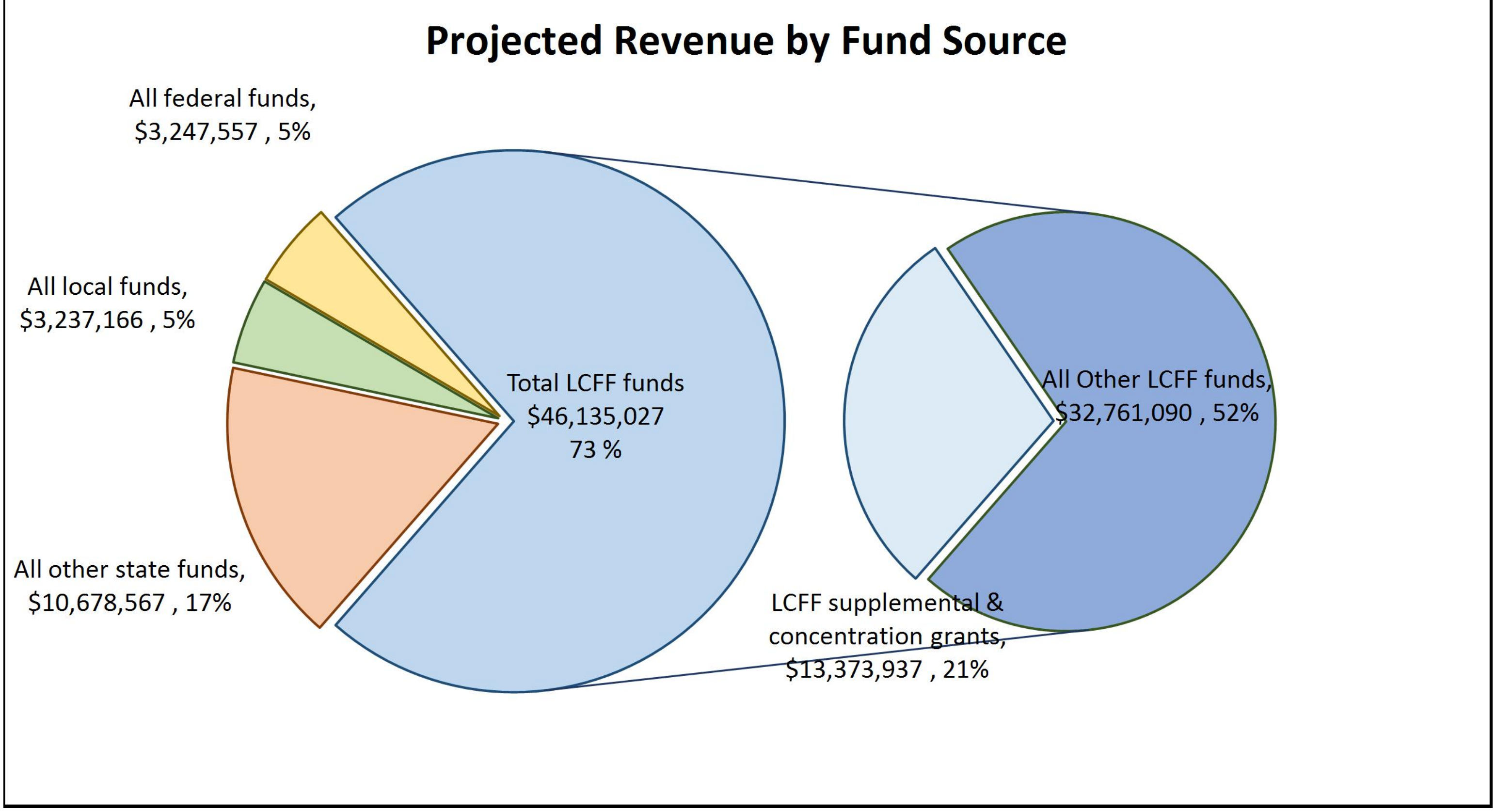
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Standard School District
CDS Code: 00000001563792
School Year: 2025-26
LEA contact information:

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

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

Budget Overview for the 2025-26 School Year

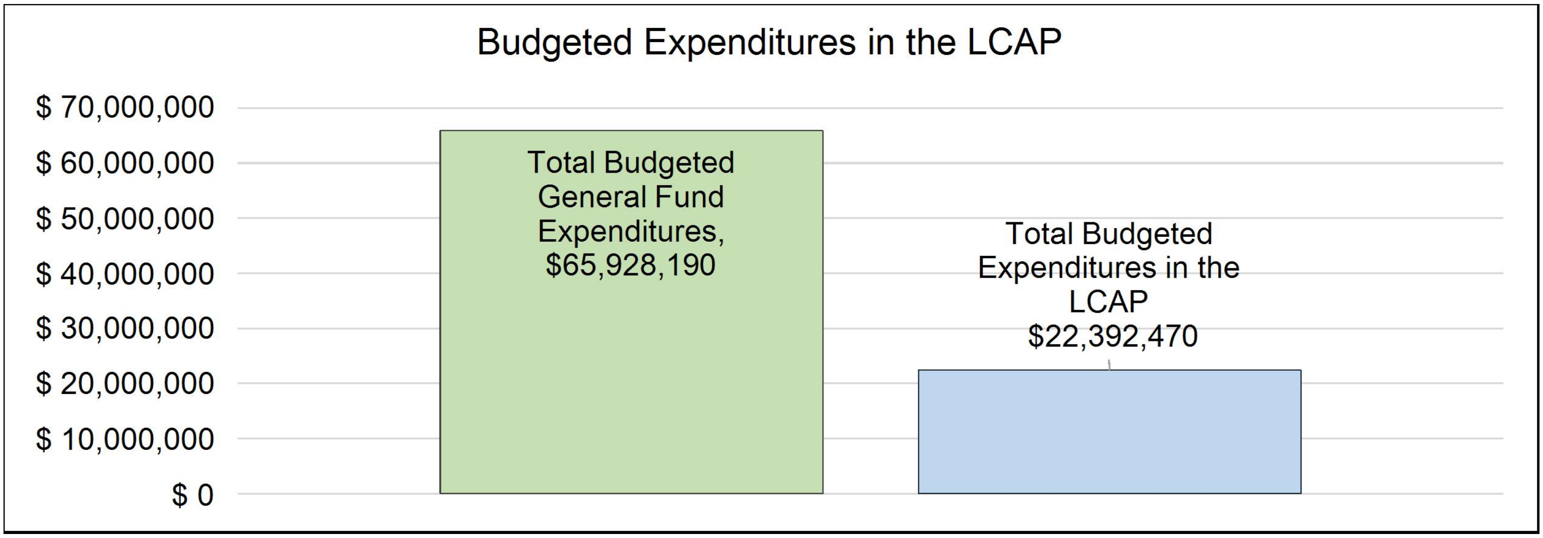


This chart shows the total general purpose revenue Standard School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Standard School District is $63,298,317, of which $$46,135,027 is Local Control Funding Formula (LCFF), $10,678,567 is other state funds, $3,237,166 is local funds, and $3,247,557 is federal funds. Of the $$46,135,027 in LCFF Funds, $13,373,937 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 Standard 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: Standard School District plans to spend $65,928,190 for the 2025-26 school year. Of that amount, $22,392,470. is tied to actions/services in the LCAP and $43,535,720 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

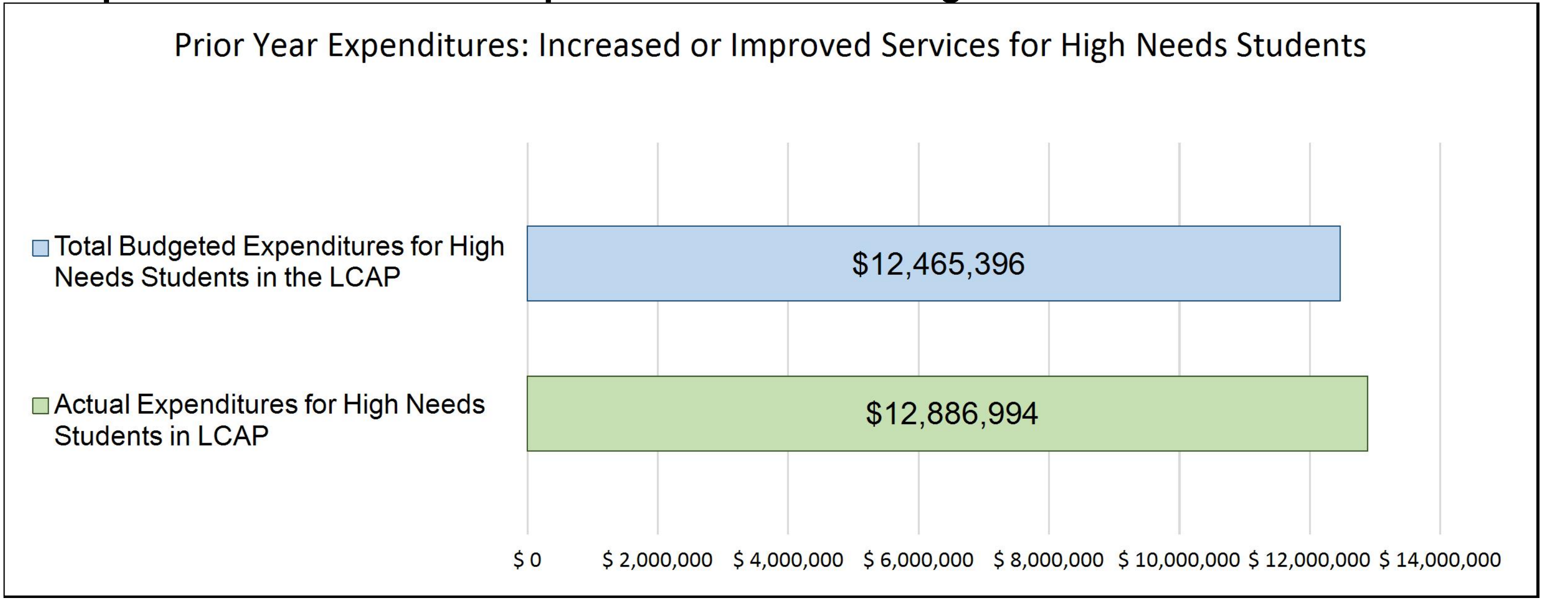
General fund budget expenditures not in the LCAP include operational expenditures such as staff salaries and benefits, supplies, and services required to maintain operations of the district. This also includes other state, federal and local fund.

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

In 2025-26, Standard School District is projecting it will receive $13,373,937 based on the enrollment of foster youth, English learner, and low-income students. Standard School District must describe how it intends to increase or improve services for high needs students in the LCAP. Standard School District plans to spend $13,373,937 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Standard School District's LCAP budgeted $12,465,396 for planned actions to increase or improve services for high needs students. Standard School District actually spent $12,886,994 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
Standard School District	Dr. Jocelyn Hively Superintendent	jhively@standardschools.net 661-392-2110

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.

Established in 1909, Standard School District serves approximately 34 square miles in the northern Bakersfield community of Oildale. The district consists of three elementary schools (Highland Elementary, Standard Elementary, and Wingland Elementary) serving grades PK-5 and one middle school (Standard Middle) serving grades 6-8. As of the 2024-25 school year, total district enrollment is 3,206 students, distributed as follows:
Highland Elementary: 797 students
Standard Elementary: 642 students
Wingland Elementary: 782 students
Standard Middle: 985 students

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

Standard School District is a diverse learning community. The 24-25 student demographic data is as follows:

Hispanic: 50.48%
White: 40.58%
African American: 4.58%
American Indian/Alaskan Native: 0.62%
Asian, Filipino, and Pacific Islander: 0.87%

The district serves a high percentage of unduplicated pupils, including:
90.30% socioeconomically disadvantaged students
8.86% English Learners (ELs)
14.43% students with disabilities (SWD)
Less than 6% foster youth, migrant students, and students experiencing homelessness

These student groups face unique barriers to success, including generational poverty, family instability, and exposure to high crime rates in their communities. Recognizing these challenges, Standard School District is committed to high quality first instruction, a focus on early literacy, equitable access to education and targeted interventions that support academic growth, social-emotional well-being, and college/career readiness.

Commitment to Student Success
The district prioritizes smaller class sizes, particularly in grades TK-3, to ensure early literacy and skill development in ELA and math. The district has short-term, mid-term, and long term academic goals which provide a pathway for student learning success. The goals include Tier 1 literacy for all students, direct instruction in every classroom and every subject, and CA standards alignment. Additionally, the district offers comprehensive student support services, including:

Expanded Learning Opportunities (LCFF Priority 5 - Student Engagement)
After-school enrichment, sports, and career-technical education (CTE) exploration activities
Targeted tutoring and intervention programs to support academic recovery

Academic & Social-Emotional Support (LCFF Priority 4 - Student Achievement, Priority 6 - School Climate)
Direct Instruction and quality tier 1 instruction
Multi-Tiered Systems of Support (MTSS) for personalized interventions
English Language Development (ELD) programs for ELs
Specialized services for students with disabilities
Mental health counseling and social-emotional learning (SEL) initiatives

Family & Community Partnerships (LCFF Priority 3 - Parent & Family Engagement)
Parent workshops and advisory committees to enhance engagement
Bilingual family liaisons to support communication for EL families

Standard School District is dedicated to accelerating learning recovery through evidence-based interventions and expanding mental health supports for students and families.

Enhancing digital access and technology integration for 21st-century learning
Strengthening family and community partnerships to address holistic student needs

Embracing the Community Schools Model
Aligned with LCFF Priorities 3 (Family Engagement) and 6 (School Climate), Standard School District is transitioning to a Community Schools Model to meet the diverse needs of students and families. This includes:
On-site health and wellness resources
Expanded wraparound services such as food assistance and counseling
Stronger partnerships with community organizations to support whole-child development

Looking Ahead
Standard School District is optimistic about the future and remains committed to ensuring all students graduate prepared for college, career, and civic life. Through data-driven decision-making, ongoing educational partner engagement, and a strong student learning-centered approach, we will continue to refine and implement strategies that improve student outcomes and foster a positive school climate for all learners.

Reflections: Annual Performance

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

In reviewing the 2024 CA School Dashboard, Standard Elementary remains dedicated to student success and equitable access to education. While we celebrate areas of progress, we recognize significant challenges, particularly in academic achievement, attendance, and school climate, that require targeted interventions.

Successes

1. Implementation of Academic Standards and Learning Conditions
Standard Elementary remains committed to maintaining high-quality instruction, safe and well-maintained facilities, and strong family engagement. The school has implemented academic standards across all core subjects, including English Language Arts, Mathematics, Science, History-Social Science, and English Language Development (ELD), ensuring that students receive a comprehensive education.
To strengthen parent and family engagement, each school site has a dedicated Family Engagement Coordinator, helping to foster meaningful relationships with families and remove barriers to student learning. These efforts support a more inclusive school environment where families feel informed, involved, and empowered in their children's education.
Finally, to support student well-being, Standard Elementary regularly administers local climate surveys to assess students' experiences and perceptions of school safety and connectedness. The findings from these surveys help shape social-emotional learning (SEL) initiatives, reinforcing a positive and supportive learning environment for all students.
2. Reduction in Chronic Absenteeism

Standard Elementary has made notable progress in reducing chronic absenteeism, with the overall rate declining 8 percentage points, from 46.7% to 38.6%. This improvement reflects the school's targeted efforts to increase student engagement, strengthen attendance monitoring, and provide support for families facing attendance-related challenges.
However, despite this progress, chronic absenteeism remains a concern for several student groups. Homeless students (52.2%), African American students (59.6%), and Students with Disabilities (42.2%) continue to experience significantly higher absentee rates. Additionally, Foster Youth (34%) and Long-Term English Learners (36.1%) are also at an increased risk of chronic absenteeism compared to the overall student population.
3. Progress in English Learner Development
Standard Elementary continues to support English Learners' academic growth, with 46% of English Learners making progress toward English proficiency, maintaining performance in the Yellow indicator category. Notably, Long-Term English Learners demonstrated improvement, with a 3.8% increase, bringing their progress rate to 55.3% (Green indicator).
In addition to language proficiency gains, Recently Reclassified English Learners showed significant academic growth. Their ELA performance improved by 24.8 points, while their Mathematics scores increased by 28.1 points, indicating that targeted language support has contributed to overall academic success.

To further build on this progress, Standard Elementary will increase both designated and integrated English Language Development (ELD) support, expanding small-group instruction and language development strategies to better meet students' needs. Additionally, the school will strengthen professional learning opportunities for teachers, ensuring they have the tools and training necessary to differentiate instruction and support English Learners at various proficiency levels.

Challenges and Areas for Improvement

Standard Elementary continues to face significant gaps in academic achievement, particularly in English Language Arts (ELA) and Mathematics, as reflected in the 2024 CA School Dashboard. Despite ongoing efforts to close these gaps, performance remains in the Red indicator category, signaling an urgent need for targeted interventions.

English Language Arts (ELA)
Overall, students scored 84.5 points below standard, with a decline of 14.8 points from the previous year. Several student groups experienced even more significant declines, highlighting persistent disparities:
Homeless students scored 126.3 points below standard, with a sharp decline of 38.1 points.
Long-Term English Learners were 129.8 points below standard, declining 18.6 points.
Students with Disabilities scored 148.8 points below standard, with a drop of 8.4 points.
African American students were 109.2 points below standard, with a decline of 3.3 points.

Mathematics
Performance in Mathematics also remains a concern, with students scoring 106.2 points below standard and experiencing a 3.4-point decline from last year. The highest-need student groups continue to struggle with significant performance gaps:
Homeless students scored 141.3 points below standard, declining 16.1 points.
Long-Term English Learners were 162.9 points below standard, with a 4.7-point decline.
Students with Disabilities scored 167.4 points below standard, dropping 5.4 points.

African American students, while still performing 144.6 points below standard, showed a slight improvement of 5 points, making them one of the few groups to demonstrate growth.

To address these achievement gaps, Standard Elementary will implement targeted academic interventions that include high-dosage tutoring, expanded learning opportunities, and intensive support programs for struggling students. Additionally, the school will enhance differentiated instruction strategies to better meet the diverse learning needs of students, ensuring that every learner receives the appropriate level of support and challenge to succeed academically.

Rising Suspension Rates
Student suspension rates at Standard Elementary have increased to 6.1%, placing the district in the Red indicator category on the 2024 CA School Dashboard. This rise in suspensions highlights the need for expanded behavioral support systems and restorative approaches to discipline.
Certain student groups continue to experience disproportionately high suspension rates:
Foster Youth saw the most significant increase, with 12.3% suspended, a 4.2% rise from the previous year.
Homeless students had a 10.1% suspension rate, with a 0.3% increase.
African American students also had a 10.1% suspension rate, with no significant change.
Students with Disabilities faced a 9.1% suspension rate, increasing 0.3% from the prior year.

To address these disparities, Standard Elementary will expand restorative justice programs and alternatives to suspension, focusing on conflict resolution and student accountability without removing students from the learning environment. Additionally, the school will increase access to school-based mental health services and behavioral support teams to provide students with the social-emotional resources they need. Finally, all staff will receive training in trauma-informed practices and de-escalation strategies to foster a more supportive and inclusive school climate.

Student Connectedness and School Climate
Ensuring a safe and supportive school environment remains a priority for Standard Elementary, but recent data indicates that middle school students report significantly lower levels of safety and connection compared to their elementary school peers. According to school climate surveys, only 39% of middle school students feel safe at school, whereas 66% of elementary students report feeling secure in their learning environment.
Additionally, psychological distress scores have increased across multiple grade levels, emphasizing the growing need for expanded mental health resources and social-emotional support. These findings highlight the importance of fostering stronger peer connections, promoting student well-being, and creating a more inclusive and positive school climate.

To address these concerns, Standard Elementary will implement a Social-Emotional Learning (SEL) curriculum, incorporating coping strategies, conflict resolution skills, and resilience-building activities to better support students' emotional well-being. Additionally, annual school climate surveys will be conducted to continuously assess student experiences, ensuring that SEL initiatives are informed by real-time data and adapted to meet students' evolving needs.

Standard Elementary remains dedicated to improving academic outcomes, reducing behavioral challenges, and fostering student well-being through direct instruction, focused literacy, targeted interventions and community partnerships. While challenges persist, the school is committed to data-driven decision-making and equitable support systems to ensure that every student has the resources needed to succeed.

Academic Achievement
To close achievement gaps and support struggling students, Standard Elementary will expand small-group instruction and interventions, structured literacy instruction, and after-school enrichment programs. Additionally, the school will strengthen professional development for teachers, with a focus on direct instruction and Tier 1 literacy strategies, ensuring that all students receive high-quality, research-based instruction.

Behavioral and Attendance Supports
In an effort to reduce suspensions and improve school climate, the school will implement restorative justice practices and social-emotional learning (SEL) programs that emphasize conflict resolution and student accountability. Recognizing that attendance is a critical factor in student success, Standard Elementary will also work to increase home-school partnerships, providing families with the support and resources needed to address attendance barriers.

Student Wellness and Engagement
To further support student well-being and foster a positive school environment, the school will implement school-wide SEL training to help students build emotional resilience, self-regulation skills, and stronger peer relationships. By prioritizing social-emotional learning and mental health initiatives, Standard Elementary aims to create a school culture where all students feel safe, supported, and connected.
While challenges in academic performance and student behavior remain, Standard Elementary is committed to continuous improvement through focused interventions, strong community partnerships, and a dedication to equity. By addressing these areas with intentionality and data-driven strategies, the school will ensure that every student has the opportunity to thrive.

Three-Year LCAP Cycle
At the inception of the 2024-2027 LCAP the Standard School District had red indicators in CAASPP for ELA and Math for several subgroups. These areas were as follows: English Language Arts (ELA): The district's overall ELA performance has remained stable over the past two years (-70 points in Distance from Standard). However, three out of six grade levels improved, with 8th grade demonstrating the most growth (+22 points). Notably, 7th and 8th-grade performance has surpassed pre-pandemic levels.
Mathematics: District-wide growth in Math is evident, improving from -111 to -108 DFS. Five grade levels showed improvement, with the largest gain in 8th grade (+24 points).
English Learner (EL) Progress: The percentage of ELs achieving English proficiency on the ELPAC Summative assessment increased significantly (from 4.27% to 11.16%). Approximately 48% of ELs either advanced at least one level or maintained Level 4 proficiency, demonstrating progress in language acquisition.

The Dashboard data highlighted persistent achievement gaps that require targeted interventions and equity-driven supports. On the 2023 Dashboard student groups demonstrating the lowest performance (scoring the red indicator level in ELA are as follows: EL, FY, SED, HI, and SWDs. Student groups demonstrating the lowest performance (scoring in the Red indicator level) in Math are as follows: AA, EL, and FY. While overall chronic absenteeism improved, our FY student group fell within the Red Indicator level as they demonstrated the highest rate of absenteeism. Student groups scoring in the Red Indicator level in suspension are as follows: FY, Homeless (HO), SWD, and White (W).

School-Specific Areas of Concern
The following schools have been identified as high-priority sites based on Red Indicator Level performance in ELA, Math, and Suspension Rates:

School

Highland Elementary
ELA (Red Indicator Level) - SED, SWD

Standard Elementary
ELA (Red Indicator Level) - HI

Wingland Elementary
ELA (Red Indicator Level) - SED

Standard Middle
ELA (Red Indicator Level) - EL, HI, SED, SWD
Math (Red Indicator Level) - EL, HI, SWD
Suspension (Red Indicator Level) - All students, which include SED, SWD, and W

The Path Forward
To ensure the successful implementation of these strategies, the district will allocate LCAP funding toward evidence-based initiatives that address academic achievement, chronic absenteeism, and school climate. These targeted actions will provide students, families, and educators with the necessary resources and support to foster equitable learning opportunities and student success.

To improve student performance in English Language Arts (ELA) and Mathematics, the district will implement Actions 3.1, 3.2, 3.3, 3.5, and 3.7, which focus on expanding Tier 1 instruction, providing intervention support, and strengthening tutoring and enrichment programs. These efforts aim to close achievement gaps by offering high-quality, differentiated instruction and additional academic support for students performing below grade level.

In response to chronic absenteeism, particularly among Foster Youth and other high-risk student groups, the district will implement Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, and 3.4. These actions will strengthen attendance interventions, enhance family outreach efforts, and expand community-based supports to remove barriers preventing students from attending school consistently. Through proactive engagement strategies, bilingual family liaisons, and targeted student support services, the district will work to ensure that all students have the opportunity to succeed in a stable and supportive learning environment.

To improve school climate and reduce suspension rates, the district will implement Actions 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.9, 2.10, 2.12, and 2.14. These actions will focus on expanding restorative practices, integrating social-emotional learning (SEL), and increasing access to school-based mental health counseling. By prioritizing positive behavior interventions and alternatives to exclusionary discipline, the district aims to foster a more inclusive, supportive, and student-centered school environment.

Through these strategic LCAP investments, the district is committed to closing opportunity gaps, addressing attendance challenges, and promoting a positive and equitable school culture for all students.

A Look Ahead: Sustained Commitment to Student Success
While challenges remain, Standard School District’s annual performance review shows a district on the path to continuous improvement. By leveraging data-driven decision-making, tier 1 literacy, direct instruction, and strong family engagement, the district is well-positioned to sustain and accelerate progress in the coming years.

Use of Learning Recovery Emergency Block Grant (LREBG) Funds to Support Academic Intervention
Standard Elementary recognizes the critical need to accelerate student learning and close achievement gaps, particularly for our lowest-performing student groups. To address these challenges, the district will allocate unspent Learning Recovery Emergency Block Grant (LREBG) funds to hire dedicated reading and math intervention teachers at each school site. This action, which will be housed in Goal 3, Action 3.12 of the LCAP, is designed to provide targeted academic support to students most in need, ensuring they receive the individualized instruction necessary for academic success.

The allocation of Learning Recovery Emergency Block Grant (LREBG) funds for intervention teachers is fully aligned with the allowable uses outlined in Education Code Section 32526(c)(2), which authorizes expenditures for accelerated learning strategies and intensive instruction. These funds are specifically intended to support students disproportionately impacted by the pandemic, ensuring they receive the targeted academic interventions necessary to close learning gaps.

As part of this effort, LREBG funds will be used to provide additional instructional support for students performing below grade level in reading and mathematics, ensuring they receive the help needed to build foundational skills. Implement high-dosage tutoring and small-group intervention sessions, delivering personalized, data-driven instruction that meets each student's unique learning needs. Finally to address unfinished learning by expanding access to evidence-based interventions, both during the school day and through extended learning opportunities, to accelerate academic progress.

By utilizing LREBG funds in this manner, the district is ensuring that students who have been most impacted by lost instructional time receive the support necessary to regain academic momentum and achieve grade-level proficiency.

Alignment with Needs Assessment
The district’s needs assessment has identified significant academic gaps, particularly in English Language Arts (ELA) and Mathematics, with students scoring well below standard across all grade levels. The 2024 CA School Dashboard data indicates that homeless students, long-term English learners, students with disabilities, and African American students are among the lowest-performing groups. By funding reading and math intervention teachers, the district aims to directly address these disparities by providing targeted, data-driven instruction to students who need it most.

Expected Impact of Intervention Teachers
By investing in dedicated reading and math intervention teachers, the district anticipates significant improvements in student achievement, particularly among historically underserved student groups. These intervention efforts will help increase student proficiency in both reading and mathematics, ensuring that students who are performing below grade level receive the targeted instruction they need to succeed.

Additionally, this investment is expected to positively impact overall student performance on both local and state assessments, leading to a reduction in the number of students scoring below standard. By implementing high-dosage tutoring, small-group instruction, and evidence-based interventions, the district will provide struggling students with timely, intensive support, strengthening the multi-tiered system of support (MTSS) across all school sites.

The strategic use of LREBG funds for intervention teachers reflects the district's commitment to equity and high-quality instruction. By targeting resources toward the students and schools that need them most, the district aims to accelerate learning recovery and establish sustainable, long-term improvements in student academic success.

Reflections: Technical Assistance

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

Based on the 2024 CA School Dashboard, Standard School District has qualified for Intensive Intervention under Differentiated Assistance. This designation is based on multiple student groups meeting eligibility criteria for three out of four consecutive years in key performance areas, including CAASPP and suspensions. Specifically, the district has met eligibility for the following student groups: African American (AA), Homeless (HOM), Multiple Races (MR), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White (W). Additionally, the district continues to qualify based on 2023 Dashboard data for Students with Disabilities in both CAASPP and suspensions, as well as for Foster Youth (FOS) in CAASPP, suspensions, and chronic absenteeism.

In response to these identified performance needs, the district is receiving individually designed technical assistance from both the Kern County Superintendent of Schools and the California Collaborative for Educational Excellence (CCEE). This collaboration has supported the district in conducting comprehensive needs assessments and delivering tailored coaching to strengthen systems and instructional practices. The primary focus of this support has been on reducing chronic absenteeism and improving academic achievement across all student groups. By helping more students attend school regularly, we aim to improve not only academic outcomes but also students' overall social-emotional development.

As part of this initiative, the district has also partnered with expert consultants who specialize in building capacity in Tier 1 instruction and effective data use. These consultants are supporting our teachers in refining instructional methods, strengthening social-emotional and behavioral supports, and using data to inform decisions, track progress, and respond to student needs with timely interventions. Looking ahead, our key priorities include enhancing Tier 1 instruction, expanding instructional coaching, and deepening the use of data-based decision-making at every level of the system.

In addition, the district is actively working to build a culture of service and support. This includes a restructuring of several departments to improve operational efficiency and cross-departmental collaboration, ensuring that all staff members are empowered and equipped to serve students effectively.

These efforts reflect the district's unwavering commitment to a whole-child approach and continuous improvement through evidence-based, equity-centered strategies. This LCAP includes a number of targeted actions designed to address the performance gaps identified through our needs assessments. Key actions include Action 1.1, 1.2, 1.3; Actions 2.1 through 2.7, as well as 2.8, 2.11, 2.12, and 2.14; and Actions 3.7, 3.8, and 3.9. The collective dedication of our educators, combined with expert guidance and thoughtful planning, is laying the foundation for sustainable improvement and increased success for all students. Together, we are advancing toward a brighter future for our entire school community.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Input from students was collected from November 2024 to March of 2025 year through various methods: in-person focus group sessions, and student surveys. Additionally, input from specific student groups, such as English Learners (EL) and Foster Youth (FY), was gathered through individual interviews conducted by Family and Community Engagement (FACE) facilitators and targeted student surveys.
Parents/Guardians	Input from parents and guardians was gathered from August of 2024 to March of 2025 through the following means: in-person feedback during DAC and DELAC meetings, and responses to the LCAP community survey.
Certificated Employees	Input from certificated employees was gathered from August of 2024 to April of 2025 through multiple avenues: in-person individual interviews, small focus group sessions, staff meetings, Labor-Management Initiative (LMI) meetings, District Advisory Committee (DAC) meetings, and the LCAP community survey.
Classified Employees	Input from classified employees was gathered from August of 2024 to April of 2025 through multiple avenues: in-person individual interviews, small focus group sessions, staff meetings, Labor-Management Initiative (LMI) meetings, and the LCAP community survey.
Administrators	Input from administrators was gathered from August of 2024 to May of 2025 year through multiple avenues: biweekly instructional leadership team (ILT) meetings, District Advisory Committee (DAC) meetings, individual check-ins, and the LCAP community survey.

Educational Partner(s)	Process for Engagement
DELAC	Standard's District English Learner Advisory Committee (DELAC) is composed of parents of English Learner students representing the school sites at the district level. During DELAC meetings from August of 2024 to March of 2025, DELAC members provided input that shaped the development of this LCAP.
DAC	Standard's District Advisory Council (DAC) is composed of members representing the district and school sites including staff and parents of unduplicated students. During five DAC meetings from August of 2024 to May of 2025, DAC members provided input that shaped the development of this LCAP.
Bargaining Unit Members	Input from bargaining unit members was gathered from August of 2024 to May of 2025 through multiple avenues: in-person individual interviews, small focus group sessions, staff meetings, Labor-Management Initiative (LMI) meetings, and the LCAP community survey.
Explore/NOR Staff	Input from Explore/North of the River (NOR) employees was gathered via in-person staff meetings and the LCAP community survey.
Kern Special Education Local Planning Area (SELPA)	The district consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team from February - April of 2025 to seek input regarding the development of the 2024-25 LCAP as it relates to meeting the needs of students with disabilites.
Oildale Community Partnership	Input from the Oildale Community Partnership (OCP) was gathered via in-person OCP meetings and the LCAP community survey, from November of 2024 through March of 2025..

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

Summary of the Engagement Process:

Standard School District is committed to authentic collaboration with educational partners in the development and continuous refinement of the Local Control and Accountability Plan (LCAP). As part of the 2025–26 annual update, the district engaged in an inclusive process that incorporated feedback from students, families, teachers, classified staff, administrators, community partners, and advisory bodies.
The stakeholder engagement process remained consistent with prior years, including the administration of district wide surveys in English and Spanish (February–March 2025), along with in-person staff meetings, small group input sessions, and advisory committee consultations.
The district engaged formal advisory groups including the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), School Site Councils, and representatives from the Special Education Local Plan Area (SELPA). Interpretation services and multiple formats (surveys and in-person meetings) ensured equitable access for all educational partners.

This year, over 1,150 stakeholders contributed input, including 256 parents/guardians, 678 students in grades 3–8, and 218 teachers and staff from across all schools and departments.

The following feedback supports continuing and moving several actions and programs forward to the 2025-2026 LCAP:

The themes gathered through stakeholder engagement reflected a strong desire to improve student learning, behavior support systems, and communication across all levels of the school community. Several key trends emerged:
Families emphasized the need for expanded tutoring (action 4.1) and academic support (action 3.12), greater access to homework and intervention services (action 4.1) , and more frequent communication from schools about student behavior and academic progress.

Students shared a desire for real-world and hands-on learning experiences, more electives (e.g., music, art, PE) (action 4.8), and more support in core subjects, particularly math and reading (action 3.12) . They voiced personal aspirations in fields such as sports, healthcare, public service, and business and emphasized the importance of feeling safe and supported at school.

Teachers and staff called for increased staffing for behavior intervention (actions 2.2,2.3,2.6,2.7,2.8,2.12) and multi-tiered academic supports (3.12), along with expanded professional development (actions 1.3, and 3.8), time for collaboration, and improved communication from district leadership. They also highlighted the importance of digital literacy and student soft skill development to support future success.

Additional input gathered through a supplemental staff priorities survey conducted in March 2025 reinforced earlier themes and brought further clarity to specific implementation needs. Staff emphasized a strong desire for structured academic intervention supports (action 3.12), including trained paraprofessionals ((action 3.5 and 3.8), small-group instruction (action 3.12), and consistent access to research-based curriculum materials (action 3.7). Barriers identified included limited time during the school day, large class sizes, and inconsistent systems for intervention delivery.

Regarding professional learning, educators expressed a need for more practical, role-specific development opportunities (action 3.1, 3.2, and 3.8). Topics such as classroom management, effective instructional planning, and foundational literacy and math strategies were frequently requested. Staff also emphasized the value of collaborative professional learning communities and off-site training opportunities. While some staff found past PD experiences beneficial, others expressed a desire for greater consistency and follow-through from district-led initiatives.

On the topic of social-emotional learning, staff acknowledged the importance of mental health support but noted that classroom realities—such as large class sizes, time constraints, and a lack of support personnel—often limited implementation. Many staff requested additional support staff (counselors, behavior specialists, aides) (actions 2.2, 2.3, 2.5, 2.6, and 2.12), peer mentorship opportunities (3.1 and 3.2), and trauma-informed training to better meet students' emotional needs while maintaining an academic focus.

Using feedback to Inform the LCAP
2025-2026 LCAP input helped to inform meaningful updates across all four LCAP goals, including revised goal language and expanded actions:

Goal 1: Culture of Care

Goal 1 (Culture of Care) was updated to reflect stronger commitments to two-way communication (Actions 1.5, 1.6, 1.7), staff wellness (Action 1.1), and inclusive onboarding (Action 1.2) and support for all school and department staff (Actions 1.1, 1.3, 1.4).

Goal 2: School Connectedness
Goal 2 (School Connectedness) was enhanced to expand supervision (Actions 2.2, 2.9, 2.10), strengthen bullying prevention (Actions 2.6, 2.8, 2.12, 2.14), and ensure that behavior expectations and support systems are consistently implemented across schools (Actions 2.1–2.7, 2.12).

Goal 3: Academic Achievement
Goal 3 (Academic Achievement) now includes increased academic intervention services during and after school (Actions 3.4, 3.12, 4.4), more robust Tier 2 supports (Actions 3.1, 3.2, 3.5, 3.6, 3.10), and targeted professional development focused on data-driven instruction and MTSS (Actions 3.2, 3.3, 3.8, 3.9).

Goal 4: Future Readiness
Goal 4 (Future Readiness) was broadened to incorporate student interest in real-world learning (Actions 4.1, 4.2, 4.3, 4.6), digital skills (Actions 4.5, 4.6), and character development (Action 4.8). Electives, CTE, enrichment, and VAPA programming were also expanded in alignment with student voice (Actions 4.1, 4.5, 4.7, 4.9).

Conclusion
The Standard School District's LCAP continues to be shaped by the voices of its community. Through ongoing engagement and transparency, the district remains committed to improving outcomes for all students and ensuring that each goal and action reflects what matters most to those it serves.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of teachers who are fully credentialed and appropriately assigned.	2023-24: 100% of teachers are appropriately assigned and 89% are fully credentialed	2024-2025: 100% of teachers are appropriately assigned and 85% are fully credentialed.		2026-27: 100% of teachers are appropriately assigned and 95% or higher are fully-credentialed	Fully credentialed teachers -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS Staffing Report 4.1 & Assignment Report 4.3 Priority 1A					
1.2	Training Evaluation Survey Source: Local Indicator Priority 1A	District Training Evaluation Survey: 1) Pre- and post-training content knowledge of participants (from 1=Low to 5=High) 2) Practical use of content learned from training (from 1=Low to 5=High) 3) Overall quality of training (from 1=Poor to 5=Excellent) Trainings in 2023-24 and Prior Years: Average Rating of 4 in all areas	2024-2025 District Training Evaluation Survey Results: 1) Pre- and post-training content knowledge of participants (from 1=Low to 5=High) = 4 2) Practical use of content learned from training (from 1=Low to 5=High) = 4 3) Overall quality of training (from 1=Poor to 5=Excellent) = 5		2026-27: Maintain Level 4 or Higher Rating in the following: 1) Pre- and post-training content knowledge of participants 2) Practical use of content learned from training 3) Overall quality of training	District Training Evaluation Survey 1) Pre- and post-training content knowledge +1 2) Practical use of content learned from training +1 3) Overall quality of training +2
1.3	Percent of students with access to standards-aligned instructional	2023-24: 100% of students have access to standards-aligned materials	2024-2025: 100% of students have access to		2026-27: 100% of students have access to	Target met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials for use at home and school. Source: Textbook Inventory Priority 1B		standards-aligned materials.		standards-aligned materials	
1.4	Degree school facilities are maintained in good repair. Source: Facilty Inspection Tool (FIT) Report Priority 1C	All four schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2022-23	3 schools received a rank of "Exemplary" on the Facility Inspection Tool (FIT) Report for 2023-2024. One school received a ranking of "good".		2026-27: A rating of "Exemplary" on the Facility Inspection Tool (FIT) Report for all four schools.	One school declined from "exemplary" to "good"
1.5	Parent Connectedness Survey Source: Local Indicator Priority 3B	2024 Parent Connectedness Survey: As a parent/guardian, how connected do you feel to your child's school? Connected or Extremely Connected = 76.2%	2025 Parent Connectedness Survey: As a parent/guardian, how connected do you feel to your child's school? Connected or Extremely Connected = 77%		2026-27 Parent Connectedness Survey: As a parent/guardian, how connected do you feel to your child's school? Connected or Extremely Connected = 90% or higher	Parent Connectedness +0.4%
1.6	Customer Satisfaction Survey Source: Local Indicator	2023-24 Customer Satisfaction Survey:	2024-25 Customer Satisfaction Survey:		2026-27 Customer Satisfaction Survey:	Recommend Standard School District:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6C	For Parent/Community Member How likely are you to recommend Standard School District to a friend who is considering enrolling their child? Likely or Very Likely = 76.2% For Staff: How likely are you to recommend Standard School District to a friend who is actively seeking a job? Likely or Very Likely = 69.4%	For Parent/Community Member How likely are you to recommend Standard School District to a friend who is considering enrolling their child? Likely or Very Likely = 88.2% For Staff: How likely are you to recommend Standard School District to a friend who is actively seeking a job? Likely or Very Likely = 75.4%		At least 10% improvement from Baseline in rating of LIkely or Very Likely for parent/community members and staff	Parents +12% Staff +6%
1.7	Staff Connectedness Survey Source: Local Indicator Priority 6C	2024 Staff Connectedness Survey: As an employee, how connected do you feel to your colleagues and team? Connected or Extremely Connected = 83.4%	2025 Staff Connectedness Survey: "I have built strong connections with staff on my site and engage in regular collaboration with them."		2026-27 Staff Connectedness Survey: As an employee, how connected do you feel to your colleagues and team? Connected or Extremely	Staff connectedness +7.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Agree or strongly agree = 91.2%		Connected = 90% or higher	

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, the district implemented the majority of Goal 1 actions as planned, with a strong focus on improving internal operations, supporting staff onboarding and wellness, and enhancing two-way communication across departments and school sites.

Action 1.1 (Administrative Support Staffing) was fully implemented, with additional personnel placed in departments such as Business Services, Human Resources, Technology, Maintenance and Operations, and Transportation to improve districtwide efficiency and responsiveness.

Action 1.2 (Recruitment and Retention Tools) was fully implemented, including the development of onboarding kits, updated recruitment brochures, and digital platforms to support hiring and staff communications.

Action 1.3 (Professional Development for Administrators and Staff) was launched, providing foundational training in leadership, operational systems, and site management practices.

Action 1.4 (Community Schools Coordinator) was implemented, with coordination support offered to school sites; however, full saturation of wraparound services varied by site based on readiness and staffing.

In addition, the district launched Action 1.5 (Quality Assurance Tools), Action 1.6 (Customer Satisfaction Survey), and Action 1.7 (Staff Connectedness Survey) to begin collecting baseline data related to operational effectiveness and stakeholder experience.

Overall, Goal 1 actions contributed to a more stable and supportive internal infrastructure. The district experienced early success in onboarding new staff and streamlining internal systems. One challenge encountered was ensuring consistent implementation of two-way communication structures across all school sites and departments. Efforts to refine communication and coordination will continue into the next year to ensure Goal 1 remains responsive to staff and family needs.

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.

Goal 1 Expenditures for actions 1.2 (Teacher/Staff Recruitment and Retention), and 1.3 (Professional Development) did not have material differences between Budgeted expenditures and estimated actual expenditures.

The following actions been shown to have material differences
Action 1.1 - Administrative Support Staff there was a material difference of $274,200.00 due to salaries and the cost of living increase.
Action 1.4 - Community Schools Coordinator had a material difference of $44,152.The FTE expenditure was less than was budgeted for.

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

Action 1.1- Administrative Support Staff was found to be effective based on outcome metric 1.6 (customer satisfaction survey), as the increase in parent and staff satisfaction demonstrated through the survey results that indicated an increase in recommendations.

Action 1.2-Teacher/Staff Recruitment and Retention was found to be effective based on metric 1.7 (staff connectedness survey), which indicated an increase in staff connectedness.

Action 1.3-Professional Development Leadership & District Operations was found to be ineffective based on metric 3.4 (Performance ELA CAASPP) and metric 3.5 (Performance Math CAASPP).

Action 1.4-Community Schools Coordinator was found to be effective, particularly in expanding the district’s ability to coordinate and connect students and families to wraparound services. Through the Community Schools framework, sites reported improved access to resources and increased opportunities for family engagement. This contributed positively to outcomes in Metric 1.5 (Family Engagement and Participation), as well as Metric 2.2 (Access to Services).

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

Action 1.1 - Administrative Support Staff - Metric 2.10 was deleted from the metric to monitor effectiveness list due to the company going out of business.
Action 1.2 - New Teacher Recruitment and Retention- The district planned expenditures decreased for the 25-26 school year. This funding was moved to action 3.3 (New teacher Mentors & other Certificated Staff) to offer additional funding to new teacher mentors and support.

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	Administrative Support Staff	Administrators (7) and administrative support staff (9) across various departments work to enhance the efficiency and effectiveness of our district programs. These include assistant principals as well as classified positions in Business Services, Human Resources, Technology, and MOT departments. As our student population needs grow so does our need for support staff. These additional support staff members will provide crucial support to implement and sustain new district initiatives that will facilitate improvement of administrative functions, streamline processes to better support school sites, families, and student success.	$2,471,660.90	Yes
1.2	Teacher/Staff Recruitment and Retention Resources	Invest in materials and resources that help improve recruitment, hiring, onboarding, and training processes and enhance internal and external communication for hiring. These include recruitment brochures, onboarding kits, and training materials. This action also includes investing in resources such as social media management platforms, personnel management systems, and transportation routing systems.	$105,023.59	Yes
1.3	Professional Development - Leadership & District Operations	Implement ongoing professional development opportunities to equip administrators and staff with the skills and knowledge necessary to foster a supportive learning environment and streamline district functions, ultimately enhancing our district's culture of service and support, as well as the efficiency and effectiveness of our overall district operations.	$241,105.69	Yes
1.4	Community Schools Coordinator	Transform all schools into full-service community schools with a "whole child" approach to education, integrating educational services, student support, and expanded learning programs to create a learning environment that supports student academic achievement and wellness. This action includes maintaining one Community Schools Coordinator to collaborate with educators and recruit, manage, and coordinate with community partners to align their supports and services to each school's core instructional program and ensure the responsiveness of school and community resources to the documented needs of students and their	$167,176.61	No

Action #	Title	Description	Total Funds	Contributing
		families. This action also includes resources and services for students and families.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family & Community Engagement Metric Family and Community Engagement Metric: 1 = Emerging 2 = Progressing 3 = Excelling 4 = Building Capacity Source: Local Indicator: Priority 3A	2023-24 Baseline: Welcoming All Families = 2 Communicating Effectively = 1 Supporting Student Success = 2 Speaking Up for Every Child (Advocacy) = 2 Sharing Power (Leadership) = 2 Collaborating with the Community = 2	2024-2025 Family and Community Engagement Metric Welcoming All Families = 2 Communicating Effectively = 2 Supporting Student Success = 2 Speaking Up for Every Child (Advocacy) = 2 Sharing Power (Leadership) = 2 Collaborating with the Community = 2		2026-27 Target: A rating of 2 or higher annually on each standard	Family and Community Engagement Metric Welcoming All Families = 0 Communicating Effectively = +1 Supporting Student Success = 0 Speaking Up for Every Child (Advocacy) = 0 Sharing Power (Leadership) = 0 Collaborating with the Community = 0
2.2	Parent/guardian participation in trainings and events that provide information and resources to support student learning and development in the home.	2023-24 Baseline: Parent/guardian participation: average of 60% or less	Parent/guardian participation: average of 77%		2026-27 Target: Increase parent/guardian participation by 10% or more	Parent/guardian participation: + 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Back-to-School Open House Parent-Teacher Conferences Source: Local Indicator Priority 3B					
2.3	Parent/guardian participation in Individualized Education Plan (IEP) meetings to improve services and results for SWDs (for parents of students receiving special education services) Source: Local Indicator Priority 3C	2023-24 Baseline: Parent/guardian participation in IEPs = 99.8%	Parent/guardian participation in IEPs = 100%		2026-27 Target: Parent/guardian participation in IEPs: Continue to meet/exceed state target of 96.5%	Parent/guardian participation in IEPs = +0.2
2.4	Parent Connectedness Survey As a parent/guardian, how connected do you feel to your child's school? Source: Local Indicator: Priority 3A	2023-24 Baseline: Connected or Extremely Connected = 76.2%	Connected or Extremely Connected = 77%		2026-27 Target: Connected or Extremely Connected = 80% or higher	Connected or Extremely Connected = +0.8%
2.5	School Attendance Source: CALPADS 14.1 & Local Data	2023-24 Baseline: District = 89.95% HES = 90.59% SES = 90.29%	2024-25 (May 22, 2025) District = 91.20% HES = 91.87%		2026-27 Target: At least 1% improvement from prior year and 3%	2024-25 Attendance (May 22, 2025) District = +1.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5A	WES = 91.12% SMS = 88.41% EL = 91.38% FY = 90.68% SED = 90.89%	SES = 90.90% WES = 91.78 SMS = 90.97% EL = 92% FY = 94% SED = 92%		improvement from Baseline	HES = +1.28% SES = +0.61% WES = +0.66% SMS = +2.56% EL = +0.62% FY = +3.32% SED = +1.11%
2.6	Chronic Absenteeism Source: CA School Dashboard & Local Indicators Priority 5B	2023 CA Dashboard Baseline: ALL students = 46.7% EL = 43.5% FY = 44.2% SED = 48.1% SWD = 49% District = 46.7% HES = 41% SES = 42% WES = 33% SMS = 40%	2024 CA Dashboard Baseline: ALL students = 38.6% EL = 37.5% FY = 34% SED = 40% SWD = 42.2% District = 38.6% HES = 39.4% SES = 41.2% WES = 34.8% SMS = 38.7%		2026-27 Target: Decline by at least 3.0% for all students and all student groups annually.	Chronic Absenteeism ALL students = -8.1%- EL = -6% FY = -10.2% SED = -8.1% SWD = -6.8% District = -8.1% HES = -1.6% SES = -0.8% WES = +1.8% SMS = -1.3%
2.7	Middle School Dropout Source: CALPADS- Fall Report 8.1c; EOY Report 1.10 Completers and Dropouts Priority 5C	2023-24 Baseline: Middle School Dropout = 5 students EL = 0 FY = 0 SED = 0	2024-25 Middle School Dropout = 1 student EL = 0 FY = 0 SED = 0		2026-27 Target: Middle School Dropout = 0	Drop out rate = -4 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Student Suspensions Source: CA School Dashboard Priority 6A	2023 CA Dashboard Baseline: ALL students = 5.6% EL = 1.9% FY = 8.0% SED = 6.0% SWD = 8.8%	2024 CA Dashboard Baseline: ALL students = 6.1% EL = 1.9% FY = 12.3% SED = 6.3% SWD = 9.1%		2026-27 Target: Decline by at least 0.3% for all students and student groups annually.	Student Suspensions All Students = +0.5% EL = 0 FY = +4.3% SED = +0.3% SWD = +0.3%
2.9	Student Expulsions Source: Local Indicator Priority 6B	2023-24 Baseline: Student Expulsions = 2 EL = 0 FY = 0 SED = 1	2024-25 Student Expulsions = 3 EL = 0 FY = 0 SED = 3		2026-27 Target: Student Expulsions = 0	Student Expulsions +1
2.10	School Climate & School Connectedness Survey CoVitality Social Emotional Health Surveys (4th - 8th grades only) % of students Moderate-High Thriving (low distress, high thriving) % of students Moderate-High Risk (high distress)	2023-24 Baseline Elementary (4th-5th) 19.2% = Moderate-High Thriving 23.6% = Moderate - High Risk School Connectedness T-Score of 53.72 (Average Range) Middle School 6th - 8th 29.3 = Moderate - High Thriving 21.6% = Moderate - High Risk	No Data Available		2026-27 Target: CoVitality Social Emotional Health Surveys: For elementary and middle school students: Increase in % of students who fall within the Moderate-High Thriving level (by 10% or higher).	no data available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Connectedness T-Score (T-score of 50 = average) Source: Local Indicator Priority 6C				Decrease in % of students who fall within the Moderate-High-Risk level (by 10% or higher). Average to High Average score in School Connectedness score (T-score at 50 or higher)t	

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 planned actions under Goal 2 – School Connectedness – were fully implemented as designed during the 2024–25 school year. The district prioritized staffing, services, and systems aimed at enhancing student engagement, school climate, and family partnerships. The implementation of Actions 2.1 through 2.14 proceeded as planned, with no substantive deviations from the original descriptions. These actions included the deployment of key personnel such as Family and Community Engagement (FACE) Facilitators (2.1), Campus Security and Attendance Supervisors (2.2), School Counselors (2.3), Nurses and LVNs (2.4), Program Specialists (2.5), School Psychologists (2.6), AmeriCorps Mentors (2.7), Behavior Intervention Specialists (2.8), and Supervision Aides (2.9), among others. Essential student support roles (2.10) and transportation services (2.11) were also fully implemented. Positive Behavior Interventions and Supports (PBIS) were implemented across sites (2.12), while Family Engagement and Education efforts (2.13) and the Alternative-to-Suspension (ATS) and On-Campus Intervention (OCI) programs (2.14) continued to provide students with structured support.

Implementation successes included enhanced collaboration between student support staff and school sites, contributing to a more consistent application of behavior expectations and student services. Additionally, the district's continued investment in both proactive (e.g., PBIS) and reactive (e.g., ATS/OCI) behavior systems allowed for greater alignment with MTSS frameworks. Challenges included ongoing staffing shortages in high-demand roles such as behavior specialists and supervision aides, as well as balancing the immediate behavioral needs of students with the long-term goal of reducing suspension rates.

Despite these challenges, all Goal 2 actions were successfully launched, and infrastructure is in place to continue enhancing school connectedness and climate in the coming year
.

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

There were no significant changes made to the planned goal, metrics, or desired outcomes for Goal 2 during the 2024–25 school year. All planned actions were implemented as originally described. While a few expenditures shifted slightly within line items due to staffing timelines or program adjustments (e.g., onboarding delays or scheduling of family events), the overall budgeted amounts for key actions—such as staffing for counselors, behavior support personnel, and family engagement—remained consistent with the adopted LCAP. The estimated actual expenditures aligned closely with the budgeted amounts, and no major fiscal reallocation was required. As such, the results of the Annual Update did not prompt revisions to the structure of Goal 2, though some actions will be strengthened in the 2025–26 plan based on implementation feedback and evaluation of outcomes.

The following actions did not have any material differences: Action 2.2 - Campus Security and Attendance Supervisors, Action 2.3 - School Counselors, Action 2.4 - Nurses and LVNs, Action 2.5 - program specialists, Action 2.7 - Americorp Mentors, Action 2.8 - Behavior Intervention Specialists, Action 2.9 - Supervision Aides, Action 2.10 - Essential Student Supports, Action 2.11 - transportation services, Action 2.12 - PBIS and Supports, Action 2.13 - Family Engagement and Education Efforts, and Action 2.14 - ATS and OCI.

The following actions been shown to have material differences:
Action 2.1-FACE Facilitators had a material difference of 162,187.52. The difference is the funding source was changed from full Supplemental and Concentration (S & C) dollars, to only being partially funded (48%) from S & C. The remainder of their salaries are being funded through the Community Schools Grant.
Action 2.6- School Psychologists had a material difference is 131,522.17. The difference in funding is due to an increase in salaries.

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

Action 2.1-FACE Facilitators, 2.2-Campus Security and Attendance Supervisors, 2.3-School Counselors, 2.4-School Nurses & LVNs, 2.5-Program Specialists, 2.10-Other Essential Student Support Staff, and 2.11-Additional vehicles were found to be effective based on student outcome metrics 2.5 (school attendance) and 2.6 (chronic absenteeism) reflected an improvement in student outcomes.

Action 2.6-School Psychologists was found to be effective based on student outcome metric 2.5 (school attendance), which reflected an improvement in this student outcome.

Action 2.7 - Americorp Mentors. This action was ineffective based on metric 3.4 (CAASPP ELA) and metric 3.5 (CAASPP Math)

Action 2.8-Behavior Intervention Specialists and 2.9-Supervision Aides were found to be ineffective based on student outcome metric 2.8 (Student Suspensions). We are in the first year of the LCAP implementation and with our strategic plan we will continue to support these actions to affect change in metric 2.8 (Student Suspensions).

Action 2.12-Positive Behavior Intervention Supports (PBIS) and Action 2.14-ATS and OCI were found to be partially effective based on outcome metrics 2.5 (Student Attendance), 2.6 (Chronic Absenteeism), and 2.8 (Student Suspensions). Metrics 2.5 and 2.6 demonstrated an increase in student attendance, and a decrease in chronic absenteeism. However, metric 2.8 demonstrated an increase in student suspensions.

Action 2.13- Family Engagement and Education - this actaion was found to be partially effective based in metric 2.1 (Family & Community Engagement).

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

Action 2.2 - Campus Security and Attendance Supervisors - The funding has increased due to salary increases.

Action 2.5 - Program Specialists - Moving forward only metrics 2.5 (School attendance), 2.6 (chronic absenteeism) and 2.9 (student expulsions) will be used.

Action 2.6 School Psychologists - funding was increased for the 2025-26 school year to reflect salary and COLA increases.

Action 2.7 - AmeriCorp Mentors will not be included in the 2025-26 LCAP. The action has been removed due the expense of non-contributing dollars. In addition it is not directly tied to a metric, and the effectiveness of this action is not measurable. After reviewing our data collection practices and alignment with state priorities, we determined that this action was no longer necessary to assess progress toward our goal.

Action 2.8- Behavior Intervention Specialists and Action 2.14 ATS and OCI had a change in funding from LREBG to LCFF making both actions contributing.

Action 2.9 - Supervision Aides - the funding has increased for the 2025-26 school year due to 2 additional FTEs and an increase in extra duty.

Action 2.11- Additional Vehicles - this action is being removed. Additional vans have been purchased and received as planned.

Metric 2.10 - This metric is being removed due to the the company going out of business. This metric is being removed from actions within this goal.

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	FACE Facilitators	Maintain four Family and Community Engagement (FACE) Facilitators (one at each school) to support our high-needs students (EL, FY, and SED) and enhance family engagement. They will also serve as members of the core MTSS implementation teams for their respective schools, with a particular focus on removing barriers to student attendance and reducing chronic absenteeism. Our FACE facilitators play a crucial role in connecting the school district with families and the broader community.	$169,320.54	Yes
2.2	Campus Security & Attendance Supervisors	Maintain six Campus Security & Attendance Supervisors to ensure student safety and address chronic absenteeism (one at each elementary school, two for middle school, and one shared by middle school and expanded learning programs). These supervisors will foster a safe and secure learning environment. They will also assist our MTSS implementation teams, with a particular focus on removing barriers to student attendance and reducing chronic absenteeism.	$573,670.60	Yes
2.3	School Counselors	Maintain three middle school counselors and add three additional counselors (one for each elementary school) to provide comprehensive support for our students' social-emotional needs. These counselors will serve as core members of site-based MTSS implementation teams, with a focus on enhancing social-emotional learning (SEL) supports in Tier 1 (general education classrooms/settings). They will collaborate with teachers to scale positive behavior intervention and supports (PBIS) school-wide and integrate SEL lessons into daily instruction as well as provide targeted interventions and supportive counseling for students who need more support.	$965,297.40	Yes
2.4	School Nurses & LVNs	Maintain four school nurses and four licensed vocational nurses (LVNs) (one nurse and one LVN per school) to ensure student health and well-	$792,108.30	Yes

Action #	Title	Description	Total Funds	Contributing
		being. These professionals will provide essential medical services, promote health education, and support overall student wellness. They will collaborate with other school staff and community-based organizations in removing barriers to school attendance and reducing chronic absenteeism.		
2.5	Program Specialists	Maintain three program specialists (one for preschool programs, one for elementary schools, and one for middle school) to offer technical assistance, training, staff development, and ongoing consultation and coaching for teachers and paraprofessionals to ensure high-quality educational services delivery. Support and foster inclusive practices of students to learn and thrive in general education settings.	$557,433.71	Yes
2.6	School Psychologists	Maintain five site-based school psychologists (one at each elementary school and two at the middle school) to deliver comprehensive services, including assessment, intervention planning, and implementation. School psychologists provide direct support to students and consult with teachers, staff, families, and other mental health professionals to improve outcomes for students with exceptional needs and students at risk for academic failure. Additionally, they are integral members of the MTSS implementation teams, collaborating with school administrators and educators to improve school-wide practices and policies. They also work with community providers to coordinate essential services, ensuring a holistic approach to student well-being and academic success.	$815,042.22	Yes
2.7	AmeriCorp Mentors	Maintain four AmeriCorps mentors (one mentor assigned to each school site) to provide individualized support, foster positive relationships, and enhance the overall educational experience for students, particularly those with highest needs.	$0.00	No
2.8	Behavior Intervention Specialists	Maintain seven Behavior Intervention Specialists (BISs) (two at each elementary school and one at the middle school) to provide direct support to students exhibiting challenging behaviors, working one-on-one or in small groups, teach and reinforce appropriate social and behavioral skills,	$529,585.96	Yes

Action #	Title	Description	Total Funds	Contributing
		respond to behavioral crises and provide immediate de-escalation support and collaborate with staff to create a nurturing learning environment for students.		
2.9	Supervision Aides	Maintain Supervision Aides across all school sites to monitor students during non-instructional times, including recess, lunch, and before and after school, to ensure a safe environment, support the implementation of school-wide behavior management programs, and supervise transitions and activities. There are 15.6393 FTEs included in this action for the 25-26 school year.	$639,612.67	Yes
2.10	Other Essential Student Support Staff	Maintain other essential student support staff (14 FTE) LEA Wide such as (receptionist/clerk, crossing guards, interpreters/translators, and transportation staff) to assist in ensuring the safety and well-being of students and the effective operation of our student support services and programs in order to improve student engagement and connectedness.	$1,314,197.66	Yes
2.11	Additional Vehicles	Procure two additional vans, to improve transportation services and ensure the safe and efficient transit of students. This action was finalized in 24-25 school year and will not move forward into the 25-26 LCAP	$0.00	No
2.12	Positive Behavior Intervention & Supports (PBIS)	Strengthen the implementation of the Positive Behavioral Interventions and Supports (PBIS) framework by providing targeted training, employing data-driven practices, and utilizing an evidence-based curriculum. This action aims to build capacity among educators and support staff to foster student prosocial behaviors and reduce problem behaviors, ultimately, creating a safer, more supportive, and engaging learning environment that meets the diverse needs of our students.	$65,809.96	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Family Engagement & Education	Expand family engagement events and include adult education classes in partnership with community-based organizations to expand educational opportunities for adult learners in the community, empowering them to pursue their academic, career, and/or personal/family goals. This action aims to promote family engagement and school-home partnerships as well as provide opportunities to support parents/families in vocational training and personal development (e.g., paraprofessional certification, English language acquisition, GED preparation, vocational training, and personal development courses).	$14,524.32	No
2.14	ATS & OCI	Maintain our "Alternative-to-Suspension" (ATS) programs (one elementary and one middle school) and our "On Campus Intervention" (OCI) program (middle school), each staffed with one teacher and one instructional aide (a total of 5.16 FTE), to provide targeted support and education for students whose behaviors impede their learning and for whom other means of correction have not been effective. These programs will offer structured environments that focus on behavioral improvement and academic continuity.	$542,799.17	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

LCAP Goal #3 was developed in response to the needs identified through a comprehensive capacity review, data analyses, and input from educational partners during this LCAP development.

During the comprehensive capacity review process, insights from educational partners highlighted effective instruction and strong leadership as major areas of immediate attention and focus for the district moving forward to deliver on its aspirations of substantially improving student academic achievement.

Results from the 2023 Smarter Balanced assessments indicate a clear need to focus on effective instruction in English Language Arts (ELA) and Math as well as English language development (ELD). Although growth was noted in various grade levels and schools in ELA and Math, the 2023 California Dashboard data showed low percentages of students in grades 3-8 meeting or exceeding state standards in ELA and Math (23% and 13%, respectively). Moreover, in the 2023 Dashboard data, a significant increase in English language proficiency was noted compared to the previous year (from 35.8% to 46.8%). However, 27.8% of EL students experienced a decline in their proficiency level.

During the LCAP development process, educational partners identified the need for the following: ongoing instructional support and professional development for teachers, increased collaboration time, support from instructional aides, and expanded learning opportunities for students.

The district plans to improve student performance in ELA, Math, and English learner proficiency through actions that focus on improving Tier 1 instruction and strengthening leadership practices and will measure progress towards this goal using the metrics identified below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Standards Implementation Rubric - ELA/Literacy California State Standards Implementation Metric - ELA/Literacy: 1 - Initial Awareness 2 - Developing Awareness 3 - Full Awareness 4 - Student Awareness 5 - Full Implementation Source: Local Indicator Priority 2A	2023-24 Baseline: Standards & Framework = 1 Planning = 1 Instruction = 1 Formative Assessment = 1 Summative Assessment = 1	2024-2025 Standards & Framework = 2 Planning = 2 Instruction = 2 Formative Assessment = 1 Summative Assessment = 1		2026-27 Target: Standards & Framework = 3 or higher Planning = 3 or higher Instruction = 3 or higher Formative Assessment = 3 or higher Summative Assessment = 3 higher	Standards & Framework = +1 Planning = +1 Instruction = +1 Formative Assessment = no change Summative Assessment = no change
3.2	State Standards Implementation Rubric - Math California State Standards Implementation Metric - Math 1 - Initial Awareness 2 - Developing Awareness 3 - Full Awareness 4 - Student Awareness 5 - Full Implementation Source: Local Indicator Priority 2A	2023-24 Baseline: Standards & Framework = 1 Planning = 1 Instruction = 1 Addressing Mathematical Practices = 1 Formative & Summative Assessment = 1	2024-2025 Standards & Framework = 2 Planning = 2 Instruction = 2 Formative Assessment = 1 Summative Assessment = 1		2026-27 Target: Standards & Framework = 3 or higher Planning = 3 or higher Instruction = 3 or higher Addressing Mathematical Practices = 3 or higher Formative & Summative Assessment = 3 or higher	Standards & Framework = +1 Planning = +1 Instruction = +1 Formative Assessment = no change Summative Assessment = no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	English Language Development (ELD) Program Implementation English Learner Program Metric: 1 - Missing Elements 2 - Developing 3 - Core 4 - Core+ 5 - Exemplary Source: Local Indicator Priority 2B	2023-24 Baseline: Defined Program = 1 Data = 1 Family Engagement/Communication = 1 Equity and Access = 1 Professional Learning = 1 State Standard Implementation = 1	2024-2025 Defined Program = 1 Data = 2 Family Engagement/Communication = 2 Equity and Access = 2 Professional Learning = 2 State Standard Implementation = 1		2026-27 Target: Defined Program = 3 or higher Data = 3 or higher Family Engagement/Communication = 3 or higher Equity and Access = 3 or higher Professional Learning = 3 or higher State Standard Implementation = 3 or higher	Defined Program = no change Data = +1 Family Engagement/Communication = +1 Equity and Access = +1 Professional Learning = +1 State Standard Implementation = no change
3.4	Student performance on CAASPP - ELA (DFS and percentage of students that meet or exceeds the standards). Student performance on CAA - ELA (percentage of students demonstrating understanding or scoring in Level 3) Source: CA School Dashboard Priority 4A	2023 DFS in ELA: All Students = -70 EL = -110.4 FY = -125.5 SED = -72.9 SWD = -140.4 2023 CAA ELA: % of students who met Level 3 (understanding) = 5.56%	2024 DFS in ELA: All Students = -84.5 EL = -110.5 FY = -114.9 SED = -88.5 SWD = -148.8 2024 CAA ELA: % of students who met Level 3 (understanding) = 4.76%		2026-27 Targets: DFS in ELA: All Students = +5 points or higher from prior year and +15 or higher from Baseline EL = +3 points or higher from prior year FY = +3 points or higher from prior year SED = +3 points or higher from prior year	CAASPP ELA Student Group All Students -14.5 EL = -0.1 FY= +10.6 SED = -15.6 SWD = -8.4 CAA = -0.80%of students who meet Level 3 (understanding)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD = +3 points or higher from prior year` CAA ELA: increase in % of students who meet Level 3 (understanding)	
3.5	Student performance on CAASPP - Math (DFS and percentage of students that meet or exceeds the standards). 2023 CAA Math (% of students who met Level 3 (understanding): Source: CA School Dashboard Priority 4A	2023 DFS in Math: All Students = -102.8 EL = -127.2 FY = -140 SED = -106.1 SWD = -162 2023 CAA Math: % of students who met Level 3 (understanding) = 0%	2024 DFS in Math: All Students = -106.2 EL = -130.2 FY = -128 SED = -108.8 SWD = -167.4 2024 CAA Math: % of students who met Level 3 (understanding) = 0%		2026-27 Targets: DFS in Math All Students = +20 points or higher from Baseline CAA Math = increase in % of students who meet Level 3 (understanding)	CAASPP Math Student Group All Students= -3.4 EL = -3.0 FY= +12 SED = -2.7 SWD = -5.4 (CAA)= Maintained Baseline
3.6	End-of-Year Acadience Benchmark Screening results % of students scoring at or above benchmark level Source: Local Indicator Priority 8	2023-24 Baseline: District Average: ALL Students K-5 = 45% K-5 EL = 27% K-5 FY = 44% K-5 SED = 42%	2024-2025 End-of-Year District Data All students K-6 = 47% K-6 EL = 31% K-6 FY = 44% K-6 SED = 45%		2026-27 Target: District Average: Increase by 10% or higher in K-5	End-of-Year District Data All students K-6 = +2% K-5 EL = +4% K-5 FY = 0 K-5 SED = +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Interim Assessment Blocks (IABs) - number of IABs administered and average percentage of students proficient per grade level/school Source: Local Indicator Priority 8	2023-24 Baseline: Average of less than 3 IABs administered per grade level (3-8)	2024-2025 Averaged at least 3 IABs administered per grade level (3rd - 8th)		2026-27 Target: 3 or more IABs administered per grade level (3-8) per school	No Difference from baseline
3.8	Percentage of ELs who make progress toward English proficiency as measured by ELPI. Source: CA school Dashboard Priority 4E	2023 CA Dashboard Baseline: ELPI = 46.8%	2024 CA Dashboard Baseline: ELPI = 46%		2026-27 Target: ELPI = 50% or greater	ELPI's -0.8%.
3.9	EL Reclassification Rate Source: Data Quest Priority 4F	2023-2024 Baseline: EL Reclassification Rate = 1.86%	2024-2025 EL Reclassification Rate = 10.07%		2026-27 Target: EL Reclassification Rate = increase by 2% or higher annually	EL Reclassification +8.21%.

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, Standard School District successfully implemented most of the 11 actions outlined in Goal 3: Academic Achievement. These actions were designed to improve instructional quality, build educator capacity, and close achievement gaps for unduplicated pupils and historically underserved students.

Successes in Implementation
Site TOSAs (Action 3.2): The district maintained three site-based TOSAs to provide embedded instructional coaching across elementary sites. These TOSAs were instrumental in improving Tier 1 and Tier 2 instruction and in advancing MTSS implementation.

Instructional Staffing and Mentorship (Actions 3.3 & 3.5): The mentorship program for new certificated staff (Action 3.3) and the retention of 59 instructional aides (Action 3.5) contributed to improved staff onboarding, student support, and new teacher retention.

Targeted Academic and Language Supports (Actions 3.6, 3.10 & 3.11): Supports for English learners through bilingual aides (Action 3.6), strengthened RTI via Walk-to-Learn (Action 3.10), and English Language Development Supplemental Support and Training (3.11) were implemented effectively, supporting academic growth and English language development.

Curricular Resources and Data Use (Actions 3.7 & 3.9): The district maintained supplemental instructional materials (Action 3.7) and successfully implemented the Data Wise Improvement Process (Action 3.9) across all sites, leading to more responsive and collaborative instructional planning.

Partial Implementation – Action 3.1
Program Specialists (Action 3.1): This action was only partially implemented. While the district intended to deploy three Education Services Program Specialists, only two district TOSAs were hired. As a result, districtwide professional development, coaching, and instructional system-building were affected. The reduced capacity limited the breadth of services and slowed progress on some Tier 1 instructional improvement efforts.

Challenges Across Actions
Variation in Tier 1 Instruction (Action 3.8): Professional development was delivered to support MTSS, However, continued coaching will be needed to ensure consistent integration of MTSS-aligned and evidence-based practices.

Independent Study Program (Action 3.4): The pilot offered students personalized learning opportunities; however, it required more oversight than anticipated. Monitoring student pacing and engagement proved to be a challenge and highlighted the need for dedicated staffing and clearer protocols.

Despite these challenges, implementation of Goal 3 actions reflected strong alignment with district priorities and demonstrated a commitment to equitable instructional access. The district will address staffing limitations and scale successful practices in 2025–26.

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 experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

The following actions did not show to have a material difference: Action 3.5 - Instructional Aides, Action 3.6 - Bilingual Aides, Action 3.7- Supplemental Curricula and Instructional Materials, and Action 3.10 - Response to Intervention (Walk-to-Learn).

The following actions have been determined to show a material difference:
Action 3.1 - District TOSAs There was a material difference of $227,880.93 due to one unfilled District TOSA, and the one district TOSA being multi-resource funded.
Action 3.2 - Site TOSAs: There was a material difference of $144,350.97 due to higher salaries.
Action 3.3 - Mentors for Teachers and Other Certificated Staff: There was a material difference of $59,987.28 due to more mentors for new teachers and CASC administrators than originally budgeted.
Action 3.4 - Independent Study: There was a material difference of $13,467.96 due to holding off on the Long Term Independent Studies until the auditors approved the contract language and the program was set up to follow the guidelines.
Action 3.8 - Professional Development in Improving Tier 1 Instruction: there was a material difference of $96,746.12 due to the majority of Professional Development was conducted in-district by district trainers.
Action 3.9 - Data Wise Improvement Process: There was a material difference of 14,700 due to less meetings being held during the year.
Action 3.11 - ELD Supplemental Support and Training : There was a material difference of $4,835.98 due to increased expenditures to train our teachers and Aides in ELD.

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

Action 3.1(District TOSAs), 3.2 (Site TOSA's), 3.3 (Mentors for teachers and other certificated staff), 3.4 (Independent Study), 3.7 (supplemental curricula and instructional materials), 3.8 (Professional Development), 3.9 (Data Wise Improvement Process), were found to be ineffective based on student outcome metrics 3.4 (Performance on ELA CAASPP)and 3.5 (Performance on Math CAASPP) . We are in the first year of the LCAP implementation and with our strategic plan will continue to support these actions to affect change in metrics 3.4 and 3.5.

Action 3.5 (Instructional aides) was found to be effective based on student outcome metric 3.6 - End of Year Acadience Data. This metric indicates a growth in student outcomes.

Action 3.10 (Response to Intervention) was found to be effective based on student outcome metric 3.6- EOY Acacience Data. This metric indicates a growth in student outcomes.

Action 3.6 (bilingual aides), 3.11 (ELD supplemental support and training) was effective based on multiple metrics 3.8 (percentage of ELPI's making progress) and 3.9 (EL reclassification rate), these metrics indicate a growth in student outcomes.

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.

Metric 3.6 - The title has been changed from "End of year DIBELS Screening Results" to "End of Year Acadience Screening Results".

Action 3.1- District-Level TOSAs; The district plans to change the title of the District TOSAs to Program Specialists. The FTE is changing from 3 to 2. Moving forward only metrics 3.4 (Performance in ELA CAASPP), 3.5 (Performance in Math CAASPP), 3.6 (Acadience DATA) will be used.

Action 3.2 - Site TOSAs; The district plans to increase the effectiveness of the site TOSAs. The title of the TOSAs is being changed to Academic Coaches. There is a slightly modified job description, which gives explicit direction for the Academic Coaches to work directly with students and teachers. The FTE has changed from 3 to 5. Moving forward will only be monitored with metrics 3.4,3.5,3.6. In addition, the planned expenditures increased for this action due to the increase in FTEs.

Action 3.3 - Mentors for New Teachers and other Certificated Staff; we are increasing the budget for our new teacher mentors and other certificated staff mentors to increase their support.

Action 3.4 - Independent Study; We are increasing the budget due to this being our first full year with our new robust long term independent study program.

Action 3.10 - RTI (Walk-to-Learn); we are increasing the budget to help support our literacy initiative and walk-to-learn by purchasing addition materials to meet the learning needs of students.

Action 3.11 - English Language Development Supplemental Support and Training; we are increasing the funding to support our teachers through ELD professional development and materials to use in the classrooms with students.

Action 3.12- Intervention teachers; was added to the LCAP. This addition includes 4 intervention teachers, one for each site to deliver small group instruction using Learning Recovery Emergency Block Grant (LREBG) funding. We have budgeted $665,816.51 for the four FTEs.

Action 3.13- Long Term English Learners; was added to the LCAP. We have budgeted $14,183.23 for this action.

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	Program Specialists	Two district Education Services Program Specialists to deliver training, technical assistance, and coaching to teachers, staff, and administrators	$289,137.88	Yes

Action #	Title	Description	Total Funds	Contributing
		throughout the district. The Program Specialists will work with Academic Coaches to ensure cohesive and comprehensive support in teaching and learning, fostering enhanced capacity in all classrooms across the district.		
3.2	Academic Coaches	The 5 Academic Coaches provide technical assistance and instructional coaching for teachers and instructional aides. These Academic Coaches will also serve as core members of the MTSS implementation team, concentrating on academic interventions and RTI programs ("Walk-to-Learn"). This action aims to improve teacher effectiveness, increase new teacher retention, and ensure effective MTSS/RTI implementation, fostering a culture of support and excellence in education.	$684,829.18	Yes
3.3	Mentors for Teachers & Other Certificated Staff	Provide stipends for experienced teachers and other certificated staff to mentor new certificated staff, including teachers, speech/language pathologists (SLPs), who are working on their credentials. This action aims to ensure effective onboarding, improve retention of new staff members, and support the professional development of teachers and other certificated staff members.	$110,566.90	Yes
3.4	Independent Study	Pilot a long-term independent study program at our middle school designed to provide personalized instruction for select students on a volunteer basis to meet the diverse learning needs and preferences of students who thrive in a more flexible, self-paced educational environment.	$54,139.26	Yes
3.5	Instructional Aides	Maintain instructional aides (59 FTE) LEA Wide. Instructional aides work to support student learning and enhance classroom instruction in an effort to close the achievement gap.	$2,092,693.44	Yes
3.6	Bilingual Aides	Maintain bilingual aides at each school to provide direct support for English Learners (ELs and LTELs) with language acquisition. Collaborate with teachers to develop effective instructional strategies, support communication between schools.....	$237,217.75	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Supplemental Curricula & Instructional Materials	Maintain supplemental curricula and instructional materials to enhance and diversify educational resources available to students and teachers, including educational technology resources. This action aims to support differentiated instruction, address diverse learning needs, and improve student academic outcomes across all grade levels.	$246,313.08	Yes
3.8	Professional Development in Improving Tier 1 Instruction	Provide ongoing professional development for educators, specifically focused on building capacity in Tier 1 of the Multi-Tiered System of Support (MTSS). This includes job-embedded, instructional coaching and collaborative learning opportunities aimed at enhancing core instructional practices and universal supports that benefit all students. By concentrating on Tier 1 strategies, the district seeks to ensure that foundational instructional practices are robust and effective, providing a strong base for student success. Continuous professional development will help educators implement evidence-based practices and interventions, fostering an inclusive and supportive learning environment. Regular assessment and feedback mechanisms will ensure that the professional development remains relevant and impactful, ultimately improving student outcomes across the district. Although this action is grant funded effectiveness will be measured using Metric 3.4 (CAASPP ELA) Metric 3.6 (Acadience)	$127,954.26	No
3.9	Data Wise Improvement Process	Implement the Data Wise Improvement Process across all schools, guiding educators through an eight-step model to enhance teaching and learning collaboratively. This process comprises three phases: "Prepare," fostering a culture of collaboration and responsible data use; "Inquire," analyzing diverse data sources to address specific problems; and "Act," developing and executing strategies while assessing effectiveness. Anchored in a commitment to action, assessment, and adjustment, intentional collaboration, and evidence-based focus, this teacher-led approach ensures continuous improvement in teaching practices and student outcomes.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.10	Response-to-Intervention (Walk-to-Learn)	Strengthen Response to Intervention (RTI) programs (Walk-to-Learn) in elementary schools to effectively support student achievement and meet diverse learning needs. This includes establishing a clear RTI framework with defined tiers of intervention support, ensuring prompt identification and assistance for at-risk students through regular assessments and data analysis, and developing repository of intervention resources tailored to different levels of student needs. 2025-2026 funds have increased to provide additional curriculum and resources to use during Walk-to-Learn in the elementary schools and to start Walk-to-Learn in 6th grade at the middle school.	$100,043.89	Yes
3.11	English Language Development Supplemental Support and Training	Enhance integrated English Language Development (ELD) practices across all schools to improve English proficiency and academic outcomes for all students. This includes conducting professional development and curriculum alignment efforts, implementing integrated ELD practices and assessment strategies, evaluating the effectiveness, and making adjustments to instructional practices based on outcomes to improve language acquisition. For the 2025-2026 school year we have increased funding to this action to include additional resources and curriculum for the teachers.	$30,371.03	No
3.12	Intervention Teachers (LREBG)	Emergency Block Grant (LREBG) funds. The intervention teachers will provide small-group, targeted instruction in reading and math during the school day to support students performing below grade level, with a focus on unduplicated pupils and students from historically underserved groups. Intervention teachers will coordinate with site teams to deliver Tier 2 supports aligned with MTSS and will help close achievement gaps by addressing unfinished learning and promoting academic growth. Research supports this approach, demonstrating that small-group interventions—especially when implemented by qualified educators during core instructional hours—are among the most effective strategies for accelerating learning recovery and addressing disparities in learning across the district. Studies show that sustained, high-quality, targeted support improves student outcomes, particularly for students performing below grade level. Although this action is non-contributing, it will be	$665,816.51	No

Action #	Title	Description	Total Funds	Contributing
		monitored through the following metrics: 3.4 (CAASPP ELA), 3.5 (CAASPP Math), and 4.4 (CAST). In 2025-2026, the total funds being used for this action are $665,816.51.		
3.13	Targeted Supports for Long-Term English Learners (LTELs)	The district will implement targeted academic and language development interventions for Long-Term English Learners (LTELs) in grades 4–8. These supports will include differentiated instruction with designated LTEL strategies, small group instruction focused on academic vocabulary and language structure, and increased access to rigorous grade-level content through scaffolding and integrated ELD supports. Site EL coordinators and bilingual aides will provide additional academic monitoring and tutoring. Teachers will receive professional development on effective LTEL practices, including culturally responsive instruction and strategies for reclassification readiness.	$14,183.23	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of students enrolled in electives/CTE courses Number of electives & CTE courses offered Source: Local Indicator Priority 7A	2023-24 Number of Elective Courses Offered = 24 All Students Electives = 1084 FY - 1 SED - 510 EL - 60 Number of CTE Courses Offered = 0 Number of Students Enrolled in CTE = 0	2024-25 Number of Elective Courses offered: 26 ALL Students Enrolled in Electives: 924 FY=0 SED = 650 EL=77 CTE Courses Offered: 5 Students Enrolled in CTE: 187		2026-2027: Maintain number of Electives offered and increase the number of CTE courses offered. Increase enrollment in Electives and CTE courses by at least 5% from prior year and at least 10% from Baseline	Courses offered = +2 All students enrolled = -160 FY = -1 SED = +140 EL = +17 CTE courses offered = +5 Students enrolled in CTE = +187
4.2	Number of students participating in Expanded Learning Programs Source: Local Indicator Priority 7B	2023-24 After School & Athletics: 1,347 students 2024 Summer Camp: 415 students	2024-2025 After School & Athletics = 1,126 students Summer Camp = 480 students		2026-2027 After School & Athletics: Continue to meet state target for After School Enrollment	Students enrolled in After School & Athletics = -221 students Students enrolled in Summer Camp = +65 students
4.3	Percentage of students with disabilities (SWDs) served inside the regular classroom for at least 80% of the day Source: Local Indicator Priority 7C	2024 = 62.1% (283 students)	2025 = 60.1%		2026 = 65% or higher	Percentage of students with disabilities served inside the regular classroom = -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Student Performance on CAST (percentage of students that meet or exceeds standards). Source: Local Indicator Priority 4A	2023 CAST Results: 5th Grade (ALL) = 15.7% EL = 0% FY = N/A SED = 15.20% SWD = 7.14% 8th Grade (ALL) = 18.8% EL = 0% FY = N/A SED = 15.51% SWD = 7.14%	2024 CAST Results: 5th Grade (ALL) = 17.22% EL = 11.11% FY = N/A SED = 16.01% SWD = 2.94% 8th Grade (ALL) = 15.05% EL = 0% FY = N/A SED = 13.54% SWD = 0%		2026 CAST Results: All students (5th & 8th) = +5% from Baseline	CAST Student Groups 5th Grade ALL = +1.52 EL = +11.11% FY = N/A SED = +0.81% SWD = -4.2% 8th Grade (ALL) = --3.75% EL = no change FY = N/A SED = --1.97% SWD = -7.14%

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.

In 2024–25, Standard School District focused Goal 4 efforts on expanding opportunities for future readiness, blending academic enrichment, holistic development, and college/career exploration. The goal responded to data on chronic absenteeism, engagement gaps, and academic readiness by broadening student access to after-school programs, summer interventions, and career-connected learning experiences.

Successfully Implemented Actions

Action 4.1 – After School Support & Enrichment: This broad action was implemented across sites, offering students academic support, tutoring, and enrichment programs. While it reached a wide student base, outcome data (CAST, CAASPP) suggest limited academic impact, signaling a need to strengthen alignment with instructional goals.

Action 4.2 – Athletics and Sports: Fully implemented and expanded beyond original budget expectations, this action demonstrated a positive impact on chronic absenteeism, particularly among at-risk students. Student participation was high, and feedback emphasized increased engagement and teamwork.

Action 4.4 – Saturday Camp & Summer Camp: Successfully offered during out-of-school time. Participation remained steady, though academic outcomes were moderate, suggesting stronger integration with core content may increase effectiveness.

Action 4.5 – Saturday School & Summer School: Delivered as planned but will transition to ELOP funding for 2025–26. Though participation supported student access, assessments indicate minimal academic growth, especially in math and ELA.

Action 4.6 - Study Trips was fully implemented to enhance experiential learning. However LCFF dollars for Camp KEEP were not utilized as planned.

Action 4.8 – Electives & CTE: Offered a variety of middle school electives including music, STEM, and exploratory CTE. While enrollment in CTE increased from zero to 187 students, elective enrollment overall declined, and student outcomes (CAST, CAASPP) were not significantly improved.

Partially or Not Implemented
Action 4.3 – Maker Spaces/STEAM Labs: Not implemented due to the district's inability to hire STEAM educators. This resulted in underspending and limited access to hands-on, inquiry-based learning opportunities.

Action 4.7 – Edible School Yard: Partially implemented. A garden specialist was hired late in the year, delaying student-facing activities. Initial infrastructure and planning were completed.

Action 4.9 – Visual & Performing Arts (VAPA): Partially implemented. A VAPA teacher was hired but left early in the year, disrupting program continuity. Budgeted funds were largely unused due to staffing gaps.

Implementation Reflections
The district successfully expanded student access to enrichment and future-readiness experiences, particularly through CTE and athletics. However, effectiveness data showed that not all actions translated into academic gains, especially in core content areas. Staffing limitations were the most consistent barrier across under- or partially implemented actions (4.3, 4.7, 4.9), affecting program scope and quality.

In response, the district is adjusting funding sources (e.g., moving 4.5 to ELOP) and strengthening support for integrated academic and career pathways to improve future readiness outcomes in the next year.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Action 4.1 - After School Support and Enrichment, Action 4.6 Study Trips and action 4.8 - Electives and CTE did not experience a material difference.

The following actions have been determined to show material differences:
Action 4.2 - Athletics and Sports: There was a material difference of $243,530.06 due to underbudgeting on expenses for athletics
Action 4.3 - Steam Lab: There was a material difference of $58,547.76 due to the inability to hire qualified personnel to run the STEAM LAB classes.
Action 4.4 - Saturday Camp and Summer Camp: There was a material difference of $134,128.28 due to overbudgeting for this action.
Action 4.5 - Summer School: There was a material difference of $175,098.29 due to increased enrollment and increased staffing.
Action 4.7 - Edible School Yard: There was a material difference of $29,334.94 due to the delay in hiring the Edible School Garden employee in the school year.
Action 4.9 - Visual and Performing Arts: There was a material difference of $208,322.54 due to the inability to locate and hire qualified personnel with a degree in Visual and/or Performing Arts.

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

Actions 4.3 -Maker Spaces/STEAM Lab), 4.7-Edible School Yard, and 4.9-Visual and Performing Arts were determined to be ineffective due to lack of implementation during the 2024–25 school year.

Action 4.2-Athletics/Sports demonstrated effectiveness, supported by reductions in chronic absenteeism as measured by Metric 2.6 (Chronic Absenteeism).

Actions 4.4-Saturday School/Saturday Camp and 4.6-Study Trips were found to be partially effective, with moderate impact on student outcomes as measured by Metric 4.4- (CAST performance) and Metric 2.6-(Chronic Absenteeism).
(
Actions 4.1-After School Support and Enrichment, and 4.5-Summer School and Saturday School were identified as ineffective, based on student performance on Metric 3.4 (ELA CAASPP), Metric 3.5 (Math CAASPP), and Metric 4.4 (CAST performance).

Action 4.8- Electives and CTE was also found to be ineffective based on performance in Metrics 3.4 (ELA CAASPP), 3.5 (Math CAASPP), and 4.1 (Elective and CTE enrollment).

As this is the first year of implementation in the current LCAP cycle, the district remains committed to refining and supporting these actions through the strategic plan, with a focus on improving outcomes in key metrics (3.4, 3.5, 4.1, and 4.4) in future years.

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

Action 4.5 will not move forward using LCFF funds. Summer School and Saturday school will be using ELOP funds for the 25-26 school year.

Action 4.6 - Study Trips; increased the funding to include funding for Camp KEEP.

Action 4.7 - Edible School Yard- increased funding to include the construction and transportation needs of the Edible School Gardens.

Action 4.9 - Visual and Performing Arts (VAPA) - We decreased the funding as the majority of VAPA will be included within the ELOP program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	After School Support & Enrichment	Provide after school opportunities for academic support, enrichment, career exploration, and skill development. This action includes a variety of activities such as Career Technical Education (CTE) exploratory instruction, tutoring, and homework help, aimed at enhancing student learning and engagement beyond the traditional school day.	$3,819,379.07	No
4.2	Athletics/Sports	Provide athletics and sports enrichment opportunities for students after school to promote physical fitness, teamwork, leadership skills, and overall well-being among students.	$642,585.30	No
4.3	Maker Spaces/ STEAM Labs	Increase students' access to the STEAM (Science, Technology, Engineering, Arts, and Mathematics) Lab or Maker Space within the district by making it available during the lunch recess period in addition to after school. This action increases students' access to hands-on, experiential learning opportunities where they can explore, create, design, and problem-solve using various tools, materials, and technologies.	$83,500.00	No
4.4	Saturday Camp & Summer Camp	Implement Saturday Camp and Summer Camp programs to provide students with enriching and engaging educational experiences outside of regular school hours. These camps offer opportunities for academic reinforcement, skill development, and social interaction in a relaxed and supportive environment. These programs provide valuable support to families by offering safe and enriching environments for students during	$484,220.68	No

Action #	Title	Description	Total Funds	Contributing
		weekends and summer breaks, reducing barriers to access and promoting equity in education. Additionally, Saturday Camp and Summer Camp activities promote community engagement and collaboration by involving local organizations and businesses in supporting student learning and development. This action aims to enhance educational opportunities for students and strengthens community ties.		
4.5	Saturday School & Summer School	Implement Saturday School and Summer School programs to provide additional academic support and enrichment for students. Saturday School will offer targeted instruction and intervention on weekends, while Summer School will provide remedial and enrichment courses during the summer break. This action aims to address learning gaps, prevent learning loss, and enhance mastery of core subjects. Staffed by qualified educators, the programs will also incorporate social-emotional learning components to support student well-being. Regular assessments will track student progress, ensuring effective and personalized instruction. Although, this is con-contributing this action will be monitored through the following metrics: 3.4 (CAASPP ELA), 3.5 (CAASPP Math), 4.4 (CAST).	$498,405.24	No
4.6	Study Trips	Implement study trips for students across all grade levels as part of their educational experience. Study trips offer students the opportunity to explore new environments, cultures, and learning opportunities outside the classroom, enriching their academic knowledge and fostering personal growth. This action enriches the educational experiences of students and strengthens community partnerships. Study trips offer opportunities for collaboration between schools, families, and local organizations, furthering the district's commitment to holistic student development and community involvement.	$203,472.80	Yes
4.7	Edible School Yard	The district will continue the Edible Garden Program, which provides students with hands-on learning experiences that connect science, nutrition, sustainability, and social-emotional learning through gardening. The program fosters student engagement and ownership of healthy eating habits and environmental stewardship. In the 2025–26 school year, the district will also allocate funding for a dedicated vehicle to support the	$746,921.03	No

Action #	Title	Description	Total Funds	Contributing
		Edible Garden staff in transporting tools, supplies, and produce between sites, ensuring consistent implementation and expanded access across school campuses.		
4.8	Electives & CTE	Enhance elective and Career Technical Education (CTE) offerings at our middle school by maintaining specialized teachers in areas such as band, choir, and STEM/STEAM and scaling CTE exploratory courses aligned to the offerings of our neighborhood high school. This action aims to provide students with the opportunities to explore their interests, develop new skills, and prepare for future academic and career success. This action also strengthens community ties through performances, showcases, and partnerships with local businesses and organizations, contributing to a vibrant and supportive school culture.	$1,194,157.78	Yes
4.9	Visual & Performing Arts (VAPA)	Expand the district's visual and performing arts (VAPA) programs by adding an elementary music teacher and an elementary STEAM (Science, Technology, Engineering, Arts, and Mathematics) teacher and purchasing additional band/music and visual arts equipment for students. This action aims to establish a comprehensive, high-quality arts education that fosters creativity, critical thinking, and a love of learning among elementary students.	$27,192.81	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,373,937.00	$1,738,327.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.047%	0.000%	$0.00	41.047%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school day. Recent data indicate we are at 62.1% on this metric and the state target is 64%. **Scope:** LEA-wide		
2.6	**Action:** School Psychologists **Need:** Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners emphasize the importance and need for student support staff with expertise in comprehensive services, including assessment, intervention planning, and implementation. They also highlight the need for expanding students' access to social/emotional and behavioral supports on site.	This action addresses the needs of our unduplicated students by providing comprehensive support, assessment, and interventions. These psychologists offer direct services to students, helping to mitigate challenges. By consulting with teachers, staff, families, and other mental health professionals, they ensure a collaborative approach to improving outcomes for students with exceptional needs and students at-risk for academic failure. Serving as core members of the Multi-Tiered System of Support (MTSS) implementation teams, the psychologists work closely with school administrators to enhance school-wide practices and policies. Additionally, this action is being addressed on an LEA-Wide basis as they collaborate with community providers to coordinate necessary services, thereby creating a more supportive and responsive educational environment that promotes the academic success and well-being of these vulnerable student groups.	Metric 2.5 Metric 2.7 Metric 2.8 Metric 2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.8	**Action:** Behavior Intervention Specialists **Need:** Our School Wide Information System (SWIS) data show an average of about 101 office discipline referrals per month, per school, the majority are due to student disruptive behaviors in the classroom. Additionally CA Dashboard Suspension data reflects a need for BIA's to support students in learning different ways to respond when dis-regulated. CA Dashboard Suspension Data 2023-24 Baseline: ALL students = 5.6% EL = 1.9% FY = 8.0% SED = 6.0% SWD = 8.8% Educational partners have expressed a major need for support staff to assist with managing behavioral incidents and provide immediate de-escalation and restorative support for students. Educational partners also highlight the need for more student support providers to connect with students and help keep them engaged and successful in school. **Scope:**	Students who miss class due to behavioral issues miss crucial instructional minutes. BIS will work directly with EL, SED and FY students exhibiting challenging behaviors, offering one-on-one or small-group interventions to teach and reinforce appropriate social and behavioral skills, lessening office referrals and increasing their access to instructional time. This action is being offered on an LEA wide basis to ensure a safe and supportive school environment for all students.	Metric 2.5 Metric 2.6 Metric 2.7 Metric 2.8 Metric 2.9

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	**Action:** Other Essential Student Support Staff **Need:** The identified needs of our unduplicated students include instability, language barriers, and overall limited resources and enriching opportunities. Our unduplicated students also experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities, that further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. They also experience behavior challenges when at school, often leading to disciplinary action such as suspensions. Dashboard data show the chronic absenteeism rates for our unduplicated students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Additional support staff such as our counseling center receptionist, crossing guards, transportation staff, and translators/interpreters are of high value to our educational partners because they help to foster a safe, inclusive, and supportive learning environment for all students.	This action addresses the needs of our unduplicated students by ensuring their safety and well-being. Receptionists/clerks facilitate the smooth operation of student support services and programs, ensuring that students have access to necessary resources and assistance. Crossing guards play a crucial role in ensuring the safe passage of students to and from school, particularly in areas with high traffic or safety concerns. Interpreters/translators bridge language barriers, facilitating communication between students, families, and school staff to ensure that English learners receive the support they need to succeed academically. Transportation staff ensure that students have reliable access to school, addressing barriers related to transportation that may affect low-income students' attendance and participation. By maintaining these essential support staff, the district demonstrates its commitment to fostering a safe, inclusive, and supportive learning environment for all students, particularly those who are most vulnerable.	Metric 2.3 Metric 2.4 Metric 2.5 Metric 2.6 Metric 2.9

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners have expressed high value for alternative education programs such as Alternate-to-Suspension (ATS) and On-Campus Intervention (OCI) programs for students with chronic behavioral difficulties. **Scope:** Schoolwide		
3.1	**Action:** Program Specialists **Need:** Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data, their performance fell within the Very Low level in both ELA (70.1 points below average) and Math (95.1 points below average). Additionally, the Dashboard data reveals chronic absenteeism rates for our unduplicated students (FY=44.2%, EL=43.5%, and SED=48.1%) are nearly double the state average of 24.3%. This underscores an urgent need for tailored support services and resources to remove barriers to school attendance, as well as an intense focus on building instructional capacity in all classrooms to meet the needs of our	One TOSA will focus on assessment practices and non-categorical programs to ensure equitable educational opportunities. Another TOSA will support new teachers and coordinate district-wide professional learning, fostering an environment where educators can enhance their teaching skills to meet diverse student needs. The third TOSA will enhance the inclusion of students with disabilities and support special education programs across the district. By collaborating with site-based TOSAs and administrators, these district-level TOSAs will provide specialized support and professional development, contributing to the continuous improvement of teaching practices and promoting the academic success of unduplicated students district-wide, therefore this action is being offered on an LEA-Wide basis.	Metrics 3.4 Metric 3.5 Metric 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students. Moreover, the themes of effective instruction, professional development, and teacher support emerged prominently among educational partners. **Scope:** LEA-wide		
3.2	**Action:** Academic Coaches **Need:** Our unduplicated students have historically underperformed on state tests for ELA and Math. According to the 2023 Dashboard data, their performance fell within the Very Low level in both ELA (70.1 points below average) and Math (95.1 points below average). Additionally, the Dashboard data reveals chronic absenteeism rates for our unduplicated students (FY=44.2%, EL=43.5%, and SED=48.1%) are nearly double the state average of 24.3%. This underscores an urgent need for tailored support services and resources to remove barriers to school attendance, as well as an intense focus on building instructional capacity in all classrooms to meet the needs of our unduplicated students. Moreover, the themes of effective instruction, professional development, and teacher support emerged prominently among educational partners.	By providing direct technical assistance and coaching to general education teachers and instructional aides, our site-based TOSAs can elevate their instructional practices to better serve the needs of our unduplicated students. This support involves conducting regular classroom observations, providing constructive feedback, and modeling effective teaching techniques. Through collaboration with district-level TOSAs and supporting MTSS/RTI programs within their schools, site-based TOSAs play a vital role in enhancing the overall quality of tier-1 instruction district-wide.	Metric 3.4 Metric 3.5 Metric 3.6

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

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
3.4	**Action:** Independent Study **Need:** Unduplicated students experience barriers to regular school attendance such as transportation issues, health concerns, or family responsibilities that further hinder their academic progress and well-being, necessitating tailored support services and resources to promote their success. CA State Chronic Absenteeism Rate 24.3% Standard School District Chronic Absenteeism Rate 46.7% FY 44.2% EL 43.5% SED 48.1% Educational partners have communicated that instability, language barriers, and limited resources create barriers that make attending a traditional school difficult. Some parents/families of students experiencing these challenges and other unique circumstances have requested alternative options to the regular school schedule. **Scope:** Schoolwide	This action addresses the needs of our unduplicated students by providing an opportunity for more personalized instruction students, accommodating the diverse learning needs and preferences of students who demonstrate need for a more flexible educational setting. By offering this alternative approach, the program accommodates students who may benefit from a more individualized learning experience, ensuring that their unique academic needs are met. This personalized instruction fosters a supportive and conducive environment for academic growth and success, ultimately promoting the achievement and well-being of high-needs students within the district.	Metric 2.6 Metric 3.4 Metric 3.5
3.5	**Action:** Instructional Aides **Need:**	This action addresses the needs of our unduplicated students by providing support to teachers in delivering high-quality instruction and meeting the diverse needs of students. By	Metric 3.6

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reveals chronic absenteeism rates for our unduplicated students (FY=44.2%, EL=43.5%, and SED=48.1%) are nearly double the state average of 24.3%. This underscores an urgent need for an an intense focus on building instructional capacity in all classrooms to meet the needs of our unduplicated students. Educational partners have expressed high value in maintaining supplemental curricula and instructional materials to address these identified needs. **Scope:** LEA-wide	and is designed to improve student outcomes across all grade levels by equipping teachers with the resources they need to effectively address the varied needs of foster youth, English learners, and low-income students.	
3.10	**Action:** Response-to-Intervention (Walk-to-Learn) **Need:** Our unduplicated student populations have historically underperformed on state tests for ELA and Math demonstrating the need for improved and increased academic data analysis and interventions. CAASSP ELA All Students -69.8 DFS EL -110.4 DFS FY -125.5 DFS SED -72.9 DFS CAASSP Math All Students -102.8 DFS EL -127.2 DFS	RTI works to identify and address academic gaps for EL, SED and FY students through regular assessments and data analysis, and developing a repository of intervention resources tailored to different levels of student needs. Although this action focuses on our unduplicated population it is being provided on an LEA-Wide basis so that all students may benefit from intervention resources.	Metric 3.4 Metric 3.5 Metric 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY -140.0 DFS SED -106.1 DFS Educational partners have expressed high value in maintaining supplemental curricula and instructional materials to address these identified needs. **Scope:** LEA-wide		
4.6	**Action:** Study Trips **Need:** Our unduplicated students experience barriers such as limited opportunities for enriching experiences outside of school hours. By providing experiences outside of the classroom that students otherwise may not experience, Study Trips help to engage students in learning, increasing their overall engagement in school. This action includes funding for EL, SED and FY 6th grade students to attend camp KEEP which offers students a hands on learning experience for Science and Environmental Studies. CA Dashboard Chronic Absenteeism 2023-24 Baseline: ALL students = 46.7% EL = 43.5% FY = 44.2% SED = 48.1% SWD = 49%	Implementing study trips for students across all grade levels addresses the needs of our unduplicated students by offering enriching educational experiences outside the classroom. These trips provide opportunities to explore new environments, cultures, and learning contexts, enhancing academic knowledge and personal growth. By exposing students to diverse settings and experiences, study trips help bridge educational gaps and promote equity. Additionally, these trips foster community partnerships and collaboration between schools, families, and local organizations, reinforcing the district's commitment to holistic student development and community involvement with the goal of increasing overall student engagement This comprehensive approach is being offered on an LEA-wide basis in order to support the academic and social-emotional well being of all students.	Metric 4.4 Metric 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CAST Results: 5th Grade (ALL) = 15.7% EL = 0% FY = N/A SED = 15.20% SWD = 7.14% 8th Grade (ALL) = 18.8% EL = 0% FY = N/A SED = 15.51% SWD = 7.14% Educational partners describe challenges our unduplicated students experience such as generational poverty, multiple family and multi-generational dwellings, and limited or no access to personal vehicles limiting students' opportunities to travel outside their neighborhood. **Scope:** LEA-wide		
4.8	**Action:** Electives & CTE **Need:** Local and dashboard data shows a low level of engagement with our SED, EL and FY student groups. Dashboard data show the chronic absenteeism rates for our unduplicated	This action addresses the needs of our unduplicated students by providing diverse and engaging learning opportunities, helping students explore interests, develop skills, and prepare for future academic and career success that they otherwise would not have access to. Strengthening community ties through performances, showcases, and partnerships with local businesses and organizations fosters a supportive school culture, promoting a sense of	Metrics 3.1 - 3.9 Metrics 2.4 - 2.6 Metric 2.9 Metric 4.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students are nearly double the state average of 24.3% (EL=43.5%, FY=44.2%, and SED=48.1%). The Dashboard also reveals the suspension rates for our FY (8..0%) and SED (6.0%) student groups are above the state average of 3.5% and district average of 5.6%. Educational partners have emphasized the importance and urgent need to increase student engagement and school connectedness. Educational partners have also expressed high value for exposing students to career-related exploratatory opportunities, aligned to students' interests as well as to the offerings in the neighborhood high school to better engage students in school. **Scope:** Schoolwide	belonging and pride. This action is being offered LEA-wide as to support a holistic student development that bridges educational gaps that benefit all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6	**Action:** Bilingual Aides	This action addresses the needs of our unduplicated students by providing direct	Metric 3.8 Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The 2023 Dashboard data show the district increased significantly from the prior year (from 35.8% to 46.8%) in our English Learners' progress as measured by ELPI. However, the data also show about 27% of ELs declined in their level of English proficiency. This indicates more work is needed to ensure ELs make progress in English proficiency as well as in meeting state standards for core academic subjects. Assistance from bilingual aides has been expressed as invaluable by educational partners. Our DELAC committee, for instance, has expressed appreciation for the academic support their students receive from bilingual aides as well as support for parents in communicating with educators. **Scope:** Limited to Unduplicated Student Group(s)	assistance to ELs, helping them navigate language barriers and access academic content. They collaborate with teachers to develop effective instructional strategies tailored to the needs of ELs, ensuring that they receive targeted support to succeed academically. Additionally, bilingual aides facilitate communication between schools and families, promoting greater family engagement and involvement in their children's education. By promoting cultural competency within the school community, these aides help create an inclusive environment where ELs feel valued and supported, ultimately contributing to their academic success and overall well-being.	
3.11	**Action:** English Language Development Supplemental Support and Training **Need:** English Learners historically underperform on state tests for ELA. According to the 2023 Dashboard data their performance fell within the Very Low level in ELA (-110.4 DFS)	By providing supplemental support and training to certificated staff. Teachers will have the necessary tools to help to close the achievement gap for our English Learner population.	Metric 3.4 Metric 3.8 Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners (ELs) continue to demonstrate gaps in language acquisition and academic achievement, as evidenced by performance on the ELPAC, CAASPP, and local assessments. Data show that a significant number of EL students are not making sufficient progress toward English language proficiency, which impacts their ability to access and succeed in grade-level instruction. Site-level observations and staff feedback highlight a need to strengthen the integration of English Language Development (ELD) strategies across all content areas. Additionally, there is a need for sustained professional development to build teacher capacity to support language development within core instruction. Improved progress monitoring practices are also necessary to inform instruction and support timely interventions. **Scope:**		
3.13	**Action:** Targeted Supports for Long-Term English Learners (LTELs) **Need:** Long-Term English Learners (LTELs) face persistent challenges in attaining English proficiency and meeting grade-level academic standards, particularly in ELA and math. District data indicates that LTEL students demonstrate slower progress on the ELPAC, have lower reclassification rates, and perform	The action focuses on targeted instructional supports for LTELs by providing designated small-group instruction that is linguistically and academically scaffolded. This structure allows teachers to address persistent gaps in English language development and academic skills that many LTELs face. The regular use of formative assessment and progress monitoring enables teachers to tailor instruction based on real-time student data, ensuring that language development is integrated with content learning.	Metric 3.8 Metric 3.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	below their peers on CAASPP assessments. Stakeholder feedback, including input from ELACs and site staff, indicates a need for more targeted language development, increased access to rigorous, scaffolded instruction, and structured academic interventions tailored to the linguistic and academic profiles of LTELs. Additionally, there is a need for greater teacher training in strategies specifically designed to support LTELs, as well as improved progress monitoring systems. **Scope:** Limited to Unduplicated Student Group(s)	Additionally, this action supports teacher collaboration and professional learning, equipping educators with strategies designed specifically for LTELs, such as differentiated ELD instruction, academic language scaffolds, and culturally responsive practices. Together, these approaches aim to increase ELPAC growth, improve reclassification rates, and accelerate progress toward grade-level standards.	

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

N/A

Additional Concentration Grant Funding

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

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

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

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	32,582,262.00	13,373,937.00	41.047%	0.000%	41.047%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,373,937.00	$8,313,025.78	$0.00	$705,507.64	$22,392,470.42	$17,617,778.31	$4,774,692.11

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Administrative Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,456,677.29	$14,983.61	$2,471,660.90	$0.00	$0.00	$0.00	$2,471,660.90	
1	1.2	Teacher/Staff Recruitment and Retention Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$105,023.59	$105,023.59	$0.00	$0.00	$0.00	$105,023.59	
1	1.3	Professional Development - Leadership & District Operations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$241,105.69	$213,105.69	$0.00	$0.00	$28,000.00	$241,105.69	
1	1.4	Community Schools Coordinator	All	No			All Schools	on-going	$166,409.11	$767.50	$0.00	$167,176.61	$0.00	$0.00	$167,176.61	
2	2.1	FACE Facilitators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$169,020.54	$300.00	$169,320.54	$0.00	$0.00	$0.00	$169,320.54	
2	2.2	Campus Security & Attendance Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$569,741.90	$3,928.70	$249,123.31	$324,547.29	$0.00	$0.00	$573,670.60	
2	2.3	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$965,297.40	$0.00	$499,217.28	$466,080.12	$0.00	$0.00	$965,297.40	
2	2.4	School Nurses & LVNs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$787,427.42	$4,680.88	$768,900.14	$0.00	$0.00	$23,208.16	$792,108.30	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$554,379.33	$3,054.38	$557,433.71	$0.00	$0.00	$0.00	$557,433.71	
2	2.6	School Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$815,042.22	$0.00	$669,016.08	$146,026.14	$0.00	$0.00	$815,042.22	
2	2.7	AmeriCorp Mentors	All	No			All Schools	on-goin	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8	Behavior Intervention Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$529,585.96	$0.00	$529,585.96	$0.00	$0.00	$0.00	$529,585.96	
2	2.9	Supervision Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$639,612.67	$0.00	$639,612.67	$0.00	$0.00	$0.00	$639,612.67	
2	2.10	Other Essential Student Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$1,273,602.66	$40,595.00	$1,314,197.66	$0.00	$0.00	$0.00	$1,314,197.66	
2	2.11	Additional Vehicles	All	No			All Schools	24-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.12	Positive Behavior Intervention & Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$9,722.18	$56,087.78	$27,589.24	$38,220.72	$0.00	$0.00	$65,809.96	
2	2.13	Family Engagement & Education	All	No			All Schools	on-going	$0.00	$14,524.32	$0.00	$0.00	$0.00	$14,524.32	$14,524.32	
2	2.14	ATS & OCI	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Highland Elementary and Standard Middle	on-going	$542,799.17	$0.00	$542,799.17	$0.00	$0.00	$0.00	$542,799.17	
3	3.1	Program Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$286,274.46	$2,863.42	$146,910.92	$0.00	$0.00	$142,226.96	$289,137.88	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$684,829.18	$0.00	$476,027.09	$0.00	$0.00	$208,802.09	$684,829.18	
3	3.3	Mentors for Teachers & Other Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$110,566.90	$0.00	$110,566.90	$0.00	$0.00	$0.00	$110,566.90	
3	3.4	Independent Study	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Standard Middle School Grades 6 - 8	on-going	$54,139.26	$0.00	$20,076.87	$0.00	$0.00	$34,062.39	$54,139.26	
3	3.5	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$2,092,693.44	$0.00	$1,868,380.75	$0.00	$0.00	$224,312.69	$2,092,693.44	
3	3.6	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$237,217.75	$0.00	$237,217.75	$0.00	$0.00	$0.00	$237,217.75	
3	3.7	Supplemental Curricula & Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$246,313.08	$246,313.08	$0.00	$0.00	$0.00	$246,313.08	
3	3.8	Professional Development in Improving Tier 1 Instruction	All	No			All Schools	on-going	$72,954.26	$55,000.00	$0.00	$127,954.26	$0.00	$0.00	$127,954.26	
3	3.9	Data Wise Improvement Process	All	No			All Schools	on-going	$0.00	$75,000.00	$0.00	$75,000.00	$0.00	$0.00	$75,000.00	
3	3.10	Response-to-Intervention (Walk-to-Learn)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$100,043.89	$100,043.89	$0.00	$0.00	$0.00	$100,043.89	
3	3.11	English Language Development Supplemental Support and Training	All	No			All Schools	on-going	$0.00	$30,371.03	$0.00	$0.00	$0.00	$30,371.03	$30,371.03	

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
3	**3.12**	Intervention Teachers (LREBG)	All	No			All Schools	ongoing	$531,830.45	$133,986.06	$0.00	$665,816.51	$0.00	$0.00	$665,816.51	
3	**3.13**	Targeted Supports for Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 4-8	ongoing	$0.00	$14,183.23	$14,183.23	$0.00	$0.00	$0.00	$14,183.23	
4	**4.1**	After School Support & Enrichment	All	No			All Schools	on-going	$1,761,461.13	$2,057,917.94	$0.00	$3,819,379.07	$0.00	$0.00	$3,819,379.07	
4	**4.2**	Athletics/Sports	All	No			All Schools	on-going	$324,408.68	$318,176.62	$0.00	$642,585.30	$0.00	$0.00	$642,585.30	
4	**4.3**	Maker Spaces/ STEAM Labs	All	No			All Schools	on-going	$0.00	$83,500.00	$0.00	$83,500.00	$0.00	$0.00	$83,500.00	
4	**4.4**	Saturday Camp & Summer Camp	All	No			All Schools	on-going	$200,520.68	$283,700.00	$0.00	$484,220.68	$0.00	$0.00	$484,220.68	
4	**4.5**	Saturday School & Summer School	All	No			All Schools	on-going	$493,405.24	$5,000.00	$0.00	$498,405.24	$0.00	$0.00	$498,405.24	
4	**4.6**	Study Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$20,187.80	$183,285.00	$203,472.80	$0.00	$0.00	$0.00	$203,472.80	
4	**4.7**	Edible School Yard	All	No			All Schools	on-going	$46,923.04	$699,997.99	$0.00	$746,921.03	$0.00	$0.00	$746,921.03	
4	**4.8**	Electives & CTE	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Standard Middle 6-8th Grade	on-going	$1,193,855.38	$302.40	$1,194,157.78	$0.00	$0.00	$0.00	$1,194,157.78	
4	**4.9**	Visual & Performing Arts (VAPA)	All	No			All Schools	on-going	$27,192.81	$0.00	$0.00	$27,192.81	$0.00	$0.00	$27,192.81	

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
32,582,262.00	13,373,937.00	41.047%	0.000%	41.047%	$13,373,937.00	0.000%	41.047 %	**Total:**	$13,373,937.00
								LEA-wide Total:	$11,365,502.20
								Limited Total:	$251,400.98
								Schoolwide Total:	$1,757,033.82

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Administrative Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,471,660.90	
1	**1.2**	Teacher/Staff Recruitment and Retention Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,023.59	
1	**1.3**	Professional Development - Leadership & District Operations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$213,105.69	
2	**2.1**	FACE Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,320.54	
2	**2.2**	Campus Security & Attendance Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$249,123.31	
2	**2.3**	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$499,217.28	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	School Nurses & LVNs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$768,900.14	
2	2.5	Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$557,433.71	
2	2.6	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$669,016.08	
2	2.8	Behavior Intervention Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$529,585.96	
2	2.9	Supervision Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$639,612.67	
2	2.10	Other Essential Student Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,314,197.66	
2	2.12	Positive Behavior Intervention & Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,589.24	
2	2.14	ATS & OCI	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Highland Elementary and Standard Middle	$542,799.17	
3	3.1	Program Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,910.92	
3	3.2	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$476,027.09	
3	3.3	Mentors for Teachers & Other Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,566.90	
3	3.4	Independent Study	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Standard Middle School Grades 6 - 8	$20,076.87	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,868,380.75	
3	3.6	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$237,217.75	
3	3.7	Supplemental Curricula & Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,313.08	
3	3.10	Response-to-Intervention (Walk-to-Learn)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,043.89	
3	3.13	Targeted Supports for Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 4-8	$14,183.23	
4	4.6	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$203,472.80	
4	4.8	Electives & CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Standard Middle 6-8th Grade	$1,194,157.78	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$21,281,154.35	$20,728,904.06

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**	Administrative Support Staff	Yes	$2,334,111.92	$2,608,329.65
1	**1.2**	Teacher/Staff Recruitment and Retention Resources	Yes	$179,244.88	$176,999.72
1	**1.3**	Professional Development - Leadership & District Operations	Yes	$235,080.53	$244,745.35
1	**1.4**	Community Schools Coordinator	No	$200,604.65	$156,452.89
2	**2.1**	FACE Facilitators	Yes	$329,505.12	$167,317.59
2	**2.2**	Campus Security & Attendance Supervisors	Yes	$502,094.80	$495,406.81
2	**2.3**	School Counselors	Yes	$947,572.04	$959,892.17
2	**2.4**	School Nurses & LVNs	Yes	$752,928.88	$730,885.57
2	**2.5**	Program Specialists	Yes	$528,985.62	$536,474.36
2	**2.6**	School Psychologists	Yes	$629,789.01	$761,311.18
2	**2.7**	AmeriCorp Mentors	No	$105,000.00	$94,444.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Behavior Intervention Specialists	Yes	$495,731.28	$494,002.76
2	**2.9**	Supervision Aides	Yes	$392,214.52	$439,209.71
2	**2.10**	Other Essential Student Support Staff	Yes	$1,287,458.32	$1,227,824.72
2	**2.11**	Additional Vehicles	Yes	$105,000.00	$103,082.24
2	**2.12**	Positive Behavior Intervention & Supports (PBIS)	Yes	$71,370.00	$72,150.67
2	**2.13**	Family Engagement & Education	No	$16,697.25	$15,445.62
2	**2.14**	ATS & OCI	Yes	$520,151.99	$516,261.29
3	**3.1**	District-level TOSAs	Yes	$350,362.08	$122,481.15
3	**3.2**	Site-based TOSAs	Yes	$592,878.33	$590,018.97
3	**3.3**	Mentors for Teachers & Other Certificated Staff	Yes	$14,592.29	$74,516.97
3	**3.4**	Independent Study	Yes	$18,952.96	$18,599.98
3	**3.5**	Instructional Aides	Yes	$2,471,285.63	$2,520,329.67
3	**3.6**	Bilingual Aides	Yes	$223,367.83	$234,971.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Supplemental Curricula & Instructional Materials	Yes	$262,301.95	$265,564.60
3	3.8	Professional Development in Improving Tier 1 Instruction	No	$124,107.42	$27,361.30
3	3.9	Data Wise Improvement Process	No	$76,000.00	$61,300.00
3	3.10	Response-to-Intervention (Walk-to-Learn)	Yes	$50,108.00	$45,618.40
3	3.11	English Language Development Supplemental Support and Training	No	$4,000.00	$8,835.98
4	4.1	After School Support & Enrichment	No	$4,261,466.54	$3,766,363.24
4	4.2	Athletics/Sports	No	$526,313.06	$769,843.12
4	4.3	Maker Spaces/ STEAM Labs	No	$90,000.00	$31,452.24
4	4.4	Saturday Camp & Summer Camp	No	$585,002.79	$450,874.51
4	4.5	Saturday School & Summer School	Yes	$479,575.67	$654,673.96
4	4.6	Study Trips	Yes	$46,900.00	$50,480.45
4	4.7	Edible School Yard	No	$44,961.52	$15,626.58
4	4.8	Electives & CTE	Yes	$1,197,938.89	$1,200,579.07
4	4.9	Visual & Performing Arts (VAPA)	No	$227,498.58	$19,176.04

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)

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)
12,881,236	$12,465,396.00	$12,886,993.57	($421,597.57)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Administrative Support Staff	Yes	$2,334,111.92	$2,300,615.28		
1	**1.2**	Teacher/Staff Recruitment and Retention Resources	Yes	$179,244.88	$152,752.46		
1	**1.3**	Professional Development - Leadership & District Operations	Yes	$203,950.00	$229,122.23		
2	**2.1**	FACE Facilitators	Yes	$159,038.95	$164,170.74		
2	**2.2**	Campus Security & Attendance Supervisors	Yes	$247,829.58	$245,340.04		
2	**2.3**	School Counselors	Yes	$471,063.43	$485,054.83		
2	**2.4**	School Nurses & LVNs	Yes	$638,284.43	$648,638.69		
2	**2.5**	Program Specialists	Yes	$528,985.62	$536,474.36		
2	**2.6**	School Psychologists	Yes	$629,789.01	$646,081.97		
2	**2.8**	Behavior Intervention Specialists	Yes	$295,658.43	$465,584.24		
2	**2.9**	Supervision Aides	Yes	$392,214.52	$439,209.71		
2	**2.10**	Other Essential Student Support Staff	Yes	$1,287,458.32	$1,226,073.33		
2	**2.11**	Additional Vehicles	Yes	$100,000.00	$51,541.12		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	Positive Behavior Intervention & Supports (PBIS)	Yes	$19,370.00	$23,177.78		
2	2.14	ATS & OCI	Yes	$152,230.82	$154,807.55		
3	3.1	District-level TOSAs	Yes	$156,734.98	$111,854.20		
3	3.2	Site-based TOSAs	Yes	$473,415.54	$475,954.91		
3	3.3	Mentors for Teachers & Other Certificated Staff	Yes	$14,592.29	$63,716.97		
3	3.4	Independent Study	Yes	$18,952.96	$18,599.98		
3	3.5	Instructional Aides	Yes	$1,902,277.98	$2,006,345		
3	3.6	Bilingual Aides	Yes	$223,367.83	$233,294.10		
3	3.7	Supplemental Curricula & Instructional Materials	Yes	$262,301.95	$265,564.60		
3	3.10	Response-to-Intervention (Walk-to-Learn)	Yes	$50,108.00	$41,147.37		
4	4.5	Saturday School & Summer School	Yes	$479,575.67	$654,673.96		
4	4.6	Study Trips	Yes	$46,900.00	$48,950.75		
4	4.8	Electives & CTE	Yes	$1,197,938.89	$1,198,247.40		

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)
31,840,510	12,881,236	0.00%	40.455%	$12,886,993.57	0.000%	40.474%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024