns with these priorities, as it directly addresses the need for more structured support for students who are not meeting academic expectations. Staff feedback has highlighted the need for additional intervention resources and the importance of maintaining smaller class sizes to provide individualized support. By leasing additional classroom space, the district can create dedicated environments for Tier II and Tier III interventions, ensuring that these students receive the focused attention they need. This action also supports the staff's recommendation for increased training and resources, as dedicated spaces can facilitate specialized programs and professional development sessions. Community members have expressed satisfaction with the district's efforts to improve safety and support for students. The expansion of intervention classrooms through leasing additional space demonstrates the district's commitment to meeting the needs of all students, particularly those requiring extra help. This action shows responsiveness to community feedback and a proactive approach to addressing space limitations within existing facilities. The administrative team has identified the need for additional mental health supports and intervention resources to address learning loss and support student engagement. Leasing dedicated intervention classrooms will facilitate the implementation of these supports, providing spaces where targeted interventions		

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	can take place. This action aligns with the administrative team's recommendations and helps address the ongoing challenges of engagement and attendance. The Parent Advisory Committee has raised concerns about academic progress and the need for additional intervention opportunities. Leasing classrooms for intervention purposes directly responds to these concerns, providing the necessary space to implement effective interventions and support programs for students who need them most. **Scope:** LEA-wide		
1.12	**Action:** Professional development in ELA, Math, ELD, Science and Leadership as well as standards based instruction. **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP:	How the action addresses the needs of Unduplicated Pupils: 1. Improving Instructional Quality: Standards-Based Instruction: Training on standards-based instruction ensures that teachers are equipped to deliver lessons aligned with state standards, promoting consistency and quality in education across the district. Curriculum Implementation: Professional development on curriculum implementation helps teachers effectively use new and existing curricula, enhancing instructional quality and student learning outcomes. 2. Strengthening Data-Driven Instruction:	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

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
	-All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group Parents have expressed the importance of having highly trained and effective teachers who can provide quality education and support for their children. They believe that professional development is key to maintaining high teaching standards. Educators have highlighted the need for ongoing professional development opportunities to stay current with educational reforms, research-based programs, and best practices. They value training that is practical and directly applicable to their classroom instruction. School leaders have emphasized the importance of leadership training to enhance their skills in managing and supporting their staff, fostering a collaborative environment,	Data Analysis Training: Educators will receive training on data analysis to inform their instructional practices. This allows them to identify student needs, tailor instruction, and monitor progress effectively, leading to improved student achievement. Research-Based Programs: Implementing research-based programs provides teachers with proven strategies and practices that can enhance student learning and performance. 3. Fostering Leadership and Collaboration: Leadership Training: By providing leadership training for administration, classified, and certificated staff, the district aims to build strong leadership capacity. This training will equip leaders with the skills to manage, support, and collaborate effectively, fostering a positive and productive school environment. Collaborative Culture: Encouraging collaboration through professional development initiatives helps create a supportive and cohesive team of educators and administrators, which is essential for implementing educational reforms and improving student outcomes. Why Action is being provided LEA-Wide: By providing comprehensive professional development in ELA, Math, ELD, Science, and leadership, the district addresses the identified needs to enhance instructional quality, strengthen data-driven instruction, and foster a collaborative environment. This initiative, informed by educational partner feedback, ensures that all	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and implementing educational initiatives effectively **Scope:** LEA-wide	students benefit from high-quality education and effective leadership, setting the stage for academic success and personal growth for all students. This actions ensures High-Quality Education, Supports Diverse learning needs, and prepares teachers to provide excellent Tier 1 instruction.	
1.13	**Action:** Purchase applications to integrate data systems. **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science	The Action streamlines administrative tasks, improves personalized student support, and enables better resource allocation. Integrated systems also ensure regulatory compliance, enhance communication among stakeholders, and strengthen data security, creating a more efficient and cohesive educational environment overall. How the action addresses the needs of Unduplicated Pupils: Unified Data Access: To create a single source of truth where all relevant data can be accessed and analyzed seamlessly. Enhanced Collaboration: To foster better collaboration across departments by ensuring everyone has access to the same information. Regulatory Compliance: To ensure compliance with industry regulations by maintaining accurate and up-to-date records. Strategic Advantage: To gain a competitive edge by leveraging integrated data for strategic planning and innovation. By following this structured approach, you can effectively integrate data systems to improve overall performance and achieve strategic objectives. Why action is being provided on LEA-Wide Basis:	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group This initiative aims to improve the lowest performance levels in ELA and Math for English Learners, foster youth, homeless students, socio-economically disadvantaged (SED) students Parents have expressed the importance of incorporating modern technology into the classroom to better prepare students for the future. They believe that technology can make learning more engaging and accessible. Educators have highlighted the need for professional development in educational technology to enhance their teaching methods and improve student engagement. They have requested training that is practical and applicable to their daily instructional practices. Students have shown a strong preference for interactive and technology-enhanced learning experiences. They believe that technology can make learning more fun and help them understand complex concepts more easily. **Scope:** LEA-wide	Efficiency: Integrated data systems streamline workflows, reduce manual data entry, and minimize errors, leading to more efficient operations. Data Accuracy: Centralized data integration ensures consistency and accuracy across all platforms, improving data reliability. Better Decision Making: Integrated systems provide comprehensive insights by consolidating data from various sources, aiding in informed decision-making. Cost Savings: Over time, integrated systems reduce operational costs by automating processes and improving productivity.	

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
1.14	**Action:** Purchase and maintain additional teacher/student technology devices **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange) Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group This initiative aims to improve the lowest performance levels in ELA and Math for English Learners, foster youth, homeless	Purpose The purpose of purchasing and maintaining additional teacher/student technology devices is to provide equitable access to technology, enhancing the learning experience for all students. These devices facilitate interactive and personalized learning, enabling students to engage with digital resources, collaborate effectively, and develop essential technological skills for future success. Acquire devices for teachers and students to enhance academic performance and support personalized learning. This investment will improve access to educational resources, enable effective teaching methods, and bridge the digital divide for all students. How the action addresses the needs of Unduplicated Pupils: To implement this initiative, the school will purchase high-quality technology devices that can function as both laptops and tablets, catering to diverse learning activities. A robust maintenance plan will be established, including regular updates, repairs, and technical support. Training sessions will be provided to ensure both teachers and students can effectively utilize the devices, maximizing their educational benefits. Why is this being provided LEA-wide: Investing in technology devices is crucial for modern education as it bridges the digital divide, ensuring all students have access to necessary technology. This promotes a more inclusive learning environment where students can leverage digital tools to enhance their creativity, critical thinking, and problem-solving skills. By	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, socio-economically disadvantaged (SED) students Parents have expressed the importance of incorporating modern technology into the classroom to better prepare students for the future. They believe that technology can make learning more engaging and accessible. Educators have highlighted the need for professional development in educational technology to enhance their teaching methods and improve student engagement. They have requested training that is practical and applicable to their daily instructional practices. Students have shown a strong preference for interactive and technology-enhanced learning experiences. They believe that technology can make learning more fun and help them understand complex concepts more easily. **Scope:** LEA-wide	maintaining these devices, the school ensures their longevity and reliability, supporting continuous and uninterrupted learning for all students.	
1.15	**Action:** Educational technology training **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) SED distance from standard was -55.8 (orange)	Purpose The purpose of educational technology training for staff is to equip educators with the necessary skills and knowledge to effectively utilize digital tools and resources. This enhances teaching methods, fosters student engagement, and improves learning outcomes by integrating technology into the curriculum.	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12)

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
	Homeless distance from standard was -64.8 (yellow) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) -SED distance from standard was -86 (orange) Homeless distance from standard was -61.9 (yellow) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science SED 14% met or exceeded EL's 0% met or exceeded Homeless: not enough to identify as a group This initiative aims to improve the lowest performance levels in ELA and Math for English Learners, foster youth, homeless students, socio-economically disadvantaged (SED) students Parents have expressed the importance of incorporating modern technology into the classroom to better prepare students for the future. They believe that technology can make learning more engaging and accessible. Educators have highlighted the need for professional development in educational	How the action addresses the needs of Unduplicated Pupils: Educational technology training for staff can be implemented through a combination of workshops, online courses, and hands-on practice sessions. Providing continuous support, resources, and opportunities for collaborative learning ensures that staff are confident and proficient in using educational technology in their teaching.The District will offer comprehensive training for teachers to integrate technology into their daily lessons, conducted by KCSOS Ed Tech experts. Substitute coverage will be provided to ensure teachers can attend without disrupting their classrooms. This initiative aims to enhance instructional practices and improve educational outcomes by leveraging modern technology. Why is this being provided LEA-wide: Training staff in educational technology is essential to keep pace with the evolving digital landscape. It ensures that educators can effectively support students in developing the skills needed for the 21st century, such as critical thinking, collaboration, and digital literacy. This, in turn, enhances the overall quality of education and prepares students for future success.	PLC Data Logs (Metric 1.15)

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 to enhance their teaching methods and improve student engagement. They have requested training that is practical and applicable to their daily instructional practices. Students have shown a strong preference for interactive and technology-enhanced learning experiences. They believe that technology can make learning more fun and help them understand complex concepts more easily. **Scope:** LEA-wide		
2.1	**Action:** Student Engagement Support **Need:** The data from the 2023 CA Dashboard and local assessments highlight several critical needs within the district, particularly related to chronic absenteeism and socio-emotional support: Chronic Absenteeism Rates: All Students: Yellow Performance Color (36%) English Learners: Yellow Performance Color (36.40%) Socioeconomic Disadvantaged: Yellow Performance Color (36.70%) Homeless Students: Yellow Performance Color (43.40%) Socio-Emotional Needs:	The Agriculture course, Media course, and access to STEAM provides the following: Hands-on Learning: Provides practical, experiential learning opportunities in agriculture, which can increase student engagement and attendance by making learning more relevant and interesting. Leadership and Career Readiness: Through the FFA (Future Farmers of America) program, students can develop leadership skills and gain exposure to career opportunities in agriculture and environmental stewardship. Environmental Responsibility: Promoting environmental stewardship aligns with the community's value of practical, real-world learning experiences.	Attendance reports (2.1) Chronic Absenteeism (2.2) Suspension rates (2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SEL Screener Spring 2024: 12.9% of Socioeconomically Disadvantaged students were identified as Medium-Risk and in need of Tier II or Tier III Mental Health Support or Intervention. Suspension Rates: All Students: Red Performance Color (4.90%) Socioeconomic Disadvantaged: Red Performance Color (5.10%) Staff highlighted the need for more programs and training in college and career activities and STEAM courses. There was a clear call for increased parent training and support to help improve student attendance, achievement, and socio-emotional growth. Students reported feeling safer and more connected to the school with additional support staff and programs. Students expressed a wish for the expansion of athletic programs and college and career readiness programs. **Scope:** LEA-wide	Elective teachers, especially in STEAM areas, provide students with diverse educational experiences, encouraging creativity, critical thinking, and a love for learning which will increase school attendance and student behavior. Why action is being provided LEA-wide: Elective staff enrich the curriculum, offering students opportunities to explore new interests and develop a variety of skills, which is crucial for their overall development and future success. This action also supports: Equitable Access: Ensures that all students across the district benefit from these additional supports, particularly those who are most at risk, such as English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Consistent Implementation: Facilitates a uniform approach to addressing absenteeism, behavior, and academic support, ensuring that all schools within the district are aligned in their strategies and interventions. Holistic Development: Supports the district’s goal of providing a comprehensive education that addresses not just academic needs but also socio-emotional and behavioral development, which is crucial for overall student success. These support is provided at both schools: Orangewood and Edison Middle School.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Performing Arts elective teacher **Need:** The data from the 2023 CA Dashboard and local assessments highlight several critical needs within the district, particularly related to chronic absenteeism and socio-emotional support: Chronic Absenteeism Rates: All Students: Yellow Performance Color (36%) English Learners: Yellow Performance Color (36.40%) Socioeconomic Disadvantaged: Yellow Performance Color (36.70%) Homeless Students: Yellow Performance Color (43.40%) Socio-Emotional Needs: SEL Screener Spring 2024: 12.9% of Socioeconomically Disadvantaged students were identified as Medium-Risk and in need of Tier II or Tier III Mental Health Support or Intervention. Suspension Rates: All Students: Red Performance Color (4.90%) Socioeconomic Disadvantaged: Red Performance Color (5.10%) Staff highlighted the need for more programs to increase student engagement. There was a clear call for increased parent training and	Participation in performing arts activities such as music, drama, and dance makes school more engaging and enjoyable. This increased engagement can lead to improved attendance and academic performance. Performing arts programs can cater to diverse learning styles and interests, ensuring that students who might struggle in traditional academic settings find a place where they can excel. Activities in performing arts develop problem-solving and critical thinking skills. For instance, learning an instrument requires understanding patterns and practicing fine motor skills, while acting involves memorization and emotional intelligence. These activities nurture not just artistic abilities but also cognitive development, providing a well-rounded educational experience that traditional subjects may not fully offer. Students learn to communicate effectively, both verbally and non-verbally, through performance and collaboration. The practice and performance inherent in the arts build resilience and self-confidence. Facing an audience helps students manage anxiety and stress, preparing them for various life challenges. Participation in performances and exhibitions boosts students' confidence and self-esteem, contributing to their overall academic and personal success. Why action is being provided LEA-wide: By implementing performing arts programs LEA-wide, the district ensures that all students, regardless of their school or background, have	Attendance reports (2.1) Chronic Absenteeism (2.2) Suspension rates (2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support to help improve student attendance, achievement, and socio-emotional growth. Students reported feeling safer and more connected to the school with additional support staff and programs. Students expressed a wish for the expansion of athletic programs and access to more elective offerings. **Scope:** LEA-wide	equal access to the benefits of arts education. This is especially important for unduplicated pupils who may not have access to such programs outside of school. Centralizing the initiative allows for better allocation of resources, ensuring that every school has the necessary materials, funding, and support to implement high-quality performing arts programs. LEA-wide performing arts programs can bring together students, parents, and staff from different schools for district-wide performances and events. This fosters a sense of community and shared cultural experiences. LEA-wide programs can establish consistent safe spaces for students to explore and develop their artistic talents, contributing to a supportive and inclusive school environment.	
2.3	**Action:** Social emotional support/behavior professional development **Need:** The data from the 2023 CA Dashboard and local assessments highlight several critical needs within the district, particularly related to chronic absenteeism, suspension rate, and socio-emotional support: Chronic Absenteeism Rates: All Students: Yellow Performance Color (36%) English Learners: Yellow Performance Color (36.40%) Socioeconomic Disadvantaged: Yellow Performance Color (36.70%)	By focusing on evidence-based practices in social-emotional learning (SEL), behavioral intervention strategies, and trauma-informed approaches, the professional development ensures that educators are well-equipped to address the unique challenges faced by unduplicated pupils, such as English learners, socioeconomically disadvantaged students, and homeless students. Training helps educators identify and address the specific socio-emotional and behavioral needs of unduplicated pupils, leading to more effective support and interventions. Fostering Positive Relationships: Educators learn how to build strong, positive relationships with students, which is crucial for improving student engagement and reducing absenteeism. Addressing Challenges Proactively: By understanding how to respond empathetically and proactively to student needs, educators can help	Attendance reports (2.1) Chronic Absenteeism (2.2) Suspension rates (2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless Students: Yellow Performance Color (43.40%) Socio-Emotional Needs: SEL Screener Spring 2024: 12.9% of Socioeconomically Disadvantaged students were identified as Medium-Risk and in need of Tier II or Tier III Mental Health Support or Intervention. 2023 CA Dashboard "Red" Performance Color for Suspension Rate by Student Group: District Level- All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) School Level- Edison Middle School: All Students Red Performance Color (11.6%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents have emphasized the importance of academic progress and additional intervention opportunities, as well as the need for continued mental health support. Investing in professional development for social-emotional	prevent issues that lead to chronic absenteeism and high suspension rates. Training in behavioral intervention strategies provides educators with alternatives to suspension, which can help keep students in school and engaged in learning. Why action is being provided LEA-wide: Social-emotional and behavioral challenges are not confined to specific schools; they are district-wide issues that affect students across all grade levels and backgrounds. By addressing these needs on an LEA-wide basis, the district can implement a holistic approach that comprehensively supports all students. EA-wide implementation allows for the pooling of resources and expertise, enabling the district to provide high-quality professional development and support services more efficiently. This collaborative effort can lead to better outcomes for students. An LEA-wide initiative helps build a strong professional community where educators can support each other, share experiences, and work together to address common challenges. This sense of community can improve teacher morale and retention, which ultimately benefits students. Implementing this action on an LEA-wide basis aligns with the district's Local Control and Accountability Plan (LCAP) goals, which emphasize the importance of social-emotional learning, reducing chronic absenteeism, and lowering suspension rates. By addressing these goals district-wide, the district can ensure a coordinated and effective response to the identified needs. An LEA-wide initiative has the potential to create a greater overall impact by	

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	and behavioral support directly addresses these concerns by equipping educators with the skills to create a supportive learning environment. This initiative will help reduce chronic absenteeism and suspension rates, both of which were highlighted in the feedback. Staff have indicated the need for additional programs and training in social-emotional learning (SEL) and behavioral intervention strategies. The proposed professional development aligns perfectly with these needs, ensuring that staff are well-prepared to support students' social-emotional growth. By training staff in trauma-informed approaches and evidence-based practices, the district can improve student engagement and academic performance, addressing the chronic absenteeism and suspension issues identified. Students have expressed that additional campus support has made them feel safer and more connected. Ongoing professional development for staff in SEL and behavioral strategies will further enhance this feeling of safety and connection. By fostering positive relationships and teaching emotional regulation, the district can improve the overall well-being and academic success of students. The administrative team has identified the need for additional mental health supports and SEL curriculum implementation. The proposed professional development will equip staff with the knowledge and skills to effectively support students' social-emotional needs, reducing chronic absenteeism and suspension rates. This initiative will also support the district's	reaching all students and educators within the district. This widespread implementation ensures that the benefits of the professional development are felt across the entire district, leading to improved outcomes for all students.	

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	focus on improving engagement and attendance. The Parent Advisory Committee concerns about bullying at the middle school can be addressed through the proposed professional development. By training staff in SEL and behavioral strategies, the district can create a safer and more supportive environment, reducing bullying incidents and improving student well-being. Based on the comprehensive feedback from various educational partners, it is evident that providing ongoing professional development for staff in social-emotional and behavioral support is a critical action. This initiative will equip educators with the necessary skills and knowledge to create a supportive and inclusive learning environment, addressing the diverse needs of all students and fostering their overall well-being and academic success. Implementing this action on an LEA-wide basis ensures consistency, equity, and maximum impact, benefiting the entire district community. **Scope:** LEA-wide		
2.4	**Action:** Support PBIS implementation and professional development for Trauma informed practices. **Need:** The data from the 2023 CA Dashboard and local assessments highlight several critical	Enhancing PBIS implementation will foster a positive school climate and encourage constructive student behavior through consistent, evidence-based strategies. This framework promotes a proactive approach to behavior management, reducing disciplinary incidents and creating a more inclusive learning environment.	School attendance rate (2.1) Chronic absenteeism (2.2) Suspension rates (2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs within the district, particularly related to chronic absenteeism, suspension rate, and socio-emotional support: Chronic Absenteeism Rates: All Students: Yellow Performance Color (36%) English Learners: Yellow Performance Color (36.40%) Socioeconomic Disadvantaged: Yellow Performance Color (36.70%) Homeless Students: Yellow Performance Color (43.40%) Socio-Emotional Needs: SEL Screener Spring 2024: 12.9% of Socioeconomically Disadvantaged students were identified as Medium-Risk and in need of Tier II or Tier III Mental Health Support or Intervention. 2023 CA Dashboard "Red" Performance Color for Suspension Rate by Student Group: District Level- All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) School Level- Edison Middle School: All Students Red Performance Color (11.6%)	PBIS establishes a clear, consistent framework for behavior expectations across the school. This consistency helps unduplicated pupils understand what is expected of them, reducing confusion and anxiety, and creating a more predictable and stable school environment. By focusing on proactive strategies rather than punitive measures, PBIS helps to reduce the likelihood of behavioral issues escalating to suspensions or expulsions. This is particularly important for unduplicated pupils, who may be more vulnerable to disciplinary actions due to underlying challenges. PBIS uses data to identify students who need additional support and to monitor the effectiveness of interventions. This ensures that unduplicated pupils receive timely and targeted interventions based on their specific needs. Why the action is being provided LEA-wide: Implementing PBIS LEA-wide ensures that all students, regardless of the school they attend, receive the same level of support and benefit from the same positive behavioral expectations. This consistency is crucial for unduplicated pupils, who may move between schools within the district. An LEA-wide approach allows for more efficient use of resources, including professional development, materials, and support staff. It ensures that all schools have access to the necessary resources to implement PBIS effectively, rather than leaving some schools underserved.	

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 Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents have stressed the importance of academic progress and additional interventions, alongside a strong desire for continued mental health support. Implementing PBIS and providing trauma-informed professional development directly address these needs. PBIS fosters a positive school climate and reduces disciplinary incidents, while trauma-informed practices help educators understand and respond to the impacts of trauma on students, thereby promoting a supportive learning environment. Staff have highlighted the need for programs and training in social-emotional learning (SEL), behavioral interventions, and trauma-informed practices. Enhancing PBIS and offering professional development in these areas will equip staff with the skills to manage behavior proactively and support students' emotional needs. This approach will contribute to improved attendance and reduced suspension rates, as well as better academic performance. Students have reported feeling safer and more connected with additional campus support and have recognized the benefits of the PBIS program. Strengthening PBIS and integrating trauma-informed practices will further enhance their sense of safety and connection, providing a consistent and supportive environment that addresses their social-emotional needs and	Providing professional development on PBIS and trauma-informed practices LEA-wide ensures that all educators are equipped with the skills and knowledge to support unduplicated pupils effectively. It fosters a shared understanding and approach to student behavior and support across the district. Implementing PBIS at the district level supports scalability and sustainability. It allows for the establishment of district-wide policies and practices that can be maintained and scaled up over time, ensuring long-term benefits for all students, including unduplicated pupils.	

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
	reduces bullying incidents. The administrative team has identified the need for additional mental health supports and SEL curriculum implementation. The proposed action of supporting PBIS and providing trauma-informed professional development directly addresses these needs. This initiative will help reduce chronic absenteeism and suspension rates, improve engagement and attendance, and support the overall well-being of students, particularly those from vulnerable groups. **Scope:** LEA-wide		
2.5	**Action:** Retain Full Time Alternative Placement Classroom Teacher **Need:** The data from the 2023 CA Dashboard and local assessments highlight several critical needs within the district, particularly related to chronic absenteeism, suspension rate, and socio-emotional support: Chronic Absenteeism Rates: All Students: Yellow Performance Color (36%) English Learners: Yellow Performance Color (36.40%) Socioeconomic Disadvantaged: Yellow Performance Color (36.70%) Homeless Students: Yellow Performance Color (43.40%)	This role is crucial for addressing the unique academic, social, and emotional needs of students who may struggle with behavioral issues, learning disabilities, or other challenges that impede their success in a standard classroom. By maintaining a dedicated teacher for alternative placement, the school district ensures continuity and stability in these students' educational experiences, fostering a supportive and structured environment that promotes individualized learning plans and personalized attention. Unduplicated students, including English Learners (ELs), socio-economically disadvantaged (SED) students, and foster youth, often face unique academic and socio-emotional challenges. Alternative placement teachers provide specialized support that directly addresses these challenges, such as individualized learning plans, behavioral interventions, and emotional support. These teachers are equipped to implement strategies and	School attendance rate (2.1) Chronic absenteeism (2.2) Suspension rates (2.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socio-Emotional Needs: SEL Screener Spring 2024: 12.9% of Socioeconomically Disadvantaged students were identified as Medium-Risk and in need of Tier II or Tier III Mental Health Support or Intervention. 2023 CA Dashboard "Red" Performance Color for Suspension Rate by Student Group: District Level- All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) School Level- Edison Middle School: All Students Red Performance Color (11.6%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents have emphasized the importance of additional intervention opportunities and continued mental health support. Retaining a full-time alternative placement teacher directly addresses these concerns by offering specialized support to students who need it most. Staff members have highlighted the	interventions tailored to the needs of students who may struggle in traditional classroom settings, including those with learning disabilities, behavioral issues, or other significant challenges. This targeted approach helps mitigate the barriers these students face, promoting their academic and personal success. Alternative placements offer a modified learning environment designed to meet the needs of students who may not thrive in a conventional classroom. This setting provides a more personalized and supportive atmosphere that can better address the diverse needs of unduplicated pupils. Alternative placement teachers work closely with students to address their specific needs, preparing them for eventual reintegration into mainstream classrooms. This support is vital for helping unduplicated students transition smoothly and succeed in a regular classroom setting. Why action is being provided LEA-wide: A Full-Time Alternative Placement Classroom Teacher (APCT) can improve attendance and reduce chronic absenteeism by providing individualized support and tailored instruction to meet students' unique needs. By fostering a safe and inclusive environment, addressing barriers to attendance, and maintaining consistent communication with students and their families, an APCT helps build trust and engagement. Implementing flexible scheduling, hands-on learning, and incentive programs further enhances student motivation and participation. Collaborating with school staff and community resources ensures a comprehensive support system,	

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	need for individualized support. The alternative placement teacher can offer personalized attention, aligning with the staff's request for more focused and effective interventions dealing with behavior and social emotional concerns. **Scope:** LEA-wide	ultimately promoting better attendance and academic success. Providing alternative placement teachers on an LEA-wide basis ensures that all schools within the district have access to specialized support, promoting equity in the quality of education provided to all students. Coordinating alternative placement services across the district helps in scaling effective practices and interventions, facilitating better management and oversight of programs designed to support students. The action aligns with the district's goals of improving student outcomes and providing equitable support to all students. Offering this service on an LEA-wide basis ensures equitable access to resources, addresses systemic challenges, and supports district-wide educational goals, ultimately promoting a more inclusive and effective educational experience for all students.	
3.1	**Action:** Retain Annual Contract for AERIES Student Data System, Professional Development and Parent Communication **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%)	Comprehensive Data Tracking: The AERIES Student Data System is integral to accurately tracking attendance, behavior, and academic progress across the district. Given the identified need to reduce chronic absenteeism, particularly among groups such as students with disabilities, socioeconomically disadvantaged students, and various racial/ethnic groups, AERIES provides real-time data that allows the district to monitor attendance patterns closely. This capability is crucial for identifying at-risk students early and implementing timely interventions. Data-Driven Interventions: The system enables the district to analyze suspension rates and	Parent engagement (3.2/3.3) School attendance rate (3.4) Chronic absenteeism (3.5) Suspension rates (3.7)

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	On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents emphasized the importance of academic progress and requested additional intervention opportunities for students. The AERIES system plays a crucial role in tracking academic performance and identifying students who need these interventions. Parents appreciated the increased opportunities for involvement and requested continued reporting each semester. The	attendance data, particularly for student groups with “Red” and “Orange” performance colors on the CA Dashboard. By retaining this contract, the district can continue to utilize data to target specific issues contributing to absenteeism and suspensions, ensuring that interventions are both informed and effective. The AERIES system’s parent communication features are key to improving engagement with families, especially in addressing chronic absenteeism. By keeping parents informed about their child’s attendance, behavior, and academic progress, the district can foster a collaborative approach to improving student outcomes. This is particularly important for student groups identified with higher absenteeism and suspension rates, where parental involvement can be a decisive factor in changing student behavior. Why the Action is Essential and Provided LEA-Wide: Uniform Application of Interventions: By maintaining the AERIES system district-wide, the district ensures that all schools have consistent access to the same tools and resources for data management, professional development, and parent communication. This uniformity is critical in addressing the needs of unduplicated pupils and ensuring that interventions are applied equitably across all schools. An LEA-wide approach allows for comprehensive monitoring of chronic absenteeism and suspension rates across the district, enabling the district to hold schools accountable and provide targeted support where it is most needed.	

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	parent communication features of AERIES facilitate regular updates on student progress and school activities, fostering stronger home-school connections and ensuring that parents are well-informed and engaged. Staff emphasized the importance of maintaining school climate and supporting student attendance. The AERIES system allows for the accurate tracking of attendance and behavioral data, enabling the district to implement targeted interventions and monitor their effectiveness, aligning with staff's focus on improving attendance and school climate. The administrative team recognized the importance of focusing on engagement and attendance, particularly for at-risk students. The AERIES system provides the necessary tools to monitor these metrics closely, enabling the district to respond quickly to attendance issues and implement strategies to keep students engaged. **Scope:** LEA-wide	The LEA-wide application of AERIES ensures that the district can continuously refine its strategies based on real-time data, leading to more effective interventions and a more responsive approach to student needs.	
3.2	**Action:** Attendance Support **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%)	The full-time Counselor at Orangewood Elementary will focus on maintaining accurate attendance records and providing individualized support to students facing attendance challenges. This role ensures that attendance issues are promptly addressed, promoting consistent student engagement and participation in academic activities.	School attendance rate (3.4) Chronic absenteeism (3.5) Suspension rates (3.7)

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	Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents emphasized the importance of continued mental health support for students and expressed satisfaction with the hiring of a counselor at each site. This underscores the need to retain these roles, which directly contribute to improving attendance by addressing underlying socio-emotional issues	At Edison Middle School, the two full-time Counselors will expand the scope of mental health support services. They will not only track attendance effectively but also provide proactive interventions and counseling to address various socio-emotional needs among students. This includes supporting students through individual counseling sessions, group therapy, and collaborating with families to ensure a holistic approach to student well-being. How Counselors Support Student Attendance Counselors help improve student attendance by addressing personal and academic challenges that may hinder regular school attendance. They provide counseling, work with families, and create supportive environments, ensuring students have the resources they need to attend school consistently. The full-time Counselor at Orangewood Elementary will focus on maintaining accurate attendance records and providing individualized support to students facing attendance challenges. This role ensures that attendance issues are promptly addressed, promoting consistent student engagement and participation in academic activities. At Edison Middle School, the two full-time Counselors will expand the scope of mental health support services. They will not only track attendance effectively but also provide proactive interventions and counseling to address various socio-emotional needs among students. This includes supporting students through individual	

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	that may impact students' ability to attend school regularly. Staff highlighted the importance of maintaining the Attendance Goal, including its focus on School Climate and Socio-Emotional Growth. They also emphasized the need for additional programs and training that support student attendance and socio-emotional well-being, which the Counselors are well-positioned to provide. The Administrative Team noted the need to focus on engagement and attendance, particularly among socioeconomically disadvantaged students and Homeless/Foster Youth. They agreed that additional mental health supports and intervention resources are critical for improving attendance, which aligns with the role of the full-time Counselors. Concerns from our Parent Advisory Committee about bullying at the Middle School and the need for social-emotional supports were raised. Counselors play a key role in addressing these concerns, which are directly linked to improving school climate and attendance. **Scope:** LEA-wide	counseling sessions, group therapy, and collaborating with families to ensure a holistic approach to student well-being. Why Psychologists Are Important for Student Attendance Psychologists address mental health issues that may cause absenteeism, such as anxiety or depression. Through assessments and interventions, they help students manage these challenges, improving their ability to attend school regularly. Purpose of Professional Development in Enhancing Student Attendance Professional development equips educators with the skills to address factors affecting attendance, such as student engagement and behavior management. This training fosters a supportive classroom environment, reducing absenteeism. Importance of Materials in Supporting Student Attendance Access to educational materials like textbooks and technology helps keep students engaged and motivated to attend school. Providing these resources ensures that lack of materials does not become a barrier to regular attendance. Why action is being used on LEA-wide basis: Universal Impact on Student Success: Attendance is a foundational factor in academic success. Students who attend school regularly are more likely to achieve higher academic performance, stay engaged in their learning, and graduate on time. Implementing attendance	

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		support LEA-wide ensures that all students, regardless of their background or individual challenges, have access to the resources and support necessary to maintain consistent attendance, thereby promoting equitable academic outcomes. Addressing Diverse Needs Across Student Groups: Attendance issues can affect various student groups differently, including English Learners, socioeconomically disadvantaged students, students with disabilities, and foster youth. By implementing attendance support on a LEA-wide basis, the district can address the specific needs of these diverse groups more effectively. Counselors can provide tailored interventions, whether it be through mental health support, family outreach, or individualized attendance plans, ensuring that all students receive the support they need to attend school regularly. Chronic absenteeism is a significant predictor of poor academic outcomes and future challenges. LEA-wide attendance support helps to identify and intervene early with students who are at risk of chronic absenteeism. By proactively addressing attendance issues across the entire district, the risk of students falling through the cracks is minimized, leading to better overall attendance rates and improved student outcomes. LEA-wide attendance initiatives often involve collaboration with parents and the community, creating a holistic approach to addressing	

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		attendance issues. By involving all stakeholders in the process, the district can foster a culture of attendance that is supported both inside and outside of the school, further enhancing the effectiveness of the initiative.	
3.3	**Action:** Implement INDurance Concepts Staff Safety and Leadership Training **Need:** Chronic absenteeism among unduplicated pupils—including foster youth, English learners, and low-income students—remains significantly higher than the district average. Educational partner feedback and site-level attendance reviews reveal that a lack of consistent, respectful interactions with staff contributes to students feeling unsafe, unsupported, or unwelcome. Families also report negative experiences with school communication, which undermines trust and engagement. There is a need to improve the quality of daily staff-student and staff-family interactions, as well as to strengthen the leadership capacity of site administrators to create safer, more inclusive school environments that foster consistent attendance. **Scope:** LEA-wide	This action addresses the identified needs of unduplicated pupils by providing targeted staff with training in safety, de-escalation, and culturally responsive customer service—skills that directly impact students' sense of safety and belonging at school. When staff respond to conflict with consistency and empathy, and when families are treated with respect, trust increases and students are more likely to attend regularly. Additionally, selected site leaders will receive individualized coaching to ensure sustained implementation of positive school climate practices. Although unduplicated pupils are disproportionately affected by negative school climate and inconsistent staff-student interactions, these conditions impact the entire school community. By implementing this action on an LEA-wide basis, the district ensures that every site benefits from improved staff capacity, creating consistent, system-wide improvements in engagement and attendance. This approach maximizes the effectiveness of the intervention while directly addressing the needs of foster youth, English learners, and low-income students.	Chronic Absenteeism Rate (disaggregated for foster youth, English learners, and low-income students) School Climate Survey Results (student, staff, and family perceptions of safety and respect) Staff Professional Development Feedback (post-training surveys and implementation self-assessments) Attendance Rates by site and subgroup Family Engagement Indicators, including communication logs or family satisfaction surveys

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3.4	**Action:** Provide transportation services for unduplicated students to access extracurricular activities, enrichment, interventions and/or special events **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%)	These positions are crucial in ensuring reliable transportation for students, particularly those in need of academic support and enrichment activities. By expanding transportation routes and reducing walking boundaries, the district aims to improve accessibility and reduce barriers to regular attendance. This initiative is expected to boost attendance rates and ensure more students can participate in valuable intervention and enrichment opportunities. How Transportation Services Support Unduplicated Students Transportation services enable unduplicated students—those who are low-income, English learners, or foster youth—to access extracurricular activities and special events by providing reliable and safe transportation. This ensures that all students, regardless of their circumstances, can participate in these enriching experiences. Purpose of Transportation Services for Unduplicated Students The purpose of transportation services for unduplicated students is to eliminate barriers that may prevent them from participating in after-school programs, enrichment activities, and interventions. By offering transportation, schools ensure equal access to opportunities that enhance students' academic and social development. Why Transportation Services Are Essential for Unduplicated Students Transportation services are essential for unduplicated students because they help bridge the gap between home and school, allowing these	School attendance rate (3.4) Chronic absenteeism (3.5) Suspension rates (3.7)

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	Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents emphasized the importance of making academic progress a priority and expressed a desire for additional intervention opportunities for students. Providing transportation services aligns with this by ensuring that students have reliable access to these interventions and enrichment activities, even if they live further away or face transportation challenges. Staff expressed the need to continue focusing on school climate and socio-emotional growth, which are influenced by attendance. They also highlighted the importance of parental support in improving student attendance. Expanding transportation services directly supports this goal by making it easier for students to attend school regularly, participate in interventions, and engage in enrichment activities that contribute to their overall well-being and academic success. Students reported feeling safer and more connected to the school due to the additional support on campus, including counselors and supervisors. Reliable transportation services contribute to this sense of safety and connection by ensuring that students can participate in activities and interventions that enhance their school experience. The students' request to expand athletic and college and career programs further supports the need for accessible	students to engage fully in activities beyond the classroom. Without these services, many students might miss out on important opportunities that contribute to their overall growth and success.	

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	transportation to ensure all students can participate. Community members recognized the district's efforts to increase safety by reducing walking boundaries and expanding bus stops. This feedback highlights the community's support for measures that improve accessibility and safety, which are crucial for increasing attendance rates and ensuring students can participate in after-school and enrichment programs. **Scope:** LEA-wide		
3.5	**Action:** Enhance attendance and engagement initiative **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III	How this action is addressing the identified need: This action will improve accessibility through flexible scheduling and multiple platforms, and enhance communication with regular, personalized updates. Will foster a supportive community with discussion groups and mentorship programs as well as monitor attendance and engagement metrics, solicit feedback, and make responsive adjustments. Attendance supervisors, clerk support (through case management), attendance incentives, behavioral health aides, and ASES leaders all work together to improve student attendance. Attendance supervisors monitor patterns and address chronic absenteeism, while clerks track absences and follow up with families to ensure early intervention. Attendance incentives motivate students to attend regularly by rewarding good attendance, and behavioral health aides support students with emotional and behavioral challenges	School attendance rate (3.4) Chronic absenteeism (3.5) Suspension rates (3.7)

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	Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents and community members expressed the need for continued mental health support and additional interventions to improve student attendance and engagement. They highlighted the importance of creating a supportive environment where students feel safe and connected to their school community. The campaign's focus on involving Behavioral Health Aides and ASES Leaders directly aligns with this feedback by addressing students' socio-emotional needs and providing structured support beyond regular school hours. Staff members recommended maintaining attendance goals that include School Climate	that may lead to absenteeism. ASES leaders provide engaging after-school programs that keep students connected to school, further encouraging consistent attendance. The purpose of having an attendance supervisor, clerk support (through case management), attendance incentives, behavioral health aides, and ASES leaders is to create a comprehensive approach to improving student attendance. Attendance supervisors ensure that absenteeism is monitored and addressed effectively, while clerks maintain accurate records and facilitate timely interventions. Attendance incentives are designed to encourage and reward consistent attendance, making school a more attractive place for students. Behavioral health aides provide support for students facing emotional or behavioral challenges, helping them stay engaged with school. ASES leaders offer enriching after-school activities that strengthen students' connection to their school community, making them more likely to attend regularly. Why is this action being used LEA-wide? These roles and strategies are essential because they address multiple factors that influence student attendance. Attendance supervisors and clerks ensure that absences are tracked and managed, preventing students from falling through the cracks. Attendance incentives create positive reinforcement, making students more likely to attend regularly. Behavioral health aides are crucial in supporting students who may be struggling with issues that lead to absenteeism, such as mental health challenges. ASES leaders provide engaging after-school activities that build a	

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	and Socio-Emotional Growth. They stressed the importance of additional training for staff to better support student attendance, achievement, and positive social-emotional learning (SEL) growth. The involvement of an Attendance Supervisor, Clerk support for case management, and the use of attendance incentives reflect this feedback, ensuring that the initiative is well-coordinated and effectively addresses attendance challenges. Students reported that they felt more connected to school and supported by the additional on-campus resources, such as counseling and supervision. The inclusion of Behavioral Health Aides and ASES Leaders in the attendance campaign directly responds to students' needs for ongoing emotional and academic support, helping to foster a sense of belonging and encouraging regular school attendance. The Spring 2024 SEL Screener data identified a significant percentage of Socioeconomically Disadvantaged students as Medium-Risk, indicating a need for Tier II or Tier III mental health support. By incorporating Behavioral Health Aides into the attendance campaign, the district is addressing this need directly, providing targeted interventions that can help reduce absenteeism and improve overall student well-being. The Administrative Team emphasized the need to continue improving attendance rates and engagement, particularly for vulnerable student groups. They supported the integration of additional SEL curriculum and resources, which is reflected in the campaign's focus on	stronger connection to the school, making students more motivated to attend. Together, these efforts create a supportive environment that encourages consistent attendance, which is vital for academic success.	

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	providing holistic support to students through a combination of incentives, case management, and socio-emotional interventions. **Scope:** LEA-wide		
3.6	**Action:** Provide access to health services through a district nurse **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%)	How is the action addressing the needs: Unduplicated pupils often face barriers to accessing healthcare, such as lack of insurance, transportation, or resources. By providing health services directly within the school environment, the district nurse ensures that these students can receive immediate medical attention without the need for external resources. This reduces the risk of absenteeism due to untreated illnesses or health issues, ensuring that students remain in school and engaged in their education. Many unduplicated pupils may have chronic health conditions that require ongoing management, such as asthma, diabetes, or allergies. The district nurse plays a crucial role in monitoring these conditions, administering necessary medications, and creating individualized health plans. This consistent care helps prevent health-related absences and ensures that students can participate fully in school activities without health concerns interrupting their learning. Regular health screenings conducted by the district nurse can identify potential health issues early, allowing for timely intervention. This is particularly important for unduplicated pupils, who may not have regular access to preventive healthcare. Early identification and treatment of	School attendance rate (3.4) Chronic absenteeism (3.5) Suspension rates (3.7)

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
	Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Parents and community members have consistently expressed a strong desire for increased support in addressing the health and well-being of students. They recognize that students' physical health directly impacts their attendance, engagement, and overall academic performance. Providing access to a school nurse aligns with the community's call for enhanced health services that ensure students are healthy enough to attend school regularly, thereby reducing absenteeism. Educators and staff have highlighted the importance of having on-site health services to manage chronic conditions, administer medications, and handle emergencies. They emphasize that a school nurse can help identify health-related barriers to attendance, such as untreated medical conditions or lack of access to healthcare. By having a nurse available, staff can better support students' physical health, which in turn supports consistent school attendance and participation.	health issues can prevent them from becoming barriers to attendance and academic success. The district nurse can provide targeted health education to unduplicated pupils, teaching them about nutrition, hygiene, mental health, and other essential topics. This education is vital for students who may not have access to such information at home. By promoting healthy habits, the nurse helps unduplicated pupils maintain their health and well-being, which in turn supports consistent school attendance and better academic outcomes. Health issues are a common cause of chronic absenteeism, particularly among unduplicated pupils who may lack access to regular healthcare. By providing on-site health services, the district nurse helps reduce the number of days these students miss due to illness, injury, or unmanaged health conditions. This action directly supports the district's goal of improving attendance rates among unduplicated pupils. Why action is being provided on a LEA-wide basis: Universal Need for Health Services: Health services are a fundamental requirement for all students, regardless of their background. By offering this service LEA-wide, the district ensures that every student has access to necessary medical care, health screenings, chronic condition management, and health education. This universal approach helps to maintain a healthy school environment, which is crucial for student attendance, engagement, and academic success. Equity Across Student Populations: Offering health services on an LEA-wide basis promotes equity by ensuring that all students,	

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	Students have voiced the need for accessible health support within the school environment. Many students may face health challenges that, if unaddressed, could lead to frequent absences or difficulty concentrating in class. The presence of a school nurse provides a sense of security for students, knowing they have immediate access to health care when needed. This reassurance can improve students' willingness to attend school, even when facing minor health issues. Data on student health and safety indicate that students with unmanaged health conditions are more likely to miss school, negatively impacting their academic progress. The provision of a school nurse addresses this issue by ensuring that health conditions are managed effectively within the school setting, reducing the likelihood of absenteeism due to health-related issues. Research consistently shows that access to school health services is associated with improved attendance and academic outcomes. School nurses play a vital role in promoting a healthy school environment, managing chronic illnesses, and providing health education, all of which contribute to keeping students in school and ready to learn. **Scope:** LEA-wide	including unduplicated pupils such as English Learners, Foster Youth, and Socioeconomically Disadvantaged students, have equal access to healthcare resources. This approach helps to mitigate disparities in health care access that can impact students' educational outcomes, ensuring that every student, regardless of their circumstances, can benefit from the support of a school nurse. Addressing Chronic Absenteeism and Suspension Rates: Health-related issues are a significant contributor to chronic absenteeism and, in some cases, behavioral problems that can lead to suspensions. By providing health services across the entire LEA, the district aims to reduce these rates by addressing the underlying health needs of students before they become barriers to attendance and positive behavior. A district-wide approach ensures that no student falls through the cracks due to a lack of health support. Consistency in Health Services: Implementing this action LEA-wide allows for consistent health care practices and standards across all schools within the district. This consistency is important for ensuring that all students receive the same level of care, regardless of which school they attend. It also allows for streamlined management of health services, making it easier to monitor and address student health needs on a district-wide scale. Comprehensive Support for All Students:	

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		By providing health services on an LEA-wide basis, the district ensures that the needs of all student groups are met comprehensively. This includes not only unduplicated pupils but also students who may not be classified under specific categories but still require health support. A district-wide approach ensures that every student has the opportunity to receive care and support, which is essential for their overall well-being and success. Enhancing Overall School Climate: The presence of a school nurse LEA-wide contributes to a safer and healthier school environment, which benefits all students and staff. A positive school climate is linked to better student outcomes, including higher attendance rates, lower suspension rates, and improved academic performance. By addressing health needs universally, the district supports a holistic approach to education that fosters both academic and personal growth. Preventative Health Measures: Providing health services across the entire district allows for the implementation of preventative health measures, such as vaccination clinics, health education programs, and early screenings for health issues. These preventative actions can reduce the incidence of illnesses and health-related absenteeism, benefiting the entire student population and contributing to the district's overall educational goals.	
3.7	**Action:**	How the action addressed the needs of Unduplicated Students:	School attendance rate (3.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Enhancing educational experiences and support with support staff **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) Student Group within the school with "Red" performance Color for Suspension Rate	Targeted Support and Expertise: Administrative on Special Assignment (AOSA) role provides focused support on specific projects or areas of need, addressing the unique challenges faced by unduplicated pupils. For instance, the AOSA can lead initiatives that cater to the needs of Homeless Students or Socioeconomically Disadvantaged Students by implementing targeted interventions and supports that directly address their specific barriers to success. Enhanced Curriculum and Instructional Support: Director of Educational Services position ensures that curriculum development, instructional strategies, and professional development are tailored to the needs of all students, including unduplicated pupils. By overseeing these areas, the Director can implement instructional strategies that are effective for English Learners and Students with Disabilities, ensuring that educational programs are inclusive and responsive to their needs. Additionally, the Director can spearhead professional development for teachers to better support these students. Improved School Operations and Environment: The Vice Principal's role in managing daily operations, student discipline, and staff support helps create a positive and supportive school environment. This is particularly beneficial for unduplicated pupils who may face higher levels of behavioral and disciplinary challenges. The Vice Principal can ensure that school policies are applied equitably and that support services are in place to address the needs of these students effectively. Focused Interventions and Supports:	Chronic absenteeism (3.5) Suspension rates (3.7)

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
	Edison Middle School: Socioeconomic Disadvantaged (12.1%) The feedback from the Administrative Team indicated a need for additional support in managing school operations and addressing emerging challenges. The role of AOSA can provide the focused expertise required to tackle specific issues, while the Vice Principal at EMS will assist in managing daily operations, aligning with the feedback that emphasized the importance of effective school management. Staff feedback highlighted the importance of improving instructional strategies and providing professional development. The Director of Educational Services is specifically tasked with overseeing curriculum development and instructional strategies, which aligns with the staff's request for enhanced educational programs and professional growth opportunities. Input from the English Language Advisory Committee and District Language Advisory Committee stressed the need for continued support and targeted interventions. The Director of Educational Services will ensure that educational programs are tailored to meet the needs of diverse student groups, including English Learners, thus addressing these concerns. Parents expressed the desire for continued mental health support and additional intervention opportunities. By enhancing educational experiences with key support roles, the district aims to provide the necessary support to improve student	Overall Impact: By enhancing educational experiences with these key support roles, the district can provide more targeted and effective interventions for unduplicated pupils. The AOSA can address emerging challenges specific to these student groups, the Director can ensure that educational practices are aligned with best practices for diverse learners, and the Vice Principal can facilitate a supportive and well-managed school environment that benefits all students, including those from disadvantaged backgrounds. Alignment with Feedback: Feedback from various educational partners indicated the need for improved instructional practices, better support for at-risk students, and enhanced school management. The addition of these roles aligns with this feedback by providing the necessary expertise and support to address the needs of unduplicated pupils effectively. Why it is being provided LEA-wide: Systemic Impact: Consistency across schools by introducing roles like the Administrative on Special Assignment (AOSA), Director of Educational Services, and Vice Principal LEA-wide, the district ensures that improvements in educational support and management are consistent across all schools. This uniform approach helps create a cohesive strategy for addressing the needs of all students, including unduplicated pupils. Comprehensive Support: Holistic Approach of enhancing support staff roles across the district allows for a comprehensive approach to educational support. This ensures that	

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
	outcomes, including those related to mental health and academic performance. **Scope:** LEA-wide	all schools benefit from the expertise and targeted interventions provided by these roles, addressing systemic issues that affect multiple campuses and providing equitable support to all students. 3. Addressing Diverse Needs: The LEA-wide implementation acknowledges the diverse needs of students across different schools. By having key support roles available district-wide, the district can tailor support to the specific challenges faced by English Learners, Homeless Students, Socioeconomically Disadvantaged Students, and Students with Disabilities, no matter which school they attend. 4. Equitable Resource Distribution: Implementing these roles district-wide ensures that resources and expertise are distributed equitably among all schools. This helps in avoiding disparities in the quality of support and interventions available to students, particularly those from unduplicated groups who might otherwise face unequal access to support services. 5. Unified Strategy: A district-wide approach fosters coordination among schools and centralizes the strategy for improving educational experiences and support. This unified strategy enables the district to monitor progress effectively, share best practices, and make data-driven adjustments to support all students. 6. Scalability and Sustainability: Implementing these roles LEA-wide allows the district to scale successful practices across all schools, ensuring that effective strategies and interventions are not limited to individual schools but are accessible to the entire district. It also	

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
		supports the sustainability of improvements, as successful practices can be maintained and refined over time. 7. Feedback Alignment: Educational feedback and consultations indicated a need for improved instructional practices, better support for at-risk students, and enhanced school management. By implementing these roles across the district, the district aligns with this feedback and addresses identified areas of need in a comprehensive manner. 8. Enhanced Student Outcomes: A district-wide approach ensures that all students, including unduplicated pupils, benefit from improved educational experiences and support. This collective effort aims to enhance student outcomes across the board, addressing academic and behavioral needs in a consistent and effective manner.	
3.8	**Action:** Retain Full-Time Community Services Coordinator **Need:** Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (36%) English Learners- Yellow Performance Color (36.40%) Homeless Students- Yellow Performance Color (43.40%) Socioeconomic Disadvantaged-Yellow Performance Color (36.70%) On the Spring 2024 Local Socio-Emotional Benchmark (SEL Screener), 0% of students	How the action addressed the needs of Unduplicated Students: A Full-Time Community Services Coordinator supports improving attendance by connecting students and families with community resources that address barriers to regular school attendance. By coordinating services such as housing assistance, healthcare, and food security, the coordinator helps ensure that students' basic needs are met, reducing the impact of external factors on their ability to attend school. Additionally, they foster relationships between the school, families, and community organizations, creating a network of support that encourages and sustains consistent student attendance.	School attendance rate (3.4) Chronic absenteeism (3.5) Suspension rates (3.7)

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
	were identified as High-Risk. On the Spring 2024 SEL Screener, 12.9% of Socioeconomic Disadvantaged students were identified as Medium-Risk and in need of a Tier II or Tier III Mental Health Support or Intervention. Based on the 2024 SEL screener, 89.09% of Socioeconomic Disadvantaged students were identified as low risk. 2023 CA Dashboard Suspension Rate All Students- Red Performance Color (4.90%) Homeless Students- Orange Performance Color (2.40%) Socioeconomic Disadvantaged- Red Performance Color (5.10%) English Learners- Red Performance Color (3.90%) Student Group within the school with "Red" performance Color for Suspension Rate Edison Middle School: Socioeconomic Disadvantaged (12.1%) Feedback from parent advisory groups and public meetings emphasized the effectiveness of increased parent participation opportunities. The Community Services Coordinator can build on this by enhancing communication and collaboration between the school district and families, thus further improving parent involvement. Community members expressed a desire for additional support and services. The coordinator's role in fostering strong partnerships and coordinating community	Why it is being provided LEA-wide: This role is essential in addressing chronic absenteeism by identifying and mitigating barriers that keep students from attending school regularly. The coordinator works directly with students, families, and staff to provide tailored support and resources, ensuring that each student has the opportunity to succeed. By strengthening the link between the school and the broader community, the Community Services Coordinator enhances student engagement, attendance, and overall well-being, which are critical for academic success and a positive school environment all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	resources directly addresses this need by ensuring that families have access to necessary support and services. Educational partner feedback highlighted the importance of continued mental health support and interventions. The coordinator can play a critical role in connecting families with mental health resources and support services, ensuring that students' socio-emotional needs are met. Staff feedback included a request for better communication with families and increased support for addressing student needs. The coordinator's role in serving as a liaison helps improve communication and ensures that staff, families, and the community are aligned in supporting student success. **Scope:** LEA-wide		
3.9	**Action:** AR Attendance Recovery Program **Need:** District attendance data shows that unduplicated pupils—especially low-income students and English learners—have higher rates of chronic absenteeism and lower academic achievement compared to their peers. These students often face barriers such as lack of access to consistent transportation, family responsibilities, or limited academic support at home, which impact both their daily attendance and progress toward grade-level	Unduplicated pupils—particularly low-income and English learner students—have disproportionately high rates of chronic absenteeism and unfinished learning due to systemic barriers such as housing instability, health needs, or limited family support during school hours. The Attendance Recovery (AR) program directly addresses these needs by offering after-school, standards-aligned instruction in a structured setting that supports both academic progress and daily attendance. The program is provided on a schoolwide basis at Orangewood Elementary and Edison Middle School to promote inclusive access, reduce	Metrics to monitor effectiveness may include: Chronic absenteeism rates (Priority 5) Overall and subgroup ADA Student achievement in ELA and Math (Priority 4) Student feedback on program relevance and engagement

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
	standards. Educational partner feedback has also highlighted the need for additional academic time and structured support outside the regular school day to address learning loss and attendance recovery. **Scope:** LEA-wide	stigmatization of targeted students, and maximize ADA recovery. While open to all, student selection prioritizes unduplicated pupils based on attendance and academic performance data. This approach ensures targeted benefits for unduplicated students while improving overall student outcomes and site-wide ADA. Progress will be monitored through: Chronic absenteeism and ADA rates disaggregated by subgroup Academic performance indicators (e.g., grades, benchmark data) Student and parent feedback on engagement and support	Tracking: Hourly logs via Excel Attendance reporting system
3.10	**Action:** School Attendance Review Team (SART) **Need:** Unduplicated pupils—especially low-income students and English learners—exhibit higher rates of chronic absenteeism, which significantly impacts their academic achievement and school connectedness. Attendance data from our district shows that these students often miss school due to a combination of factors, including family obligations, lack of transportation, health challenges, and inconsistent access to adult support. Educational partners have expressed the need for early, personalized interventions to help these students feel seen, supported,	The SART (School Attendance Review Team) pilot program is designed to provide individualized support to students who are chronically absent—many of whom are low-income, English learner, or foster youth. These unduplicated pupils often face systemic barriers that make consistent school attendance difficult, including housing instability, language access issues, or limited caregiver availability. SART directly addresses these challenges by assigning trusted staff members as Attendance Case Managers to monitor attendance, build personal relationships, and support families through regular communication and targeted encouragement. Although students are selected based on need, the SART model is being implemented on a school	Chronic Absenteeism Rate for unduplicated pupils (disaggregated by subgroup: low-income, English learners, foster youth) Monthly Attendance Rate of students enrolled in SART before and after assignment Number of Positive Daily Check-ins logged by Attendance Case

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and accountable. A consistent adult connection is crucial for re-engaging these students and rebuilding routines that promote regular school attendance. **Scope:** LEA-wide	wide basis to create a culture of care and early intervention across the campus. This inclusive approach allows the program to reach more students, reduces the stigma of being "targeted," and maximizes impact on overall attendance and school climate, while still prioritizing support for unduplicated students. The model is scalable and flexible, allowing for the addition of more students and staff as needs emerge. Progress will be monitored using chronic absenteeism rates, case manager logs, and student/family engagement data.	Managers (tracked in AERIES or Excel) Parent/Guardian Engagement Rate, measured by successful contacts or meetings held Student Survey Results indicating increased sense of connectedness and adult support Reduction in SARB Referrals for students participating in SART

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Language Development Support **Need:** he 2023 CA Dashboard data reveals that only 42.4% of EL students made progress towards English proficiency, and English Learners have been identified with a "Red" performance color in both ELA and Math assessments. This	How the action addresses the needs of Unduplicated Pupils: Our District is committed to provide targeted instructional support to unduplicated students, English Learners, and low socioeconomic students through: Small group tutoring sessions, additional teacher support, supplemental instructional materials, online resources and digital tools offer	Data teams Implementation Logs (Metric 1.4) Designated ELD (Metric 1.5) Local Assessments (Metric 1.6) State Assessments (Metric 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	underscores the need for targeted instructional strategies and supports that address the unique language development needs of EL students. Local Data for 2022-2023 reflects that the District's Re-designation Rate was 7.87%. Feedback from Educational Partners indicates a strong demand for enhanced professional development opportunities for teachers to effectively provide sound Tier 1 instruction. Parents have expressed concerns about the academic progress of EL students and have highlighted the need for teachers to receive specialized training in language development strategies. During public meetings and surveys, parents emphasized the importance of professional development that equips teachers with the skills to better support EL students, ensuring they can achieve language proficiency and academic success. Staff surveys and consultations revealed that teachers feel they need more in-depth training on ELPAC assessments and the new ELD framework to better support EL students. Teachers requested additional release time to attend professional development sessions, allowing them to focus on learning and implementing effective ELD strategies without	English language development programs for English Learners. The District will monitor and analyzed students' data and identify areas of need. There will be a District's wide data analyst and a full time support services specialist to assist certificated and classified staff to serve our students. To facilitate this, the district will provide release time for teachers, allowing them to attend PD sessions with substitute teachers covering their classes. This will enable teachers to delve deeper into the complexities of ELPAC assessments, learn how to accurately apply the proficiency levels and rubrics, and explore effective strategies for implementing the new ELD framework in their classrooms. By providing this additional support, the district aims to ensure that all teachers are equipped to provide high-quality instruction and support for English language learners, ultimately benefiting students academic achievement and language proficiency. Professional development focused on the ELD framework will provide teachers with modern, research-based strategies to enhance language development and academic achievement for EL students. This ensures that instruction is aligned with current standards and best practices.	ELPAC (1.11) Reclassification rate (1.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the pressure of managing their regular classroom responsibilities simultaneously. **Scope:** Limited to Unduplicated Student Group(s)		
1.10	**Action:** MTSS for students that need extra language development support **Need:** For ELA 2023 CAASPP: All students distance from standard was -52.9 (orange) EL distance from standard -74.0 (red) For Math 2023 CAASPP: -All students distance from standard was -83.3 (orange) EL distance from standard -106 (red) For CAST 2023 CAASPP: All Students 14.42% met or exceeded Standard for Science EL's 0% met or exceeded California Dashboard Data for 2023 shows that 42.4% of our EL students made progress toward English proficiency. Local Data for 2022-2023 reflects that the District's Redesignation Rate was 7.87%.	The interventionist will provide one-on-one sessions with LTELs, tailoring instruction to their individual needs and goals. The consultant will also offer small group sessions, focusing on specific language skills or vocabulary topics. The interventionist will work with teachers to provide strategies for supporting LTELs in the general education classroom. The consultant will also engage with parents and guardians to provide guidance on supporting their child's language development at home. MTSS for students needing extra language development support directly addresses the identified needs of English Learners by providing targeted, evidence-based interventions, continuous monitoring, and comprehensive support across multiple domains. This structured approach ensures that ELs receive the personalized assistance they need to improve their language proficiency and academic achievement.	Data teams Implementation Logs (Metric 1.4) Local Assessments (Metric 1.6) State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12) PLC Data Logs (Metric 1.15)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Parents consistently emphasize the importance of addressing the diverse needs of students, especially those requiring additional language development support. In the Parent Survey, parents highlighted the need for tailored intervention programs that can address specific challenges faced by students. During public meetings, they expressed strong support for the implementation of a Multi-Tiered System of Supports (MTSS), recognizing its potential to provide structured and comprehensive support across academic, behavioral, and social-emotional domains. They believe that MTSS will ensure that all students, particularly those struggling with language development, receive the necessary resources and interventions to succeed. Staff members, through surveys and consultation meetings, have pointed out the critical need for a systematic approach like MTSS to support students with varying levels of language proficiency. They noted that MTSS allows for data-driven decision-making and tiered interventions, ensuring that students receive support that is appropriate to their level of need. Staff also expressed that MTSS would provide a framework for consistent monitoring and assessment, enabling timely interventions and reducing the likelihood of students falling behind. They believe that MTSS will enhance the district's ability to address learning gaps and support all students in reaching their full potential. The English Language Advisory Committee and District Language Advisory Committee		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	have highlighted the unique challenges faced by English Learners (ELs) and support the implementation of MTSS to address these challenges. They believe that MTSS will provide a structured framework for identifying and addressing the specific needs of ELs, ensuring that they receive the necessary support to achieve language proficiency and academic success. Parents have expressed that MTSS will help create a more equitable learning environment, where all students have the opportunity to succeed. **Scope:** Limited to Unduplicated Student Group(s)		
1.16	**Action:** Provide supplemental materials and targeted instruction for all English Learners and Redesigned Fluent English Proficient, and PD for staff. **Need:** To address the persistent performance gaps identified on the California School Dashboard—particularly the red performance indicators in English Language Arts (ELA) and Mathematics for English Learners (ELs) and Redesignated Fluent English Proficient (RFEP) students—the District will implement a comprehensive professional development initiative. This action is designed to build the capacity of teachers to meet the linguistic and academic	The professional development will include: Specialized training on integrated and designated ELD strategies, Differentiated instruction aligned to language proficiency levels, Use of formative language assessments to guide instruction, Strategies for reclassification and long-term monitoring of RFEP students. To ensure high levels of participation without interrupting instructional time, the District will fund substitute coverage so teachers can attend these trainings during school hours. In addition, staff will be compensated at an hourly rate for sessions	State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	needs of EL and RFEP students through research-based instructional practices. **Scope:** Limited to Unduplicated Student Group(s)	held beyond the regular school day. Funding will also support instructional materials, participation in conferences, and other resources aligned with best practices for EL and RFEP support. Targeted Schools and Student Groups (CA Dashboard Red Indicators): Orangewood Elementary: English Learners and RFEP (ELA) Edison Middle School: English Learners and RFEP (Math) This action directly supports State Priority Areas 2 (Implementation of State Standards), 4 (Student Achievement), and 8 (Pupil Outcomes), and aligns with the District's broader MTSS framework to close achievement gaps and ensure equitable access to high-quality instruction.	
1.17	**Action:** Provide supplemental materials and targeted instruction for all LTELs. **Need:** To address persistent performance gaps identified on the California School Dashboard and to ensure ample support to our Long Term English Learners the District will implement a comprehensive, research-based professional development initiative. This action is designed to build the capacity of educators to meet the academic and linguistic needs of Long-Term English Learners	Specialized training in integrated and designated English Language Development (ELD) strategies; Differentiated instruction aligned to English language proficiency levels; Use of formative language assessments to guide instruction and monitor progress; Evidence-based strategies to support reclassification and long-term academic success for RFEP students;	State Assessments (Metric 1.7) ELPAC (1.11) Reclassification rate (1.12)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(LTELs), ensuring that all students receive equitable, rigorous, and targeted support. **Scope:** Limited to Unduplicated Student Group(s)	Supplemental materials and targeted small-group instruction specifically for LTELs to accelerate language and content mastery. To ensure full participation without impacting classroom instruction, the District will: Provide substitute coverage for teachers attending training during instructional time; Compensate staff at an hourly rate for attending sessions held after hours; Fund materials, conference attendance, and other tools that align with best practices in EL support. This action directly supports State Priority Areas 2, 4, and 8, and is part of the District’s broader MTSS approach to close achievement gaps and ensure all multilingual learners receive meaningful access to grade-level standards.	

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

N/A

Additional Concentration Grant Funding

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

The District's Unduplicated Student Percentage is 98%. According to our CALPADS Certified Reports, the enrollment of English Learners, Foster Youth, or Low-Income Students (unduplicated pupils) at Orangewood is 98%, and at Edison Middle is 98%. Our SED Student Percentage is 85%. Our Homeless/Foster Students are 17% of our population, and our English learners are 26% of our population. The District is utilizing additional concentration add-on funding to provide an additional Intervention/Reading Specialist (1.2) and to increase the hours of seven intervention aides to full-time status (1.6) to support these unduplicated students. The District is also utilizing this additional funding to retain an additional counselor (3.2) and psychologist (3.2) and to retain an additional Behavior/Health Aide (3.5) to provide additional mental health support for these students. The District is also using these funds to hire an additional Speech Teacher (1.10) and to pay three Highly Qualified Teachers to teach Mathematics Intervention to help support Tier II and Tier III Unduplicated Students during their preparation periods (1.2). Finally, in conjunction with the Community Schools Grant, the District is hiring a Coordinator of Community Services (3.8) to support our low-income students and families.

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 ratio of certificated staff providing direct services to students	N/A	1:15

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	$11767650	4971224	42.245%	0.000%	42.245%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,509,755.00	$504,174.00	$761,565.00	$268,831.00	$7,044,325.00	$6,367,627.00	$676,698.00

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 Initiative to support Tier 1 Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$363,381.00	$10,000.00	$373,381.00				$373,381.00	
1	**1.2**	MTSS support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,002,556.00	$0.00	$953,556.00			$49,000.00	$1,002,556.00	
1	**1.3**	Parent literacy events and training.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$5,500.00	$5,500.00	$11,000.00				$11,000.00	
1	**1.4**	English Language Development Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$30,000.00	$0.00	$30,000.00				$30,000.00	
1	**1.5**	Offer intensive TK-8 Intervention Summer Session (20 days) for all students not reclassified by the end of 6th grade.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$87,648.00	$3,000.00	$90,648.00				$90,648.00	
1	**1.6**	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$885,704.00	$0.00	$690,262.00	$20,390.00	$56,655.00	$118,397.00	$885,704.00	
1	**1.7**	Coordinator of Technology and Data Systems.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$334,313.00	$0.00	$334,313.00				$334,313.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.8**	Site licenses and hosting for intervention programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$78,397.00	$78,397.00				$78,397.00	
1	**1.9**	Class Size Reduction for Learning Loss Mitigation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$250,000.00	$0.00	$127,239.00		$122,761.00		$250,000.00	
1	**1.10**	MTSS for students that need extra language development support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$169,500.00	$0.00	$169,500.00				$169,500.00	
1	**1.11**	Lease payment on intervention classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$99,160.00	$99,160.00				$99,160.00	
1	**1.12**	Professional development in ELA, Math, ELD, Science and Leadership as well as standards based instruction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	**1.13**	Purchase applications to integrate data systems.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$60,000.00	$60,000.00				$60,000.00	
1	**1.14**	Purchase and maintain additional teacher/student technology devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	**1.15**	Educational technology training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$15,000.00	$15,000.00	$30,000.00				$30,000.00	
1	**1.16**	Provide supplemental materials and targeted instruction for all English Learners and Redesigned Fluent English Proficient, and PD for staff.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$75,000.00	$10,000.00	$85,000.00				$85,000.00	
1	**1.17**	Provide supplemental materials and targeted instruction for all LTELs.	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2025-2026	$50,000.00	$5,000.00	$55,000.00				$55,000.00	

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
					Student Group(s)											
2	2.1	Student Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$290,614.00	$20,000.00	$159,673.00	$89,704.00	$5,567.00	$55,670.00	$310,614.00	
2	2.2	Performing Arts elective teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$105,054.00	$100,000.00	$25,000.00	$180,054.00			$205,054.00	
2	2.3	Social emotional support/behavior professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$25,000.00	$25,000.00	$50,000.00				$50,000.00	
2	2.4	Support PBIS implementation and professional development for Trauma informed practices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$218,940.00	$31,000.00	$249,940.00				$249,940.00	
2	2.5	Retain Full Time Alternative Placement Classroom Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$161,844.00	$0.00	$123,815.00	$38,029.00			$161,844.00	
3	3.1	Retain Annual Contract for AERIES Student Data System, Professional Development and Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$33,241.00	$33,241.00				$33,241.00	
3	3.2	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$417,557.00	$0.00	$182,847.00		$234,710.00		$417,557.00	
3	3.3	Implement INDurance Concepts Staff Safety and Leadership Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$30,000.00	$10,000.00	$40,000.00				$40,000.00	
3	3.4	Provide transportation services for unduplicated students to access extracurricular activities, enrichment, interventions and/or special events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$252,496.00	$26,000.00	$216,732.00	$16,000.00		$45,764.00	$278,496.00	
3	3.5	Enhance attendance and engagement initiative	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	$454,980.00	$50,000.00	$414,483.00	$90,497.00			$504,980.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	**3.6**	Provide access to health services through a district nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$130,325.00	$0.00	$7,204.00		$123,121.00		$130,325.00	
3	**3.7**	Enhancing educational experiences and support with support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$701,500.00	$0.00	$701,500.00				$701,500.00	
3	**3.8**	Retain Full-Time Community Services Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$241,115.00	$0.00	$22,364.00		$218,751.00		$241,115.00	
3	**3.9**	AR Attendance Recovery Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$44,600.00	$25,400.00	$500.00	$69,500.00			$70,000.00	
3	**3.10**	School Attendance Review Team (SART)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$25,000.00	$0.00	$25,000.00				$25,000.00	

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
$11767650	4971224	42.245%	0.000%	42.245%	$5,509,755.00	0.000%	46.821 %	**Total:**	$5,509,755.00
								LEA-wide Total:	$5,170,255.00
								Limited Total:	$339,500.00
								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 Initiative to support Tier 1 Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$373,381.00	
1	**1.2**	MTSS support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$953,556.00	
1	**1.3**	Parent literacy events and training.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
1	**1.4**	English Language Development Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	
1	**1.5**	Offer intensive TK-8 Intervention Summer Session (20 days) for all students not reclassified by the end of 6th grade.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,648.00	
1	**1.6**	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,262.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Coordinator of Technology and Data Systems.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,313.00	
1	1.8	Site licenses and hosting for intervention programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$78,397.00	
1	1.9	Class Size Reduction for Learning Loss Mitigation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,239.00	
1	1.10	MTSS for students that need extra language development support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$169,500.00	
1	1.11	Lease payment on intervention classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,160.00	
1	1.12	Professional development in ELA, Math, ELD, Science and Leadership as well as standards based instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.13	Purchase applications to integrate data systems.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,000.00	
1	1.14	Purchase and maintain additional teacher/student technology devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.15	Educational technology training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.16	Provide supplemental materials and targeted instruction for all English Learners and Redesigned Fluent English Proficient, and PD for staff.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,000.00	
1	1.17	Provide supplemental materials and targeted instruction for all LTELs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$55,000.00	
2	2.1	Student Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,673.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Performing Arts elective teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.3	Social emotional support/behavior professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	2.4	Support PBIS implementation and professional development for Trauma informed practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,940.00	
2	2.5	Retain Full Time Alternative Placement Classroom Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,815.00	
3	3.1	Retain Annual Contract for AERIES Student Data System, Professional Development and Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,241.00	
3	3.2	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,847.00	
3	3.3	Implement INDurance Concepts Staff Safety and Leadership Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.4	Provide transportation services for unduplicated students to access extracurricular activities, enrichment, interventions and/or special events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$216,732.00	
3	3.5	Enhance attendance and engagement initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$414,483.00	
3	3.6	Provide access to health services through a district nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,204.00	
3	3.7	Enhancing educational experiences and support with support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$701,500.00	

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 (%)
3	**3.8**	Retain Full-Time Community Services Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,364.00	
3	**3.9**	AR Attendance Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	**3.10**	School Attendance Review Team (SART)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,064,325.00	$7,062,181.02

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 Initiative to support Tier 1 Instruction	Yes	$373,381.00	$379,979.19
1	**1.2**	MTSS support.	Yes	$1,077,056.00	$1,233,304.59
1	**1.3**	Parent literacy events and training.	Yes	$11,000.00	0
1	**1.4**	English Language Development Support	Yes	$30,000.00	$24,834.22
1	**1.5**	Offer intensive TK-8 Intervention Summer Session (20 days) for all students not reclassified by the end of 6th grade .	Yes	$90,648.00	$90,648.00
1	**1.6**	Intervention Support	Yes	$951,204.00	$1,113,378.30
1	**1.7**	Coordinator of technology and data systems.	Yes	$334,313.00	$300,073.14
1	**1.8**	Site licenses and hosting for intervention programs	Yes	$78,397.00	$110,657.17
1	**1.9**	Class Size Reduction for Learning Loss Mitigation	Yes	$250,000.00	$207,113.55
1	**1.10**	MTSS for students that need extra language development support	Yes	$169,500.00	$202,009.79

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	**1.11**	Lease payment on intervention classrooms	Yes	$99,160.00	$109,546.00
1	**1.12**	Professional development in ELA, Math, ELD, Science and Leadership as well as standards based instruction.	Yes	$20,000.00	$37,545.58
1	**1.13**	Purchase applications to integrate data systems.	Yes	$60,000.00	$62,219.65
1	**1.14**	Purchase and maintain additional teacher/student convertible devices	Yes	$50,000.00	$53,716.51
1	**1.15**	Educational technology training	Yes	$30,000.00	0
2	**2.1**	Student Engagement Support	Yes	$310,614.00	$213,929.07
2	**2.2**	Performing Arts elective teacher	Yes	$205,054.00	$125,198.18
2	**2.3**	Social emotional support/behavior professional development	Yes	$50,000.00	$33,369.11
2	**2.4**	Support PBIS implementation and professional development for Trauma informed practices.	Yes	$249,940.00	$286,389.61
2	**2.5**	Retain Full Time Alternative Placement Classroom Teacher	Yes	$161,844.00	$201,572.87
3	**3.1**	Retain Annual Contract for AERIES Student Data System, Professional Development and Parent Communication	Yes	$33,241.00	$17,955.40
3	**3.2**	Attendance Support	Yes	$585,157.00	$603,357.41
3	**3.4**	Provide transportation services for unduplicated students to access extracurricular activities,	Yes	$278,496.00	$183,876.43

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)
		enrichment, interventions and/or special events			
3	**3.5**	Enhance attendance and engagement initiative	Yes	$667,580.00	$690,585.60
3	**3.6**	Provide access to health services through a district nurse	Yes	$130,325.00	$130,371.72
3	**3.7**	Enhancing educational experiences and support with support staff	Yes	$526,300.00	$453,323.47
3	**3.8**	Retain Full-Time Community Services Coordinator	Yes	$241,115.00	$197,226.46

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)
$4,864,217	$5,657,781.00	$5,469,561.61	$188,219.39	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 Initiative to support Tier 1 Instruction	Yes	$373,381.00	$379,979.19		
1	**1.2**	MTSS support.	Yes	$1,028,056.00	$1,221,907.46		
1	**1.3**	Parent literacy events and training.	Yes	$11,000.00	0		
1	**1.4**	English Language Development Support	Yes	$30,000.00	$24,834.22		
1	**1.5**	Offer intensive TK-8 Intervention Summer Session (20 days) for all students not reclassified by the end of 6th grade .	Yes	$90,648.00	$90,648		
1	**1.6**	Intervention Support	Yes	$685,762.00	$984,368.54		
1	**1.7**	Coordinator of technology and data systems.	Yes	$334,313.00	$300,073.14		
1	**1.8**	Site licenses and hosting for intervention programs	Yes	$78,397.00	$110,657.17		
1	**1.9**	Class Size Reduction for Learning Loss Mitigation	Yes	$127,239.00	$207,113.55		
1	**1.10**	MTSS for students that need extra language development support	Yes	$169,500.00	$202,009.79		
1	**1.11**	Lease payment on intervention classrooms	Yes	$99,160.00	$109,546.00		

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	1.12	Professional development in ELA, Math, ELD, Science and Leadership as well as standards based instruction.	Yes	$20,000.00	$37,545.58		
1	1.13	Purchase applications to integrate data systems.	Yes	$60,000.00	$62,219.65		
1	1.14	Purchase and maintain additional teacher/student convertible devices	Yes	$50,000.00	$53,716.51		
1	1.15	Educational technology training	Yes	$30,000.00	0		
2	2.1	Student Engagement Support	Yes	$159,673.00	$54,969.94		
2	2.2	Performing Arts elective teacher	Yes	$25,000.00	0		
2	2.3	Social emotional support/behavior professional development	Yes	$50,000.00	$33,369.11		
2	2.4	Support PBIS implementation and professional development for Trauma informed practices.	Yes	$249,940.00	$286,389.61		
2	2.5	Retain Full Time Alternative Placement Classroom Teacher	Yes	$161,844.00	$157,699.76		
3	3.1	Retain Annual Contract for AERIES Student Data System, Professional Development and Parent Communication	Yes	$33,241.00	$17,955.40		
3	3.2	Attendance Support	Yes	$350,447.00	$436,276.77		
3	3.4	Provide transportation services for unduplicated students to access extracurricular activities, enrichment, interventions and/or special events	Yes	$216,732.00	$102,754.23		
3	3.5	Enhance attendance and engagement initiative	Yes	$667,580.00	$11,832.80		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Provide access to health services through a district nurse	Yes	$7,204.00	$130,371.72		
3	**3.7**	Enhancing educational experiences and support with support staff	Yes	$526,300.00	$453,323.47		
3	**3.8**	Retain Full-Time Community Services Coordinator	Yes	$22,364.00	0		

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)
$11,503,132	$4,864,217	0	42.286%	$5,469,561.61	0.000%	47.548%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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