



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Bravo-Greeley Union School District

CDS Code: 15735440000000

School Year: 2025-26

LEA contact information:

Dana Hyatt

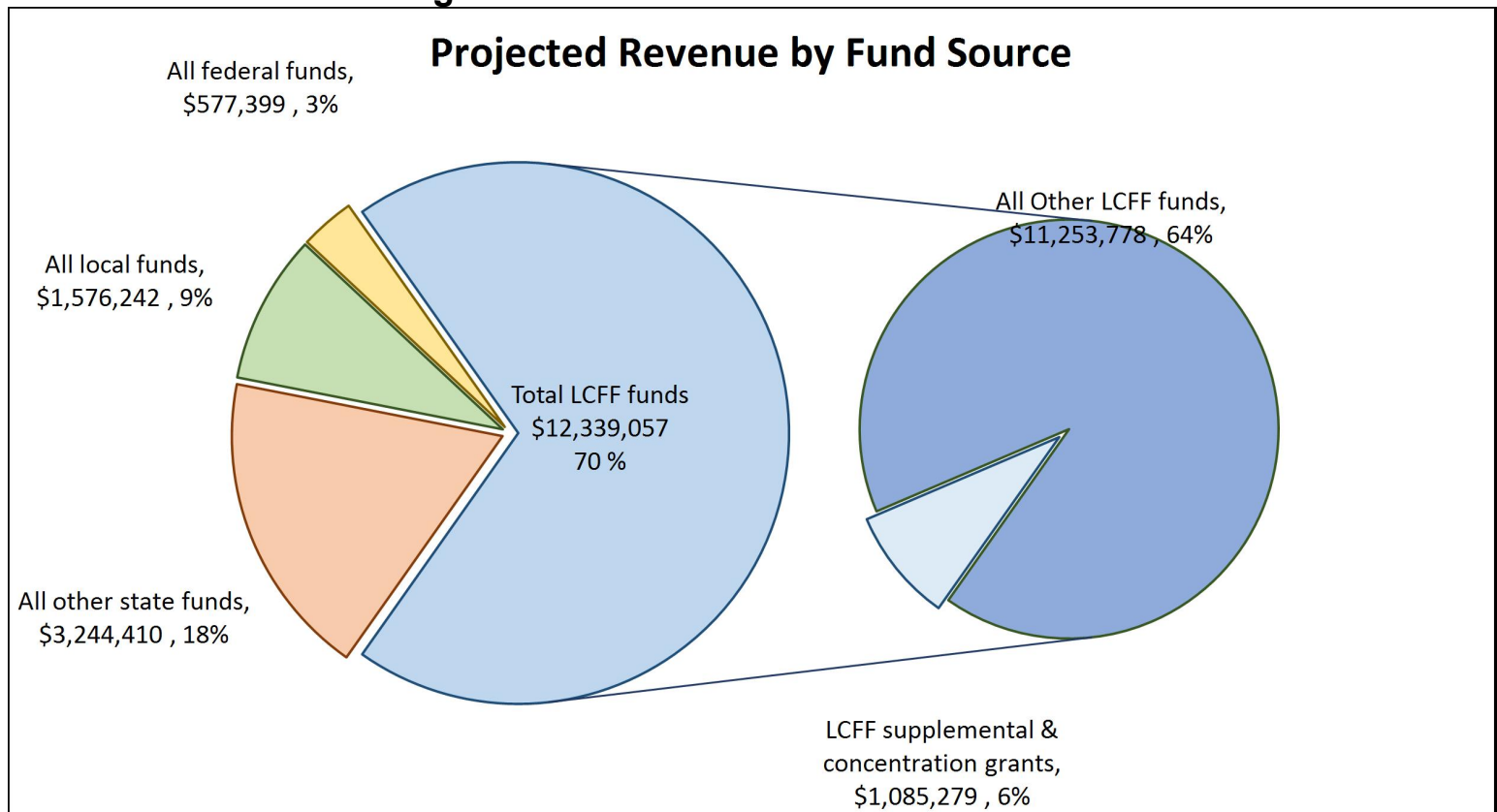
Director Educational Services

dhyatt@rbgusd.org

661-589-2696

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

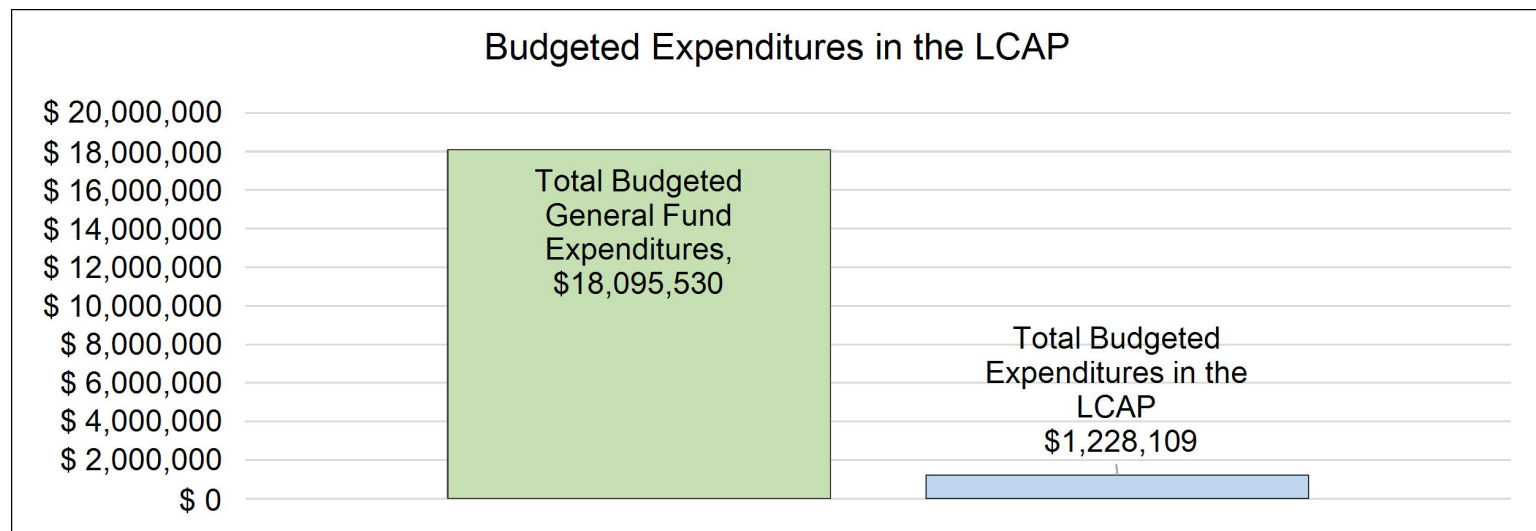


This chart shows the total general purpose revenue Rio Bravo-Greeley Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rio Bravo-Greeley Union School District is \$17,737,108, of which \$12,339,057 is Local Control Funding Formula (LCFF), \$3,244,410 is other state funds, \$1,576,242 is local funds, and \$577,399 is federal funds. Of the \$12,339,057 in LCFF Funds, \$1,085,279 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Rio Bravo-Greeley Union School District plans to spend for 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: Rio Bravo-Greeley Union School District plans to spend \$18,095,530 for the 2025-26 school year. Of that amount, \$1,228,109 is tied to actions/services in the LCAP and \$16,867,421 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Rio Bravo-Greeley Union School District is projecting it will receive \$1,085,279 based on the enrollment of foster youth, English learner, and low-income students. Rio Bravo-Greeley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Bravo-Greeley Union School District plans to spend \$1,085,279 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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$1,154,123

■ Actual Expenditures for High Needs Students in LCAP

\$1,273,954

\$ 0 \$ 200,000 \$ 400,000 \$ 600,000 \$ 800,000 \$ 1,000,000 \$ 1,200,000 \$ 1,400,000

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

The text description of the above chart is as follows: In 2024-25, Rio Bravo-Greeley Union School District's LCAP budgeted \$1,154,123.38 for planned actions to increase or improve services for high needs students. Rio Bravo-Greeley Union School District actually spent \$1,273,954.30 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Bravo-Greeley Union School District	Dana Hyatt Director Educational Services	dhyatt@rbgusd.org 661-589-2696

Plan Summary [2025-26]

General Information

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

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

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

District Overview

RBGUSD serves 1,057 students across two schools:

- Rio Bravo Elementary School (TK–4th grade)
- Rio Bravo-Greeley Elementary School (5th–8th grade)

Beginning in the 2024–25 school year, both school sites will integrate specialized programs for students with moderate to severe disabilities, furthering our commitment to inclusive education. The district also provides early intervention and special education services for eligible preschool students.

Student Demographics (As of Census Day, October 2, 2024)

- Unduplicated Student Count: 50%
- English Learners (ELs): 8%
- Migrant Education Students: 0.6%
- Socioeconomically Disadvantaged: 49%
- Special Education: 13%
- Foster Youth: 0.4%
- Homeless: 0%

Ethnic Breakdown:

- White: 43.33%
- Hispanic: 51.75%
- American Indian/Alaskan Native: 0.19%
- Filipino: 0.76%
- Asian: 3.03%
- African American: 0.47%
- Hawaiian/Pacific Islander: 0.09%
- Multiple Race: 0.38%

Commitment to Continuous Improvement

From 2018–2020, RBGUSD collaborated with the Kern County Superintendent of Schools to engage in a Continuous Improvement Process. This effort united parents, board members, teachers, and administrators to define district-wide goals prioritizing academic excellence and equitable student support. As a result, the district remains committed to:

- Clarifying and communicating our overarching vision
- Implementing data-driven decision-making practices
- Providing targeted academic support to meet individual student needs

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

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

Reflections: Annual Performance

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

In offering an analysis of yearly performance derived from an examination of the 2022-2023 California School Dashboard alongside local data, the following reflections will be systematically organized by LCAP Goal. Each goal will outline how the Local Education Agency (LEA) is strategically addressing the identified needs of student groups, and/or schools within the Local Control and Accountability Plan (LCAP).

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

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Student Achievement (Pupil Outcomes)

English Language Arts (CAASPP ELA 3rd-8th District-wide) 2023-2024

All Students

- Yellow
- 5.1 points above standard
- Maintained 0.2 points

White

- Green
- 22.8 points above standard
- Maintained 1.6 points

Hispanic

- Orange
- 11 points below standard
- Maintained 0.6 points

Socioeconomically Disadvantaged

- Orange
- 23.7 points below standard
- Maintained 2.1 points

English Learners

- Orange
- 53.2 points below standard
- Declined 9 points

Students with Disabilities

- Orange
- 88 points below standard
- Increased 8.8 points

Mathematics (CAASPP ELA 3rd-8th District-wide) 2023-2024

All Students

- Green
- 15.1 points below standard
- Increased 11.7 points

White

- Green
- 5.2 above standard
- Increased 6.7 points

Socioeconomically Disadvantaged

- Yellow
- 38.6 points below standard
- Increased 18.3 points

Hispanic

- Yellow
- 32.9 below standard
- Increased 17.6 points

English Learners

- Yellow
- 69 points below standard
- Increased 7.3 points

Students with Disabilities

- Orange
- 105.6 points below standard
- Increased 10.9 points

English Learner Progress (ELPAC TK-8 District-wide) 2023-2024

- Red
- 38.2% making progress towards English language proficiency
- Declined 29.2%

Implementation of Academic Standards 2023-2024

- Met

Goal 1 Successes ELA

- All Students: Maintained their performance above standard (+5.1 points)
- White Students: Continued strong performance (22.8 points above standard)
- Students with Disabilities: Despite still being behind, they made an 8.8-point improvement, indicating effective interventions

Goal 1 Successes Math

- All Students: Improved by +11.7 points in Math
- White Students: Now above standard (+5.2 points) and continued to grow (+6.7 points)
- Socioeconomically Disadvantaged Students: Despite a gap, they gained +18.3 points, the highest improvement rate
- Hispanic Students: Gained +17.6 points, showing strong upward progress
- Students with Disabilities: Although still struggling (-105.6 points), they increased by 10.9 points

Goal 1 Challenges ELA

- All Students: Performing slightly above standard (+5.1 points), but growth has stagnated
- White Students: Strong performance (+22.8 points), maintaining progress
- Hispanic Students: Below standard (-11 points), but steady progress
- Socioeconomically Disadvantaged Students: Significant gap (-23.7 points), yet minimal improvement (+2.1 points)
- English Learners: Largest concern (-53.2 points) with a significant decline (-9 points)
- Students with Disabilities: Still struggling (-8.8 points below), but showing notable improvement (+8.8 points)

Goal 1 Challenges Math

- All Students: Below standard (-15.1 points), but strong improvement (+11.7 points)
- White Students: Performing above standard (+5.2 points), with steady growth
- Hispanic Students: Below standard (-32.9 points), but improving (+17.6 points)
- Socioeconomically Disadvantaged: Large gap (-38.6 points), but notable improvement (+18.3 points)
- English Learners: Severely behind (-69 points), but making progress (+7.3 points)
- Students with Disabilities: Largest gap (-105.6 points), despite progress (+10.9 points)

Goal 1 Challenges in both ELA and Math emphasize the ongoing necessity for LCAP efforts directed toward unduplicated student populations and the persistent need for LCAP initiatives targeted at unduplicated student groups.

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

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Chronic Absenteeism 2023-2024

All Students

- Yellow

- 15.4% chronically absent
- Declined 6.1%

White

- Yellow
- 11.5% chronically absent
- Declined 7.1%

Hispanic

- Yellow
- 19.2% chronically absent
- Declined 5.4%

English Learners

- Orange
- 23.2% chronically absent
- Declined 3.6%

Socioeconomically Disadvantaged

- Yellow
- 21.8% chronically absent
- Declined 5.3%

Students with Disabilities

- Orange
- 25.5% chronically absent
- Declined 6.2%

Suspension Rate 2023-2024

All Students

- Green
- 1% suspended at least one day
- Declined 0.3%

White

- Green
- 0.8% suspended at least one day
- Maintained -0.2%

Socioeconomically Disadvantaged

- Green
- 1.2% suspended at least one day
- Declined 0.5%

Students with Disabilities

- Yellow
- 2.1% suspended at least one day
- Maintained -0.2%

English Learners

- Green
- 2% suspended at least one day
- Declined 0.5%

Basics: Teacher, Instructional Materials, Facilities 2023-2024

- Met

Parent and Family Engagement 2023-2024

- Met

Local Climate Survey 2023-2024

- Met

Goal 2 Successes Chronic Absenteeism

- All Students declined by 6.1%, showing district-wide improvement
- White Students had the largest decline (-7.1%) among all groups, and now at 11.5%, chronic absenteeism, one of the lowest rates
- Hispanic Students declined by 5.4%, showing significant improvement
- English Learners declined by 3.6%, demonstrating some improvement, but still in the Orange category
- Socioeconomically Disadvantaged Students declined by 5.3%, a meaningful reduction in absenteeism
- Students with Disabilities declined by 6.2%, making strong progress despite remaining in Orange

Goal 2 Successes Suspension Rate

- All Students rate declined (-0.3%), keeping the district in the Green category
- White Students had the lowest suspension rate (0.8%) among all groups, and maintained
- Socioeconomically Disadvantaged Students rate declined (-0.5%), showing effective discipline policies
- English Learners declined by 0.5%, a significant improvement
- Students with Disabilities maintained stability (-0.2%), avoiding an increase

Goal 2 Challenges Chronic Absenteeism

- All Students, while improving, over 15% of students are still chronically absent, meaning 1 in 6 students misses significant school time
- White Students, although they had the largest decline (-7.1%), chronic absenteeism still affects over 1 in 10 students
- Hispanic Students remain nearly 20% chronically absent
- English Learners have one of the highest absenteeism rates among all groups, with only a small decline (-3.6%), meaning progress is slower than needed
- Socioeconomically Disadvantaged Students remain high at over 1 in 5 students
- Students with the highest absenteeism rate (25.5%), meaning 1 in 4 students with disabilities is missing too much school

Goal 2 Challenges Suspension Rate

- White Students maintained (-0.2%) instead of declining further
- Socioeconomically Disadvantaged, despite improvement (-0.5%), suspensions remain slightly higher than the overall student population
- English Learners, while they improved (-0.5%), ELs still have one of the highest suspension rates
- Students with Disabilities highest suspension rate (2.1%)

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

State Priorities:

Priority 1: Basic Services (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Access to a Broad Course of Study 2022-2023

- Met

Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested

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

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

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

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

Renaissance STAR Math Test * Scores are Grade Level Equivalents *NT = Not Tested

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

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

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

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

Goal 3 Successes

- Grades 3, 6, and 8 in ELA showed 1.0+ year growth in 3 quarters, signaling very strong literacy development.
- Grade 1 ELA made a +0.9 gain despite starting significantly below grade level.
- Grades 4–6 in ELA are consistent and on or above track.
- Grade 5 Math saw nearly two full years of math growth in just three quarters—remarkable and well above expectations.
- Grades 1, 3, 4, 6, and 7 Math all achieved- 1.0+ GLE gain, showing high instructional effectiveness.
- Grade 8 Math, which tends to plateau, showed +0.9 growth, aligned with grade-level expectations.

Goal 3 Challenges

- Grade 7 ELA shows a -0.1 regression, possibly due to data entry/assessment anomalies, engagement/motivation issues, and or instructional strategies for adolescent literacy.
- Grade 2 Math +0.7, which is modest. Consider reviewing subgroup data to ensure targeted supports are in place.

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

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

RBGUSD does not currently have any unexpended LREBG funds. RBGUSD is expected to receive an additional allotment of LREBG funds

and will include those in the 2026-27 LCAP.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	• Back to School District Breakfast 8/12/24 • Monthly Certificated Staff Meetings • Spring LCAP Survey February 2025
Principals & Administrators	• Monthly Administration Meetings • Spring LCAP Survey February 2025
Other School Personnel	• Back to School District Breakfast 8/12/24 • Monthly Classified Staff Meetings • Spring LCAP Survey February 2025
Local Bargaining Unit- California Teacher Association	• Quarterly CTA / Superintendent Meetings • Spring LCAP Survey February 2025
Parents & Guardians	• Back to School Nights 8/27/24 & 8/29/24 • Quarterly Superintendent Newsletters • Engagement Events 08/14/24, 10/17/24, 3/20/25, 3/21/25 • Regular Communication through ParentSquare Application • Spring LCAP Survey February 2025

Educational Partner(s)	Process for Engagement
Students	• Fall KiDS Connectedness Survey September 2024 • Spring KiDS Connectedness Survey April 2025 • Spring LCAP Survey February 2025
District English Learner Advisory Committee (DELAC)	• Regular DELAC Meetings 10/8/24, 12/10/24, 2/25/25, 5/13/25 • Special Month of May LCAP Focused Meeting 5/13/25
District Advisory Committee (DAC)	• Regular DAC Meetings • Special Month of May LCAP Focused Meeting 5/14/25
Kern County Consortium Special Education Local Plan Area (SELPA)	- Small Schools Consultation Monitoring 1/14/25
Student Advisory Committee	- Student Advisory Committee May 21, 2025

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

To cultivate meaningful engagement with students, families, and staff, the district conducted a comprehensive stakeholder input process in the development of the 2025-26 LCAP. In February 2025, electronic surveys were disseminated via Parent Square, reaching 99% of families, with paper copies provided in English and Spanish to accommodate those not reached electronically. The survey initiative gathered input from families, educators, including teachers, classified staff, and administrators, along with advisory committees and students to ensure diverse perspectives were represented.

In addition to the survey, school site principals facilitated structured discussions with staff to review LCAP goals and actions tailored to address site-specific needs. The educational partner's input was publicly reviewed during a Spring 2025 school board forum, reinforcing transparency and accountability in the decision-making process.

Feedback collected from students, families, and staff reflected consistent themes that directly shaped refinements to the district's goals and actions. Students shared appreciation for their friendships, the support of school staff, enriching field trips, and engaging activities. However, they also expressed concerns regarding restroom cleanliness, cafeteria meal quality, and school climate. In response to these concerns, the district has prioritized facilities and maintenance enhancements under Action 2.2 by increasing custodial staffing and continuing Fall and Spring Connectedness surveys to assist with monitoring progress. To improve cafeteria meal quality, the district will review student survey data and feedback in an initiative under Action 2.2. Additionally, to address school climate concerns, the district has strengthened social-emotional learning initiatives under Actions 2.1 and 2.6, fostering a more positive and inclusive school environment. All educational partners mentioned a continued desire for support for social-emotional connection and partnerships between the district and

homes. In response, the district will be adding a Student Liaison staff position, district-wide, to support maintaining a positive school climate for all students under Goal 2, Action Step 2, School Safety Supports.

Families highlighted their gratitude for the dedication of district staff, overall academic growth, and the district's recent focus on social-emotional learning. Areas for improvement identified by families included expanding acceleration options, sharing information regarding preparation for high school, and addressing concerns regarding increased enrollment and its impact on school facilities. Recognizing the need for increased information sharing on high school preparation, the district will also strengthen communication on preparatory information, particularly in the middle school grades, under Action 3.2. Additionally, concerns about increased enrollment led to a renewed focus on facility and capacity planning, addressed under Action 2.2, to ensure schools continue to meet the needs of all students effectively.

Educators emphasized the importance of continued professional development focused on tailored, specific grade-level and or department PD, with a strong focus on targeted supports for English Learners, low-income students, and foster youth. The district has responded by sustaining professional development initiatives for professional development under Action 1.1 and expanding intervention programs tailored for these student populations under Actions 1.4, 1.5, 1.6, and 3.2. These efforts ensure that students with the greatest needs receive the support necessary for academic success.

The students who participated in the student advisory committee consistently shared how important relationships with peers and staff are to them, encompassing social and emotional learning and support. (Actions 2.1, 2.2, and 2.6)

Feedback from advisory committees, including the District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), School Site Councils, and Student Representation Group, did not share any new feedback outside of what was stated above. All groups mentioned their appreciation of the district's continued efforts.

The district remains committed to ensuring equitable support for unduplicated students, including English Learners, low-income students, and foster youth. To meet the needs identified by these educational partners, the district has sustained and expanded intervention supports targeted at these student groups (Actions 1.4, 1.5, 1.6, and 3.2).

Through ongoing engagement with educational partners, the district has refined the 2025-26 LCAP to uphold three key goals: advancing academic growth aligned with California state-adopted standards, ensuring campus safety and fostering a positive school culture, and prioritizing college and career readiness initiatives. By integrating direct stakeholder feedback into the LCAP development process, the district reaffirms its commitment to continuous improvement in academic achievement, student well-being, and school environment. These refinements reflect a collaborative effort to address both strengths and areas for growth, ensuring the district continues to provide a high-quality educational experience for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

District focus areas had become even more pronounced due to the implications of COVID-19 Emergency Stay at Home Orders which prompted the first school closure beginning March 17, 2020. The emphasis during the 2021-2022 school year, both for in-person and long-term independent study learning, has been on English Language Arts and Mathematics with a significant focus on early literacy foundational skills at the elementary level. During the 2021-2022 school year both school sites incorporated intervention programs focused on meeting students and their specific needs along with addressing their individual gaps in instruction. The intervention programs have worked wonderfully, being fluid as students continue to move in and out based on need and regular interval assessment. For example, regular assessments for interventions included Dibels for Reading Intervention. The district will continue with these intervention programs developing with professional development and assessment processes into the 2024-2025 academic school year.

In addition to Goal #1, measuring and collecting California School Dashboard Data, shared below is STAR data demonstrating the need and recent growth for emphasis on ELA and Math during the 2021-2022, 2022-2023, and 2023-2024 school years.

Renaissance STAR Reading Test * Scores are Grade Level Equivalents

2021-2022 Initial--Q1--Q2--Q3---Q4

- Grade 1 0.5--1.0--1.7--1.9--2.3
- Grade 2 1.8--2.4--2.6--2.9--3.1

- Grade 3 3.0--3.4--3.5--3.8--3.9
- Grade 4 4.0--4.5--4.9--4.8--5.0
- Grade 5 4.9--5.1--5.4--5.5--5.4
- Grade 6 5.2--5.1--5.6--5.6--5.5
- Grade 7 6.0--5.8--6.1--6.2--7.0
- Grade 8 7.1--7.4--7.9--7.7--7.5

2022-2023 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.3--1.4--1.7--1.8--2.1
- Grade 2 2.0--2.4--2.7--3.0--3.2
- Grade 3 3.1--3.3--3.6--3.9--3.9
- Grade 4 4.0--4.1--4.4--4.8--4.8
- Grade 5 4.9--5.1--5.0--5.0--4.8
- Grade 6 5.9--5.9--5.8--6.0--6.0
- Grade 7 6.1--6.4--6.4--6.3--6.5
- Grade 8 6.3--7.1--6.7--6.9--XX * Did not test Q4

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

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

* An analysis of STAR Reading data spanning from 2023 to 2024 reveals that students in grades 1 through 4 are meeting end-of-year grade-level standards as they gear up for the next grade level. Conversely, students in grades 5 through 8 are falling short of end-of-year expectations. While 5th and 6th graders have shown commendable progress from their starting points, the growth observed in 7th and 8th graders, according to STAR ELA, has not been sufficient.

Renaissance STAR Math Test * Scores are Grade Level Equivalents

2021-2022 Initial--Q1--Q2--Q3--_Q4

- Grade 1 1.1--1.5--1.5--1.8--2.2
- Grade 2 2.0--2.4--2.5--2.9--3.2
- Grade 3 2.9--3.5--3.6--3.9--4.2
- Grade 4 4.0--4.5--4.8--5.1--5.2
- Grade 5 5.2--5.6--6.1--6.6--7.0
- Grade 6 5.4--6.2--6.7--6.9--7.2
- Grade 7 6.5--7.1--6.6--7.3--7.6
- Grade 8 7.4--7.9--8.7--8.5--8.7

2022-2023 Initial--Q1--Q2--Q3--Q4

- Grade 1 1.0--1.3--1.7--2.0--2.2
- Grade 2 2.1--2.4--2.7--3.0--3.3
- Grade 3 3.1--3.5--3.9--4.1--4.2
- Grade 4 4.0--4.3--4.7--5.0--5.2
- Grade 5 4.9--5.5--5.9--6.1--5.7
- Grade 6 6.4--6.8--7.2--6.4--6.9
- Grade 7 6.8--7.4--7.2--7.2--6.7
- Grade 8 7.0--7.5--7.5--7.4--7.2

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

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

* An examination of STAR Math data spanning from 2023 to 2024 indicates that students in grades 1 through 7 are meeting end-of-year grade-level benchmarks as they get ready for the next academic year. Grade 8 commenced the 2023/2024 school year below the expected level for 8th grade but concluded the year as a whole at the 8th-grade standard.

By building staff capacity through additional professional development, additional intervention services, supplemental materials to enhance curriculum, services to support language acquisition, and ongoing progress monitoring of metrics listed below, students will make progress toward mastery of grade-level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 2: Implementation of State Standards A: Implementation of CA academic and performance standards as measured by local	2023-24 • 100% implementation of CA academic and performance standards	2024-25 • 100% implementation of CA academic and		2026-27 • 100% implementation of CA academic and	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	indicator self-reflection tool Source: Local Indicators		performance standards		performance standards	
1.2	Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 100% programs and services enable ELs to access core and ELD standards	2024-25 100% programs and services enable ELs to access core and ELD standards		2026-27 100% programs and services enable ELs to access core and ELD standards	Null
1.3	Priority 4: Pupil Achievement A: Statewide assessments as measured by Smarter Balanced Assessments and CA Dashboard Source: California School Dashboard	Smarter Balanced Assessments 2022-2023 English Language Arts - All Students: GREEN 4.9 points above standard (increased 3.8 points) - White: GREEN 21.3 points above standard	Smarter Balanced Assessments 2023-2024 English Language Arts - All Students: Yellow 5.1 points above standard - White: Green 22.8 points		2026 English Language Arts - All Students: 10 points above standard - White: 25 points above standard - Hispanic: 0.0 points at standard	2024 English Language Arts - All Students: 0.2 Maintained - White: 1.6 point increase - Hispanic: 0.6 Points Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(maintained - 0.4 points) - Hispanic: YELLOW 11.6 points below standard (increased 6.5 points) - English Learners: ORANGE 44.3 points below standard (declined 7.7 points) - Socioeconomically Disadvantaged: ORANGE 25.8 points below standard (declined 3.5 points) - Students with Disabilities: RED 96.8 points below standard (declined 18 points) Mathematics - All Students: ORANGE 26.8 points below standard	above standard - Hispanic: Orange 11 points below standard - English Learners: Orange 53.2 points below standard - Socioeconomically Disadvantaged: Orange 23.7 points below standard -Students with Disabilities: Orange 88 points below standard Mathematics - All Students: Green 15.1 points below standard		- English Learners: 35 points below standard - Socioeconomically Disadvantaged: 15 points below standard - Students with Disabilities: 85 points below standard Mathematics - All Students: 15 points below standard -White: 8 points above standard - Hispanic: 40 points below standard - English Learners: 65 points below standard	- English Learners: -9 points - Socioeconomically Disadvantaged: 2.1 points Maintained - Students with Disabilities: 8.8 point increase Mathematics - All Students: 11.7 point increase - White: 6.7 point increase - Hispanic: 17.6 point increase - English Learners: 7.3 point increase - Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(maintained 1.7 points) • White: GREEN 1.5 points below standard (increased by 3.6 points) • Hispanic: ORANGE 50.5 points below standard (maintained 0.6 points) • English Learners: ORANGE 76.3 points below standard (declined 5.6 points) • Socioeconomically Disadvantaged : ORANGE 56.9 points below standard (maintained - 2.5 points) • Students with Disabilities: RED 116.5 points below standard (declined 7.7 points)	-White: Green 5.2 above standard • Hispanic: Yellow 32.9 below standard • English Learners: Yellow 69 points below standard • Socioeconomically Disadvantaged: Yellow 38.6 points below standard • Students with Disabilities: Orange 105.6 points below standard CAST Science • All Students: 39.59% Met or Exceeded		• Socioeconomically Disadvantaged: 45 points below standard • Students with Disabilities: 110points below standard CAST Science • All Students: 40% Met or Exceeded Standard	18.3 point increase • Students with Disabilities: 10.9 point increase CAST Science • All Students: -0.41% Met or Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST Science All Students: 29.24% Met or Exceeded Standard				
1.4	Priority 4: Pupil Achievement B: Percentage of pupils completing A-G course requirements NA (Elementary District)	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)
1.5	Priority 4: Pupil Achievement C: Percentage of pupils completing CTE requirements NA (Elementary District)	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)
1.6	Priority 4: Pupil Achievement D: Percentage of pupils completing A-G courses (B) and CTE sequences/programs (C) NA (Elementary District)	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)
1.7	Priority 4: Pupil Achievement	2022-2023 CA School Dashboard	2023-2024		2025-27	2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	E: Percentage of English Learners making progress towards English proficiency as measured by the English Learner Progress indicator on the CA Dashboard Source: California School Dashboard	67.4% making progress towards English language proficiency	38.2 making progress towards English language proficiency		70% making progress towards English language proficiency	31.8% lower making progress towards English language proficiency
1.8	Priority 4: Pupil Achievement F: English Learner reclassification rate as measured by DataQuest Source: Data Quest	2022-2023 8.6% English Learner reclassification rate	2023-2024 8.7% English Learner reclassification rate		2025-26 50% English Learner reclassification rate	2024 0.1% higher English Learner reclassification rate
1.9	Priority 4: Pupil Achievement G: Percentage of pupils passing AP exam with 3 or higher Source: NA (Elementary District)	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)
1.10	Priority 4: Pupil Achievement H: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)

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

Goal Analysis [2024-25]

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

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

All action steps in Goal 1 were carried out during the 2024-2025 school year. All these actions were carried out with the purpose of increasing academic growth through standards-based instruction, targeted support, and equitable access.

- Action 1.1: Provide professional development for staff. This action was fully implemented as we provided one full-summer PD day on AI for certificated staff, inservices dedicated to high achievers and specific department/ grade-levels, 95% 6 days onsite coaching for RBE, and standards-based report card training for grades 1 and 2.
- Action 1.2: Write from the Beginning and Thinking Maps Implementation. This action was fully implemented as we continued through this initiative of K-8 of ThinkingMaps & WFTB in all classrooms and sent untrained teachers to training.
- Action 1.3: Data and assessment platform. This action was fully implemented with teachers and staff continued utilization of KCSOS KiDS data platform to monitor data and share to drive instruction under the leadership of the Director of Educational Services.
- Action 1.4: Intervention Programs. This action was fully implemented and was continued with intervention teachers district-wide, providing instruction to students who were at greatest risk and need.
- Action 1.5: Supplementary Academic Materials. This action was fully implemented with continued supplemental materials, including primarily: StemTaught, Amplify Ed, Lexia & Reading Plus, MobyMax, Renaissance Learning, NextGen Math, Rocket Math, and ESGI. These programs supported not only standards-based learning but also intervention supports.
- Action 1.6: Language Acquisition Support Services. This action was fully implemented with continued additional teacher support for ELD outside of designated and integrated ELD time.

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

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

Action 1.1: Professional Development

- Budgeted: \$20,982.42
- Actual: \$16,522.83
- Difference: -\$4,459.59
- This variance resulted from lower-than-anticipated costs for external trainers and fewer paid hours used during summer PD sessions.

Action 1.2: Thinking Maps & Write From the Beginning

- Budgeted: \$126.07
- Actual: \$6,294.06
- Difference: +\$6,167.99

- This action expanded unexpectedly midyear due to the onboarding of new teachers needing training, resulting in higher actual costs than anticipated.

Action 1.4: Intervention Programs

- Budgeted: \$172,321.44
- Actual: \$194,951.27
- Difference: +\$22,629.83
- Additional staffing was required to support a higher number of students identified as needing interventions, especially among EL and low-income students.

Action 1.6: Language Acquisition Support Services

- Budgeted: \$18,887.45
- Actual: \$10,970.95
- Difference: -\$7,916.50

This action was partially funded through other funding sources (e.g., Title III), which reduced reliance on LCFF funds.

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

Metric 1.3: Priority 4 – Pupil Achievement, measured by Smarter Balanced Assessments and CA Dashboard

Overall, the implementation of Goal 1 actions has led to positive trends in academic performance, especially for English Learners (ELs), low-income students, and students requiring intervention. Performance on the Smarter Balanced Assessments showed measurable growth aligned with the district's focus on standards-based instruction.

- Action 1.1: Provide professional development for staff

This action supported the consistent delivery of standards-aligned instruction. Administrative classroom observations supported stronger implementation of standards-based teaching practices, which contributed to a rise in ELA and math proficiency rates, especially in grades 3–6. CA Dashboard results showed a narrowing achievement gap in English Language Arts for low-income students.

- Action 1.2: Write from the Beginning and Thinking Maps Implementation

Training expanded districtwide use of structured writing approaches. Interim assessments aligned to SBAC writing standards were utilized to improve student performance in organization and idea development, contributing to a growth in ELA DFS on state assessments.

- Action 1.3: Data and assessment platform

Continued use of the data and assessment platform and analysis to drive instruction. Dashboard results showed progress towards narrowing the achievement gap in ELA for low-income students. English Learners declined from 44.3% below standard to 53.2% and remain an area of focus for the district. This data also varies based on students who are reclassified.

- Action 1.4: Intervention Programs

Intervention support resulted in measurable growth in student proficiency for targeted subgroups. Students participating in interventions and defined by student groups showed increased positive growth. Data supports that English Learners remain an area of need. For example, CAASPP ELA Students with Disabilities increased by 8.8 points. In CAASPP, Math English Learners increased 7.3 points,

Socioeconomically Disadvantaged increased 18.3, and Students with Disabilities increased by 10.9 points. This action was instrumental in reducing the number of students scoring “Below Standard.”

- Action 1.5: Supplementary Academic Materials

The implementation of additional data protocols helped teachers analyze and respond to student needs in real time. Grade-level data teams met regularly to review benchmark trends, leading to responsive adjustments in instruction. These shifts contributed to academic gains visible in the 2024–25 CA Dashboard and supported a data-driven culture across sites. This is a wonderful opportunity to highlight increases in Math. All Students = 11.7 points, White = 6.7 points, Hispanic = 17.6 points, English Learners = 7.3 points, Socioeconomically Disadvantaged = 18.3 points, and Students with Disabilities = 10.9 points.

- Action 1.6: Language Acquisition Support Services

The teacher is designated to provide additional ELD beyond integrated and designated supports. English Learners supported showed the most significant gains in ELA and math CAASPP results. The action was particularly effective in helping staff differentiate instruction based on student performance trends. The percentage of English Learners declined by 31.8% on those making progress towards English proficiency as measured by the English Learner Progress indicator on the CA Dashboard. Important to note that this data also depends on recently reclassified English Learners being classified as language proficient. Additionally partially effective as English Learners grew on the 2023-2024 CAASPP achievement data.

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

After reviewing implementation data, stakeholder feedback, and academic performance results—particularly Metric 1.3 (Smarter Balanced Assessments and CA Dashboard data)—the district has determined to add the addition of the Elevate data management program to Action 1.3 Data and assessment platform. in an effort to help identify more unduplicated students.

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

- Action 1.2: Increase allotment of funding for WFTB training.
- Action 1.4: Increase allotment of funding for intervention staff to support programs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide professional development for staff.	Building the capacity of staff in order to support creating the systems and structures to prioritize academics to meet the needs of students is a priority for the district. Through CIP identified the need to mainstream PD to meet the very specific needs of staff to support creating the systems and	\$5,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		structures to prioritize academics to meet the needs of students with specific needs relating to English Learners, Foster Youth, and Low Income. PD will be a significant focus of our LCAP as Collaborative Efficacy shows the greatest impact on student learning. Goal 1 Action 1 to include benefits to all students, including students with disabilities. * Addressing Red indicator for CAASPP ELA & Math		
1.2	Write from the Beginning and Thinking Maps Implementation.	With an emphasis on writing skills, students will need to build critical thinking and the skills needed for college and career readiness. Focus on writing provides access and focused intention on improving the writing skills of English Learners, Foster Youth, and Low-Income students. Includes writing across all grade levels and content areas. Utilizes strategies for differentiated instruction according to students' individual needs.	\$6,300.00	Yes
1.3	Data and assessment platform.	To support data analysis and state-adopted standards implementation. The data and assessment platform provides data to improve instruction. The platform allows teachers to build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. The ability to desegregate data allows focused attention to identify and be given to the unduplicated student count: English Learners, Foster Youth, and Low-Income students. Educators have access to a singular ecosystem of continuous feedback to dramatically improve student performance.	\$108,907.00	Yes
1.4	Intervention Programs.	RBGUSD will maintain intervention programs TK-8 with priority given to unduplicated students.	\$196,729.00	Yes
1.5	Supplementary Academic Materials.	RBGUSD will continue to support bridging materials aligned to state-adopted standards. Supplemental materials that reflect best practices	\$29,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		combined with best instructional strategies are principally directed toward the unduplicated count.		
1.6	Language Acquisition Support Services.	RBGUSD will continue to provide beyond the required designated and integrated ELD needs providing unique opportunities to acquire English language acquisition. Supplemental materials extend beyond what the core ELA curriculum has to offer.	\$12,846.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

The data derived from the 2022-2023 California School Dashboard was additionally leveraged to underscore the imperative for enhanced and expanded support services tailored to the distinct needs of unduplicated student groups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, particularly concerning Chronic Absenteeism. Notably, all student demographics reflected positive trends and were classified within the "Green" designation in the 2023 California School Dashboard dataset.

Chronic Absenteeism 2022-2023

All Students

- Red
- 21.5% chronically absent
- Maintained 0.1%

White

- Orange
- 18.6% chronically absent

- Increased 2.7%

Hispanic

- Orange
- 24.6% chronically absent
- Declined 2.4%

English Learners

- Orange
- 26.7% chronically absent
- Declined 4.6%

Socioeconomically Disadvantaged

- Orange
- 27.2% chronically absent
- Declined 2.8%

Students with Disabilities

- Orange
- 31.7% chronically absent
- Declined 6.9%

Suspension Rate 2022-2023

All Students

- Green
- 1.3% suspended at least one day
- Declined 1.9%

White

- Green
- 1.1% suspended at least one day
- Declined 1.4%

Socioeconomically Disadvantaged

- Green
- 1.8% suspended at least one day
- Declined 1.6%

Students with Disabilities

- Green
- 2.3% suspended at least one day
- Declined 3.2%

English Learners

- Green
- 2.5% suspended at least one day
- Declined 2.4%

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings - New Parent Orientation 8/16/23 - Back to School Nights & Family Tech	2024-25 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings New Parent Orientation 8/14/24		2026-27 Maintain educational partners' invitations to attend a minimum of three engagement events/nights yearly. Continued educational partner invitation to attend a variety of meetings throughout the year to participate in decision-making	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Support 8/29/23 & 8/31/23 • Safety Meeting 9/27/23 • 6th Grade Camp KEEP Meeting 10/05/23 • SEL for Families 1/30/2024 District LCAP educational partner meetings to gather input in decision-making LCAP parent nights during the year along with a web-based survey Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare is a messaging system via text, phone, and or email • Invitation to all extracurricular, award, academic	• Back to School Nights & Family Tech Support 8/27/24 & 8/29/24 • Engagem ent Events: 10/17/24, 3/20/25, 3/21/25 • Safety Meeting 9/27/23 District LCAP educational partner meetings to gather input in decision-making LCAP parent nights during the year along with a web-based survey Multiple means of communication for parents/guardians. The district incorporates: • ParentSqu are is a messagin		within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings. Yearly district LCAP educational partner meetings to gather input in decision making. LCAP parent nights during the year along with a web-based survey. Multiple means of communication for parents/guardians. The district incorporates: -Zoom Meetings -ParentSquare is a messaging system via text, phone, and or email -Invitation to all extracurricular, award, academic showcases, and informational events -Flyers home	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		showcases, and informational events Flyers home	g system via text, phone, and or email - Invitation to all extracurricular, award, academic showcases, and informational events - Flyers home			
2.2	Priority 3: Parental Involvement B: How district promotes participation of parents for unduplicated pupils as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 Continued Parent Engagement Nights to include both EL and the general population in an attempt to encompass all with the same pertinent information/resources. Aiming to increase participation as English Language parent meetings were very low in attendance. Translators were made available at all meetings and materials were	2024-25 Educational partners were invited to attend a variety of meetings throughout the year to participate in decision-making within the district. Examples of these meetings are parent meetings and LCAP Townhall meetings New Parent		2026-27 Maintain 2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		available in Spanish. • New Parent Orientation 8/16/23 • Back to School Nights & Family Tech Support 8/29/23 & 8/31/23 • Safety Meeting 9/27/23 • 6th Grade Camp KEEP Meeting 10/05/23 • SEL for Families 1/30/2024	Orientation 8/14/24 • Back to School Nights & Family Tech Support 8/27/24 & 8/29/24 • Engagement Events: 10/17/24, 3/20/25, 3/21/25 • Safety Meeting 9/27/23			
2.3	Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs as measured by local indicator self-reflection tool Source: Local Indicators	2023-24 Maintain minimum 1 training for parents of special needs students at beginning of the year (2023-2024) • Invitation to KCSOS SELPA Specially Yours Conference for Parents of Special Needs Children	2024-25 Maintain minimum 1 training for parents of special needs students at beginning of the year (2024-2025) • Invitation to KCSOS SELPA Specially Yours Conference for Parents		2026-27 Maintain invitation to at least 1 training for parents of special need students Maintain invitation for families of special education students to participate in trainings held by the local SELPA and community organizations	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Invitation to Hearts Connection Topic: Behavior parent training	- of Special Needs Children - Invitation to Hearts Connection Events			
2.4	Priority 5: Pupil Engagement A: School attendance rates as measured by the local student information system Source: Kern KiDS/ SIS	94.34% (2023-2024 as measured by KiDS 4/01/2024) EL: 93% SED: 93% FOS: 98%	94.34% (2024-2025 as measured by KiDS 5/9/2025) EL: 94% SED: 94% FOS: 99%		2026-27 Increase to an attendance rate of 95% or higher EL: 95% SED: 95% FOS: 95%	2024-25 All Students: Maintained EL: 1% increase SED: 1% increase SED: 1% increase FOSTER: 1% increase
2.5	Priority 5: Pupil Engagement B: Chronic absenteeism rates Source: CA School Dashboard/Local Indicators	2023 Dashboard: All Students: 21.5% EL: 26.7% SED: 27.2% FOSTER: N/A 16% (2023-2024 as measured by KiDS 4/01/2024) EL: 24.44% SED: 21.81% FOS: 0%	2024 Dashboard: All Students: 15.4% EL: 23.2% SED: 21.8% FOSTER: N/A 14% (2024-2025 as measured by KiDS 5/15/2025) EL: 18.95% SED: 17.95% FOS: 0%		2026-27 Decrease to a chronic absenteeism rate of 13% or below EL: 20% SED: 20% FOSTER: N/A	2024 Dashboard: All Students: Declined 6.1% EL: Decreased 3.6% SED: Decreased 5.3% FOSTER: N/A 2% Decreased (2024-2025 as measured by KiDS 5/15/2025) EL: 5.49% Decreased SED: 3.89% Decreased FOS: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 5: Pupil Engagement C: Middle school dropout rates as measured by the local student information system Source: Local Indicators	0% (2023-2024)	0% (2024-2025)		2026-27 Maintain a 0% middle school dropout rate	Null
2.7	Priority 5: Pupil Engagement D: High school dropout rates Source: NA (Elementary District)	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)
2.8	Priority 5: Pupil Engagement E: High school graduation rates	NA (Elementary District)	NA (Elementary District)		NA (Elementary District)	NA (Elementary District)
2.9	Priority 6: School Climate A: Student suspension rates as measured by the local student information system Source: CA School Dashboard	2023 Dashboard: All Students: 1.3% EL: 2.5% SED: 1.8% FOSTER: N/A	2024 Dashboard: All Students: 1% EL: 2% SED: 1.2% FOSTER: N/A		2026-27 Maintain less than 2% student suspension rate for all groups.	2024 Dashboard: All Students: Declined 0.3% EL: Declined 0.5% SED: Declined 0.5% FOSTER: N/A
2.10	Priority 6: School Climate B: Student expulsion rate as measured by the	0.1% (2023-2024 as measured by KiDS 4/01/2024)	0.1% (2024-2025 as measured by KiDS 5/9/2025)		2026-27 Maintain less than 1% student expulsion rate	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	local student information system Source: Kern KiDS					
2.11	Priority 6: School Climate C: Other local measures on sense of safety and school connectedness as measured by local climate survey Source: Local Indicators	2023-24 93.4% of parents state their students' schools are safe, clean and in good repair 91.0% of parents state their students look forward to coming to school 95.8% of parents state their students are safe at school 90.6% of students state their schools are safe, clean, and in good repair 82.4% of students state they look forward to attending school	2024-25 90.2% of parents state their students' schools are safe, clean and in good repair 92% of parents state their students look forward to coming to school 95.8% of parents state their students are safe at school 87.6% of students state their schools are safe, clean, and in		2026-27 95%, or higher. of parents state their students' schools are safe, clean, and in good repair 95%, or higher, of parents state their students look forward to coming to school 95%, or higher. of parents state their students are safe at school 95%, or higher, of students state their schools are safe,	2024-25 - Declined 3.2% of parents state their students' schools are safe, clean and in good repair - Declined 1% of parents state their students look forward to coming to school - Maintained% of parents state their students are safe at school - Declined 3% of students state their schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95.4% of students state they feel safe at school (Educational Partner Survey Data March 2024)	good repair 78.9% of students state they look forward to attending school 95% of students state they feel safe at school (Educational Partner Survey Data February 2025)		clean, and in good repair 85%, or higher, of students state they look forward to attending school 95%, or higher, of students state they feel safe at school	are safe, clean, and in good repair - Declined 3.5% of students state they look forward to attending school - Declined 0.4% of students state they feel safe at school (Educational Partner Survey Data February 2025)

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.

During the 2024–25 school year, all actions under Goal 2 were implemented as planned, with a strong focus on promoting school connectedness, improving attendance, and ensuring a safe and supportive campus environment. The district prioritized the integration of Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), family engagement, and student recognition systems.

- Action 2.1: PBIS Implementation. This action was fully implemented with the support of vice principals at both school sites, behavior awards and incentives, materials, and utilization of alternatives to suspension.

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

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

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

Action 2.1: PBIS Implementation.

- Budgeted: \$123,002.44
- Actual: \$138,701.05

Difference: +\$15,698.61

- Additional funding increases due to the vice-principal's salary and benefits increase.

Action 2.2: School Safety Supports

- Budgeted: \$134,231.50
- Actual: \$181,265.29
- Difference: +\$47,033.79
- Increased costs stemmed from educational partner feedback and the district's need to secure safe campuses. This included various security monitoring systems, cameras, safety supplies, and social and emotional curricula and PD needs.

Action 2.3: Parent Education Forums

- Budgeted: \$3,313.87
- Actual: \$2,490.00
- Difference: -\$823.87

Some forums were consolidated due to educational partner feedback. Educational partners also voiced their appreciation for educational opportunities being shared via electronic platforms.

Action 2.5: Health Supports for Students

- Budgeted: \$70,364.77
- Actual: \$76,160.56
- Difference: +\$5,795.79
- Increased utilization and costs of general health supports and supply needs.

Action 2.6: School Psychologist

- Budgeted: \$118,588.01
- Actual: \$203,874.58
- Difference: +\$85,286.57
- Increased to include 1.5 FTE of the 2.0 FTE school psychologists district-wide.

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

Metric 2.4: Priority 5A: School Attendance Rates (Local SIS)

Metric 2.5: Priority 5B: Chronic Absenteeism Rates (CA Dashboard)

The actions implemented under Goal 2 were effective in supporting improved student engagement, attendance, and school climate. School attendance rates increased, and chronic absenteeism declined across all student groups, demonstrating positive movement toward the goal.

- Action 2.1: PBIS Implementation

This action helped promote consistent expectations and reinforced positive behaviors across campuses. As a result, average daily attendance (Priority 5A) improved slightly. The framework contributed to a 6.1 percentage point reduction in chronic absenteeism (Priority 5B), especially among White (–7.1%) and Hispanic (–5.4%) students.

- Action 2.2: School Safety Supports

Physical environment improvements supported increased student comfort and contributed indirectly to absenteeism reductions. Between 2022 and 2023, both English Learners and Socioeconomically Disadvantaged students declined by 0.5%. Student suspensions also declined for all students as well as English Learners and Low-income student groups.

- Action 2.3: Parent Education Forums

While fewer forums were held than planned, the events that occurred focused on SEL and attendance awareness. These forums build parents' understanding of the link between attendance and student success, reinforcing daily school participation. School attendance rates increased by 1% for the student groups, English Learners, Socioeconomically Disadvantaged, and Foster Youth.

- Action 2.4: Truancy Monitoring System

Implementation of consistent monitoring and early interventions through local SIS tracking was directly tied to improvements in daily attendance and reduced chronic absenteeism. Case-managed supports proved most effective with socioeconomically disadvantaged students (–5.3%).

- Action 2.5: Health Supports for Students

Access to wellness services addressed barriers to attendance for students. These services were especially impactful in helping students return to school after extended absences, supporting attendance gains (Priority 5A). From 2023-2024, the All Students group declined by 6.1%, English Learners declined by 3.6%, and Socioeconomically Disadvantaged Students declined by 5.3% in chronic absenteeism.

- Action 2.6: School Psychologist

Increased access to psychological support allowed for proactive intervention with students at risk of disengagement. This action was critical in reducing absenteeism among Students with Disabilities (–6.2%), who continue to have the highest rates but showed strong improvement. Student suspension rates declined for All Students by 0.3%, 0.5% for English Learners, and 0.5% for Socioeconomically Disadvantaged students.

- Action 2.7: Speech Pathologist

The school psychologist's role was expanded to strengthen social-emotional supports, conduct assessments, and assist in implementing behavior plans and mental health interventions. This action aimed to remove attendance barriers related to emotional or behavioral challenges. Student suspension rates declined for All Students by 0.3%, 0.5% for English Learners, and 0.5% for Socioeconomically Disadvantaged 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.

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

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

- Action 2.1: Increase allotment of funding for staff to support PBIS implementation.
- Action 2.6 Increase allotment of funding for school psychologists to include funding for 1.5 of the 2.0 FTE district-wide.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PBIS Implementation.	Maintain the foundational work the district has laid for Positive Behavioral Interventions and Supports. PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Support school activities that promote school connectedness, engagement, and student attendance for all students, especially for our low-income, EL, and Foster youth with	\$153,369.00	Yes

Action #	Title	Description	Total Funds	Contributing
		greater needs. Helps fund staff and the monitoring of programs to support PBIS implementation.		
2.2	School Safety Supports.	Maintain a positive school climate, for all students, including our low-income, ELs, and Foster youth, will be safe and secure. Maintain campuses district-wide where students are physically safe and provide support for students' social-emotional needs. The district utilizes parental involvement/input and pupil engagement to aid in defining the needs of students. Aides with supporting systems for safety. Fund examples include family transportation systems and parent messaging systems, as well as staff to increase parent communication and engagement.	\$133,931.00	Yes
2.3	Parent Education Forums.	Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Priority to unduplicated students and students with disabilities. The purpose of parent education forums is to inform, educate, and train parents to become partners in learning, advisors and advocates, and decision-makers.	\$3,895.00	Yes
2.4	Truancy Monitoring System.	Maintain an effective truancy monitoring system. Parents will be notified quarterly regarding their students' attendance and held accountable in regard to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom, and ready to learn. Priority to unduplicated students and students with disabilities. Students who attend school regularly have been shown to achieve higher levels than students who do not have regular attendance. Research shows that attendance is an important factor in student achievement. The 2023 CA Dashboard highlighted English Learners and students from Low Socioeconomic backgrounds as having RED indicators for Chronic Absenteeism, signaling a need for improvement.	\$13,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Health Supports for Students.	Maintain a 1.0 FTE district-wide nurse with a focus on school safety. Focus on connecting families to community resources based on need. School nurses perform a critical role within the school health program by addressing the major health problems experienced by children. This role includes providing preventive and screening services, health education, and assistance with decision-making about health, and immunizations.	\$72,479.00	Yes
2.6	School Psychologist.	Maintain 2.0 FTE school psychologists to provide social and emotional intervention supports and counseling for all students, but especially our low-income, Foster Youth, and ELs who often have greater SEL needs. School psychologists help improve academic achievement, promote positive student behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, and improve school-wide assessment and accountability. School psychologists also perform special educational assessments and are a vital component of the district's special education program.	\$205,430.00	Yes
2.7	Speech Pathologist.	Maintain the addition of a 1.0 FTE Speech Pathologist to assist with interventions to support systems and structures to meet the needs of all students. Equals 2 FTE SLPs district-wide. The addition of speech pathologist services supports student communication needs and treatment of speech and language impediments. Speech pathologists also perform special educational assessments and are a vital component of the district's special education program.	\$142,830.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

In the subsequent academic year of 2022-2023, the district's administrative team continued its partnership with KCSOS to engage in Collaborative Data Analysis for Differentiated Assistance, focusing on a thorough review of California School Dashboard Data. Continuous improvements defined are driving forces in and to our LCAP.

Other Pupil Outcomes: Below, STAR data shares the need for emphasis on ELA and Math during the 2021-2022, 2022-2023, and 2023-2024 school years.

Renaissance STAR Reading Test * Scores are Grade Level Equivalents

2021-2022 Initial--Q1--Q2--Q3---Q4

- Grade 1 0.5--1.0--1.7--1.9--2.3
- Grade 2 1.8--2.4--2.6--2.9--3.1
- Grade 3 3.0--3.4--3.5--3.8--3.9
- Grade 4 4.0--4.5--4.9--4.8--5.0
- Grade 5 4.9--5.1--5.4--5.5--5.4
- Grade 6 5.2--5.1--5.6--5.6--5.5
- Grade 7 6.0--5.8--6.1--6.2--7.0
- Grade 8 7.1--7.4--7.9--7.7--7.5

2022-2023 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.3--1.4--1.7--1.8--2.1
- Grade 2 2.0--2.4--2.7--3.0--3.2
- Grade 3 3.1--3.3--3.6--3.9--3.9
- Grade 4 4.0--4.1--4.4--4.8--4.8
- Grade 5 4.9--5.1--5.0--5.0--4.8
- Grade 6 5.9--5.9--5.8--6.0--6.0
- Grade 7 6.1--6.4--6.4--6.3--6.5
- Grade 8 6.3--7.1--6.7--6.9--XX * Did not test Q4

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

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

* An analysis of STAR Reading data spanning from 2023 to 2024 reveals that students in grades 1 through 4 are meeting end-of-year grade-level standards as they gear up for the next grade level. Conversely, students in grades 5 through 8 are falling short of end-of-year expectations. While 5th and 6th graders have shown commendable progress from their starting points, the growth observed in 7th and 8th graders, according to STAR ELA, has not been sufficient.

Renaissance STAR Math Test * Scores are Grade Level Equivalent

2021-2022 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.1--1.5--1.5--1.8--2.2
- Grade 2 2.0--2.4--2.5--2.9--3.2
- Grade 3 2.9--3.5--3.6--3.9--4.2
- Grade 4 4.0--4.5--4.8--5.1--5.2
- Grade 5 5.2--5.6--6.1--6.6--7.0
- Grade 6 5.4--6.2--6.7--6.9--7.2
- Grade 7 6.5--7.1--6.6--7.3--7.6
- Grade 8 7.4--7.9--8.7--8.5--8.7

2022-2023 Initial--Q1--Q2--Q3---Q4

- Grade 1 1.0--1.3--1.7--2.0--2.2
- Grade 2 2.1--2.4--2.7--3.0--3.3
- Grade 3 3.1--3.5--3.9--4.1--4.2
- Grade 4 4.0--4.3--4.7--5.0--5.2

- Grade 5 4.9--5.5--5.9--6.1--5.7
 - Grade 6 6.4--6.8--7.2--6.4--6.9
 - Grade 7 6.8--7.4--7.2--7.2--6.7
 - Grade 8 7.0--7.5--7.5--7.4--7.2
- 2023-2024 Initial--Q1--Q2--Q3---Q4
- Grade 1 1.1--1.4--1.7--2.0--2.2
 - Grade 2 2.0--2.3--2.5--2.9--3.2
 - Grade 3 3.1--3.6--3.8--4.1--4.4
 - Grade 4 4.1--4.5--4.7--5.4--5.6
 - Grade 5 4.8--5.5--5.9--6.7--6.6
 - Grade 6 5.9--6.4--6.6--7.6--7.6
 - Grade 7 7.3--7.9--8.0--8.5--8.9
 - Grade 8 7.7--8.4--8.5--9.3--8.4

* An examination of STAR Math data spanning from 2023 to 2024 indicates that students in grades 1 through 7 are meeting end-of-year grade-level benchmarks as they get ready for the next academic year. Grade 8 commenced the 2023/2024 school year below the expected level for 8th grade but concluded the year as a whole at the 8th-grade standard.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment as measured by local staffing data Source: Local Indicators	2023-24 100% of teachers appropriately assigned and credentialed in subject areas	2024-25 100% of teachers appropriately assigned and credentialed in subject areas		2026-27 100% of teachers appropriately assigned and credentialed in subject areas	Null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 1: Basic Services B: Pupil access to standards aligned materials as measured by curriculum reporting to Williams Source: Local Indicators	2023-24 100% compliance on Williams	2024-25 100% compliance on Williams		2026-27 100% compliance on Williams	Null
3.3	Priority 1: Basic Services C: School facilities maintained in good repair as measured by the Facility Inspection Tool (FIT) Source: Local Indicators	2023-24 FIT: Good/exemplary rating all schools	2024-25 FIT: Good/exemplary rating all schools		2026-27 FIT: Good/exemplary rating all schools	Null
3.4	Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220 as measured by district-wide STAR assessment data Source: Kern KiDs and Renaissance	2023-24 Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested 2023-2024 Initial--Q1--Q2--Q3---Q4 - Grade 1 1.4--1.3--1.6--1.9--2.1 - Grade 2 2.0--2.2--2.6--3.0--3.2 - Grade 3 3.1--3.2--3.7--3.9--4.1	2024-25 Renaissance STAR Reading Test * Scores are Grade Level Equivalents *NT = Not Tested 2024-2025 Initial--Q1--Q2--Q3---Q4 - Grade 1 0.8--1.0--1.3--1.7--NT - Grade 2 2.2--2.4--2.8--2.9--NT - Grade 3 3.2--3.5--		2026-27 Renaissance STAR Reading Test Q1-Q3-Q4 20/21 - Grade 1 Q1>0.8 Q3>1.5 Q4>1.8 - Grade 2 Q1>1.8 Q3>2.5 Q4>2.8 - Grade 3 Q1>2.8 Q3>3.5 Q4>3.8 - Grade 4 Q1>3.8	Renaissance STAR Reading Test Quarter 3 23/24 vs Quarter 3 24/25 - Grade 1: -0.2 Slight Decrease - Grade 2: -0.1 Slight Decrease - Grade 3: 0.3 Improved - Grade 4: 0.3 Improved - Grade 5: 1.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Grade 4 4.0--4.5--4.4--5.1--5.1 - Grade 5 4.7--5.0--5.2--5.5--5.3 - Grade 6 5.5--5.9--5.9--6.2--6.1 - Grade 7 6.5--6.5--6.5--6.7 - Grade 8 7.1--7.2--7.2--7.7--6.9 2023-24 Renaissance STAR Math Test * Scores are Grade Level Equivalents *NT = Not Tested 2023-2024 Initial--Q1--Q2--Q3---Q4 - Grade 1 1.1--1.4--1.7--2.0--2.2 - Grade 2 2.0--2.3--2.5--2.9--3.2 - Grade 3 3.1--3.6--3.8--4.1--4.4 - Grade 4 4.1--4.5--4.7--5.4--5.6	- Grade 4 3.9--4.2--NT - Grade 5 4.5--4.9--5.2--5.4--NT - Grade 6 5.7--6.4--6.3--6.5--NT - Grade 7 6.6--6.9--6.7--7.5--NT - Grade 8 8.2--7.8--7.6--8.1--NT - Grade 9 9.1--9.2--9.3--10.1--NT 2024-25 Renaissance STAR Math Test * Scores are Grade Level Equivalents *NT = Not Tested 2024-2025 Initial--Q1--Q2--Q3---Q4 - Grade 1 0.7--1.0--1.4--1.7--NT - Grade 2 2.0--2.3--		- Grade 4 Q3>4.5 Q4>4.8 - Grade 5 Q1>4.8 Q3>5.5 Q4>5.8 - Grade 6 Q1>5.8 Q3>6.5 Q4>6.8 - Grade 7 Q1>6.8 Q3>7.5 Q4>7.8 - Grade 8 Q1>7.8 Q3>8.5 Q4>8.8 Renaissance STAR Math Test Q1-Q3-Q4 20/21 - Grade 1 Q1>0.8 Q3>1.5 Q4>1.8 - Grade 2 Q1>1.8 Q3>2.5 Q4>2.8	- Grade 6: 1.3 Significant Gain - Grade 7: 1.2 Significant Gain - Grade 8: 2.4 Major Improvement Renaissance STAR Math Test Quarter 3 23/24 vs Quarter 3 24/25 - Grade 1: -0.3 Slight Decrease - Grade 2: -0.2 Slight Decrease - Grade 3: -0.2 Slight Decrease - Grade 4: -0.1 Slight Decrease - Grade 5: 0.4 Improved - Grade 6: 0.3 Slight

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Grade 5 4.8--5.5--5.9--6.7--6.6 - Grade 6 5.9--6.4--6.6--7.6--7.6 - Grade 7 7.3--7.9--8.0--8.5--8.9 - Grade 8 7.7--8.4--8.5--9.3--8.4	2.5--2.7--NT - Grade 3 2.8--3.3--3.6--3.9--NT - Grade 4 4.2--4.8--4.9--5.3--NT - Grade 5 5.2--6.5--6.8--7.1--NT - Grade 6 6.7--7.5--7.4--7.9--NT - Grade 7 7.6--7.7--8.3--8.7--NT - Grade 8 8.7--9.3--9.4--9.6--NT		- Grade 3 Q1>2.8 Q3>3.5 Q4>3.8 - Grade 4 Q1>3.8 Q3>4.5 Q4>4.8 - Grade 5 Q1>4.8 Q3>5.5 Q4>5.8 - Grade 6 Q1 >5.8 Q3>6.5 Q4>6.8 - Grade 7 Q1>6.8 Q3>7.5 Q4>7.8 - Grade 8 Q1>7.8 Q3>8.5 Q4>8.8	- Improvement - Grade 7: 0.2 Slight Improvement - Grade 8: 0.3 Slight Improvement

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.

During the 2024–25 school year, all actions under Goal 3—focused on college and career readiness and technology integration—were fully implemented as planned. These actions supported the development of 21st-century learning skills and equitable access to digital tools, aligned with Priority 1 (Basic Services) and Priority 8 (Other Pupil Outcomes).

- Action 3.1: Technology Devices. The district successfully implemented and maintained its device replacement system, ensuring equitable access to technology for low-income, English learner (EL), and foster youth students.
- Action 3.2: Career and Technical Education. CTE programs were fully implemented with staff support, expanding opportunities for all students—particularly unduplicated pupils—to engage in college and career readiness courses. These programs helped increase exposure to vocational pathways and postsecondary options. Challenges included increased costs of equipment and supply demand for Robotics competitions; however, we successfully secured additional funding sources.
- Action 3.3: District-wide AIM Implementation. Implementation of the AIM (Academic Intervention Model) framework was consistent across grade spans, providing timely interventions and fostering a personalized learning environment.

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

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

Action 3.1: Technology Devices

- Budgeted Expenditures: \$118,710.75
- Estimated Actual Expenditures: \$113,303.16
- Difference: -\$5,407.59
- The district's device replacement and technology access initiative was fully implemented. However, final actual costs came in slightly below projections due to purchasing efficiencies and use of additional funding sources.

Action 3.2: Career and Technical Education

- Budgeted Expenditures: \$162,198.09
- Estimated Actual Expenditures: \$132,709.42
- Difference: -\$29,488.67
- Supported via additional funding sources.

Action 3.3: District-Wide AIM Implementation

- Budgeted Expenditures: \$23,111.33
- Estimated Actual Expenditures: \$15,313.13
- Difference: -\$7,798.20
- Implementation was completed and overestimated during budgeting to allow sixth-grade students elective access to Achievement in Me participation.

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

Metric 3.2: Priority 1B: Basic Services

The actions implemented under Goal 3 were effective in supporting maintaining technology access for all students, access for all students to career and technical education, and access for all students to AIM.

- Action 3.1: Technology Devices

This action was effective in sustaining digital equity across the LEA. The district’s device replacement system ensured that all students maintained reliable access to instructional technology at school. This action supported the integration of digital learning tools that fostered engagement and the development of 21st-century skills, especially for English Learners, Foster Youth, and socioeconomically disadvantaged students. The use of technology for all students builds up student capacity on technology, with the ability to demonstrate knowledge not only in 21st-century skills but in academic content growth as well. This can be seen in STAR ELA with significant growth for grades 5th - 8th. Growth across grade levels was demonstrated as well in STAR Math.

- Action 3.2: Career and Technical Education

This action was effective in expanding early exposure to college and career pathways. The district offered various CTE-aligned electives to middle-grade students. CTE course access helped bridge opportunity gaps between the all-student group and unduplicated student groups. Providing students with access to Career and Technical Education helped increase academic mastery as well. This can so be seen in STAR, CAASPP, and CAST Science assessment data.

- Action 3.3: District-Wide AIM Implementation

The AIM (Achievement In Me) program continued to support organizational and critical thinking skills across TK–8 classrooms. AIM also remained an offered elective for 6th graders at the middle school. AIM helps students prepare and organize for achievement driving academic assessment data reflections. This can be seen in STAR, CAASPP, and CAST Science assessment data.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology Devices.	Maintain and support a technology replacement system for LCAP purchased items to support low-income, foster youth, and English learners that may not have access to technology or the internet at home. The	\$83,933.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effective use of digital learning tools in classrooms can increase student engagement and facilitate personalized learning. It also helps students build essential 21st-century skills.		
3.2	Career and Technical Education.	Continue to provide multiple college and career readiness courses preparing students for CTE coursework furthering college and career readiness. Preparing all students, including low-income, EL, and Foster Youth, for a successful transition to high school and postsecondary education. This additional training is important for students' future success and increases access to various career opportunities for our students with the greatest needs. Funds help in funding staff for courses provided.	\$37,695.00	Yes
3.3	District-Wide AIM Implementation.	Continue AIM (Achievement In Me) district-wide programs in order to promote college and career readiness for all students including our low-income, EL, and foster youth. The program helps students become more organized and encourages students to participate in higher-level thinking questions. The program helps develop reading, writing, and critical thinking skills as well as deepens content knowledge.	\$21,389.00	Yes

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
\$1,085,279	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.804%	0.000%	\$0.00	9.804%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Provide professional development for staff. Need: Recognizing the imperative to enhance staff skills, we aim to bolster their capacity to establish academic-centric systems and structures tailored to student requirements. Professional development fosters Collaborative Efficacy, proven to significantly enhance student learning outcomes. We	Professional Development - Collaborative Efficacy shows the greatest impact on student learning. Through professional development teachers develop knowledge, share knowledge, and learn how to utilize their academic data for analysis to drive student learning. LEA-wide due to the need for all students in TK-8.	CAASPP Metric 1.3 CAST Metric 1.3 Educational partner survey feedback Metric 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	believe this will assist us in closing the gap of our Socioeconomically disadvantaged & English Learners, who are scoring below the "all" student group in both math and ELA on the CAASPP assessment. Feedback from educational partners highlights the pressing demand for professional development in areas such as technology-integrated curriculum, grade-level/department nuances, Professional Learning Communities (PLCs), safety protocols, and social-emotional learning initiatives. Scope: LEA-wide		
1.2	Action: Write from the Beginning and Thinking Maps Implementation. Need: Throughout the district, there remains a persistent need to prioritize writing skills, essential for fostering critical thinking and preparing students for success in both college and career pathways. To address this, employing strategies for differentiated instruction tailored to each student's unique requirements is paramount. Due to the English Learners and Socioeconomically disadvantaged subgroup achievement gaps on CAASPP, we believe that this action will assist us in closing those gaps. Writing is an essential skill in both ELA and math.	Centering on writing offers targeted support and intentional efforts to enhance the writing abilities of English Learners, Foster Youth, and Low-Income students. This approach encompasses writing instruction across all grade levels and subject areas, employing strategies for differentiated instruction tailored to meet the diverse needs of each student. For these reasons, we plan on offering this action LEA-wide since it will benefit all students.	CAASPP ELA & Math Metric 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner narrative data support the continued need for writing development. Scope: LEA-wide		
1.3	Action: Data and assessment platform. Need: In aiding data analysis and the implementation of state-adopted standards, the data and assessment platform serves as a crucial tool for enhancing instruction. This platform empowers teachers to create and deliver formative assessments, gather and analyze diverse data sources to guide instruction, and guide students toward resources tailored to support targeted standards effectively. The ability to analyze data will enhance our teachers' efforts to close the achievement gap for our English learners and socioeconomically disadvantaged students. Data provided by educational partners underscores the necessity for robust data analysis to effectively address the diverse academic needs of individual students. Scope: LEA-wide	The capacity to disaggregate data enables targeted focus on identifying and addressing the unique needs of unduplicated student populations, including English Learners, Foster Youth, and Low-Income students. Educators gain access to a unified ecosystem providing ongoing feedback, leading to significant enhancements in student achievement. We will provide this action LEA-wide due to the need for all students in TK-8.	CAASPP Metric 1.3 CAST Metric 1.3 ELPI Metric 1.3 STAR Metric 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
1.4	Action: Intervention Programs. Need: Students exhibit wide-ranging levels of academic achievement and progress at varying rates. In both CAASPP math and ELA assessments, our English Learners and socioeconomically disadvantaged student groups are performing below the "all" student group. It's imperative for students to have the flexibility to allocate additional time in their daily learning to address their individual needs and hone specific skills. Data provided by educational partners underscores the necessity for robust data analysis to effectively address the diverse academic needs of individual students. Scope: LEA-wide	RBGUSD will uphold intervention programs for grades TK-8, with a primary focus on prioritizing unduplicated students. Additionally, the integration of "WIN," also referred to as "What I Need," will be implemented as a Walk to Learn methodology. This is primarily directed to our unduplicated student groups, but will benefit all students, so we are providing it LEA-wide.	CAASPP Metric 1.3 CAST Metric 1.3 CAA Metric ? STAR Metric 3.4
1.5	Action: Supplementary Academic Materials. Need: RBGUSD remains committed to providing bridging materials that align with state-adopted standards. These supplemental resources aid in differentiation, accommodating students who learn at varying rates and retention speeds. Our Dashboard data reflects the need for supplemental resources to aid in closing the achievement gaps for all students,	This action allows us to offer access to supplementary curriculum beyond the CORE adoptions, to diverse learning modalities among students. This will allow us to fill in learning gaps. Especially targeted to the district's unduplicated students and their unique individual needs. We will provide this action LEA-wide since all students will benefit.	CAASPP Metric 1.3 CAST Metric 1.3 STAR Metric 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
	especially our English learners and socioeconomically disadvantaged students. The input from educational partners reinforces the requirements expressed by teachers, staff, parents, and students. Scope: LEA-wide		
2.1	Action: PBIS Implementation. Need: Students require modeling, identification, and acknowledgment of appropriate behavior. PBIS, an evidence-based three-tiered framework, aims to enhance and unify all data, systems, and practices influencing student outcomes on a daily basis. Chronic absenteeism data reported from the CA School Dashboard shows a disparity between the "all" student group and the English learners and socioeconomically disadvantaged groups and their attendance rates. We believe this action will help address these gaps. Feedback from educational partners across all groups underscores the necessity for increased positive reinforcements. Scope:	Back-to-school activities that foster school connectedness, engagement, and student attendance for all students, with particular emphasis on those with greater needs, such as our low-income, English Learners, and Foster youth. This action will help close the attendance gaps for our English learners and socioeconomically disadvantaged subgroups, but will be provided on an LEA-wide basis because these supports will be beneficial for all students.	Dashboard Chronic Absenteeism rate Metric 2.5 Educational partner feedback Metric 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	Action: School Safety Supports. Need: It's crucial to uphold a positive school climate that ensures the safety and security of all students, including those from low-income backgrounds, English Learners, and Foster youth. District-wide campuses should be places where students feel physically safe and where their social-emotional needs are supported. Educational partner narrative survey data supports this with numerous touching points on the importance of school safety and social-emotional support needs. In an analysis of suspension rates, our SED subgroup was suspended at a rate of 1.8%, and English Learners were suspended at a rate of 2.5%. All students were suspended 1.3%. We believe this action will address this disparity. The district actively engages parental involvement and seeks pupil input to help define and address students' needs. LEA-wide due to the need for TK-8. Scope: LEA-wide	Safety is a fundamental necessity for all students, staff, and the community. Increasing and maintaining school safety supports result in students and staff feeling safe on all campuses. Looking at suspension data and dialing into specifics allows for additional needs to be addressed. Educational partner survey data supports not only the need for these supports but also the increase in their effectiveness.	Behavior data Metric 2.9 and educational partner feedback Metric 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	Action: Parent Education Forums. Need: Both families and staff express the importance of sustaining parent education forums year-round, providing parents with strategies to support their children's learning. This focus was identified to increase the sense of families, parents, and guardians' belongingness to our school communities. An increase in belongingness has, and will continue to increase, participation. A sense of belongingness and connectedness will help with increasing attendance rates and decreasing chronic absenteeism as measured by data collection. The need for this action is seen in analyzing attendance rates, where we see a gap in attendance rates between our unduplicated student groups and the all-student group. These forums will focus on various topics, including English Language Learning, Special Education, Foster Care, Homelessness, and socioeconomically disadvantaged backgrounds. Educational partner data input was received from parents and staff. Scope:	The aim of parent education forums is to equip, educate, and empower parents to actively engage as learning partners, advisors, advocates, and decision-makers in their children's education. We will offer these forums to all families since we believe these topics are applicable to all students, with priority given to unduplicated students and those with disabilities.	Educational partner feedback Metric 2.11 Attendance rate Metric 2.4

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
	LEA-wide		
2.4	Action: Truancy Monitoring System. Need: Student attendance directly impacts academic success and personal development. It's essential to persist in educating parents about the importance of regular attendance. Consistent attendance correlates with higher academic achievement compared to irregular attendance patterns. Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. source: https://getschooled.com/article/1939-facts-about-school-attendance/ The 2023 CA Dashboard identified English Learners and students from Low Socioeconomic backgrounds with RED indicators for Chronic Absenteeism, highlighting the urgency for improvement. Data from educational staff partners further emphasizes the ongoing need to enhance student attendance rates and reduce chronic absenteeism. LEA-wide due to the need for TK-8. Scope: LEA-wide	Provide incentives and education for students to be at school. While this action is principally directed to our unduplicated population we believe these actions will be beneficial to all students.	Chronic Absenteeism Metric 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	Action: Health Supports for Students. Need: A district-wide nurse dedicated to school safety initiatives, emphasizing the connection of families with community resources tailored to their needs. By addressing health concerns, this action will increase a sense of belonging and decrease chronic absenteeism. Chronic absenteeism is a targeted focus for our district, and our English learners and socioeconomically disadvantaged student groups both showed a gap between their chronic absenteeism rate and the all-student rate. Input from educational partners underscores the demand for community support in ensuring safety and promoting health. Scope: LEA-wide	School nurses play a pivotal role in the school health program, addressing the primary health issues encountered by children. We will provide this action LEA-wide due to the need for all students in TK-8 to have access to community resources.	Educational partner input Metric 2.11 Chronic Absenteeism 2.5
2.6	Action: School Psychologist. Need: School psychologists offer social and emotional intervention support and counseling to all students, focusing on those from low-income backgrounds, Foster Youth, and English Learners (ELs), who often require	School psychologists play a crucial role in enhancing academic achievement, fostering positive student behavior and mental well-being, supporting diverse learners, cultivating safe and positive school environments, strengthening partnerships between families and schools, and enhancing school-wide assessment and accountability practices. They also conduct specialized educational assessments and serve as	Educational partner input Metric 2.11 Suspension data Metric 2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	additional SEL assistance. When students feel a sense of belongingness and connectedness to their school community, less negative behaviors occur. This can be measured by the student data information system and can be disaggregated by student groups. Both English learners and SED groups have a higher suspension rate than the overall student group. Feedback from educational partners, including parents, staff, and students, consistently highlights the ongoing need for SEL curricula and supports. Scope: LEA-wide	integral members of the district's special education program. We will provide this action on an LEA-wide basis because the support will be beneficial for all students.	
3.1	Action: Technology Devices. Need: Employing digital learning tools in classrooms effectively can boost student engagement and facilitate personalized learning experiences, while also fostering the acquisition of essential 21st-century skills. These personalized learning experiences will assist us in closing the academic gaps we see for our All Students group versus unduplicated student groups. Input from educational partners, spanning all groups, advocates for the ongoing replacement of technology.	Continuing to provide support for technology access, ensuring that unduplicated students have access to devices both in the classroom and, if necessary, at home. LEA-wide due to the need for TK-8.	Educational partner input. Local Data Outcomes Metric 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
	Scope: LEA-wide		
3.2	Action: Career and Technical Education. Need: It's imperative to introduce K-8 students to Career and Technical Education (CTE) courses and opportunities before high school. This early exposure is crucial for their future success and broadens access to diverse career pathways, particularly for students with the most significant needs. CAASPP data shows a discrepancy between the all student group and our English learners and socioeconomically disadvantaged in both reading and math. Focusing on providing these CTE opportunities will strengthen our academic offerings as well. Funding supports the provision of staff for these courses. RBG currently offers 9 different CTE-related elective courses. Feedback from educational partners underscores the universal need for CTE-related coursework for all students. Scope:	The district will persist in offering a variety of college and career readiness courses to equip students for further CTE coursework and enhance their preparedness for both college and career paths. This comprehensive approach ensures that all students, including those from low-income backgrounds, English Learners, and Foster Youth, are well-prepared for a successful transition to high school and postsecondary education. We are providing this action LEA-wide due to the need for all students to experience CTE opportunities.	Local Data Metric 2.11 Local Data 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
	LEA-wide		
3.3	Action: District-Wide AIM Implementation. Need: Students still require support with organizational skills and motivation to pursue a college education. This program aids students in becoming more organized while fostering their engagement in higher-level thinking. Additionally, it facilitates the development of reading, writing, and critical thinking skills and deepens their content knowledge. This need is identified via the collection of student educational partner survey data, KiDs Connectedness Survey data in fall and spring, and a reflection of their work ethic inside the classroom setting. Feedback from educational partners emphasizes the desire for student organization and readiness for college entry. LEA-wide due to the need for TK-8. Scope: LEA-wide	Maintain district-wide AIM (Achievement In Me) programs to advance college and career readiness for all students, including those from low-income backgrounds, English Learners, and Foster Youth.	Metric Local Data Metric 3.4

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	Action: Language Acquisition Support Services. Need: English Learners require dedicated time beyond integrated and designated periods to concentrate on improving English proficiency. The latest data from 2023-2024 shows 38.2% making progress towards English language proficiency. Feedback from educational partners highlights the demand for additional English Language Development (ELD) support. Scope: Limited to Unduplicated Student Group(s)	Offering distinctive opportunities for English language acquisition, supplemental materials expand beyond the scope of the core English Language Development (ELD) curriculum.	Summative ELPAC Metric 1.7

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.

No specific actions will be provided exclusively to our unduplicated students. The actions outlined above, both contributing and non-contributing, will address the needs of low-income, English Learners, and Foster Youth students and enhance services by the required percentage.

Action 1.6 targets English Learners. In addition to the aforementioned school-wide actions, this specific action will be implemented on a limited basis to support the unique language acquisition needs of English Learners, facilitating proficiency. This action, combined with the LEA actions detailed above, will ensure that services for unduplicated students are increased and enhanced as required.

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:17.95	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:17.62	N/A

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	\$11,069,255	1,085,279	9.804%	0.000%	9.804%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,228,109.00	\$0.00	\$0.00	\$0.00	\$1,228,109.00	\$1,159,102.00	\$69,007.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide professional development for staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,700.00	\$5,700.00				\$5,700.00	
1	1.2	Write from the Beginning and Thinking Maps Implementation.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,300.00	\$6,300.00				\$6,300.00	
1	1.3	Data and assessment platform.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$104,304.00	\$4,603.00	\$108,907.00				\$108,907.00	
1	1.4	Intervention Programs.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$196,729.00	\$0.00	\$196,729.00				\$196,729.00	
1	1.5	Supplementary Academic Materials.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$29,318.00	\$29,318.00				\$29,318.00	
1	1.6	Language Acquisition Support Services.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$12,846.00	\$0.00	\$12,846.00				\$12,846.00	
2	2.1	PBIS Implementation.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$152,369.00	\$1,000.00	\$153,369.00				\$153,369.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	School Safety Supports.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$133,931.00	\$0.00	\$133,931.00				\$133,931.00	
2	2.3	Parent Education Forums.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,895.00	\$0.00	\$3,895.00				\$3,895.00	
2	2.4	Truancy Monitoring System.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$13,358.00	\$13,358.00				\$13,358.00	
2	2.5	Health Supports for Students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$72,479.00	\$0.00	\$72,479.00				\$72,479.00	
2	2.6	School Psychologist.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$205,430.00	\$0.00	\$205,430.00				\$205,430.00	
2	2.7	Speech Pathologist.	Students with Disabilities Students with Disabilities	No			All Schools	Ongoing	\$142,830.00	\$0.00	\$142,830.00				\$142,830.00	
3	3.1	Technology Devices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$83,933.00	\$0.00	\$83,933.00				\$83,933.00	
3	3.2	Career and Technical Education.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$28,967.00	\$8,728.00	\$37,695.00				\$37,695.00	
3	3.3	District-Wide AIM Implementation.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$21,389.00	\$0.00	\$21,389.00				\$21,389.00	

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
\$11,069,255	1,085,279	9.804%	0.000%	9.804%	\$1,085,279.00	0.000%	9.804 %	Total:	\$1,085,279.00
								LEA-wide Total:	\$1,072,433.00
								Limited Total:	\$12,846.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide professional development for staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,700.00	
1	1.2	Write from the Beginning and Thinking Maps Implementation.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,300.00	
1	1.3	Data and assessment platform.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,907.00	
1	1.4	Intervention Programs.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,729.00	
1	1.5	Supplementary Academic Materials.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,318.00	
1	1.6	Language Acquisition Support Services.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$12,846.00	
2	2.1	PBIS Implementation.	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$153,369.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	School Safety Supports.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,931.00	
2	2.3	Parent Education Forums.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,895.00	
2	2.4	Truancy Monitoring System.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,358.00	
2	2.5	Health Supports for Students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,479.00	
2	2.6	School Psychologist.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,430.00	
3	3.1	Technology Devices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,933.00	
3	3.2	Career and Technical Education.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,695.00	
3	3.3	District-Wide AIM Implementation.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,389.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,263,595.71	\$1,481,309.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide professional development for staff.	Yes	\$20,982.42	\$16,522.83
1	1.2	Write from the Beginning and Thinking Maps Implementation.	Yes	\$126.07	\$6,294.06
1	1.3	Data and assessment platform.	Yes	\$94,691.17	\$97,405.33
1	1.4	Intervention Programs.	Yes	\$172,321.44	\$194,951.27
1	1.5	Supplementary Academic Materials.	Yes	\$81,980.57	\$72,379.17
1	1.6	Language Acquisition Support Services.	Yes	\$18,887.45	\$10,970.95
2	2.1	PBIS Implementation.	Yes	\$123,002.44	\$138,701.05
2	2.2	School Safety Supports.	Yes	\$134,231.50	\$181,265.29
2	2.3	Parent Education Forums.	Yes	\$3,313.87	\$2,490.00
2	2.4	Truancy Monitoring System.	Yes	\$11,613.50	\$11,613.50
2	2.5	Health Supports for Students.	Yes	\$70,364.77	\$76,160.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	School Psychologist.	Yes	\$118,588.01	\$203,874.58
2	2.7	Speech Pathologist.	No	\$109,472.33	\$207,355.58
3	3.1	Technology Devices.	Yes	\$118,710.75	\$113,303.16
3	3.2	Career and Technical Education.	Yes	\$162,198.09	\$132,709.42
3	3.3	District-Wide AIM Implementation.	Yes	\$23,111.33	\$15,313.13

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)
\$1062607	\$1,154,123.38	\$1,273,954.30	(\$119,830.92)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide professional development for staff.	Yes	\$20,982.42	\$16,522.83		
1	1.2	Write from the Beginning and Thinking Maps Implementation.	Yes	\$126.07	\$6,294.06		
1	1.3	Data and assessment platform.	Yes	\$94,691.17	\$97,405.33		
1	1.4	Intervention Programs.	Yes	\$172,321.44	\$194,951.27		
1	1.5	Supplementary Academic Materials.	Yes	\$81,980.57	\$72,379.17		
1	1.6	Language Acquisition Support Services.	Yes	\$18,887.45	\$10,970.95		
2	2.1	PBIS Implementation.	Yes	\$123,002.44	\$138,701.05		
2	2.2	School Safety Supports.	Yes	\$134,231.50	\$181,265.29		
2	2.3	Parent Education Forums.	Yes	\$3,313.87	\$2,490.00		
2	2.4	Truancy Monitoring System.	Yes	\$11,613.50	\$11,613.50		
2	2.5	Health Supports for Students.	Yes	\$70,364.77	\$76,160.56		
2	2.6	School Psychologist.	Yes	\$118,588.01	\$203,874.58		
3	3.1	Technology Devices.	Yes	\$118,710.75	\$113,303.16		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.2	Career and Technical Education.	Yes	\$162,198.09	\$132,709.42		
3	3.3	District-Wide AIM Implementation.	Yes	\$23,111.33	\$15,313.13		

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)
10681244	\$1062607	0	9.948%	\$1,273,954.30	0.000%	11.927%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024