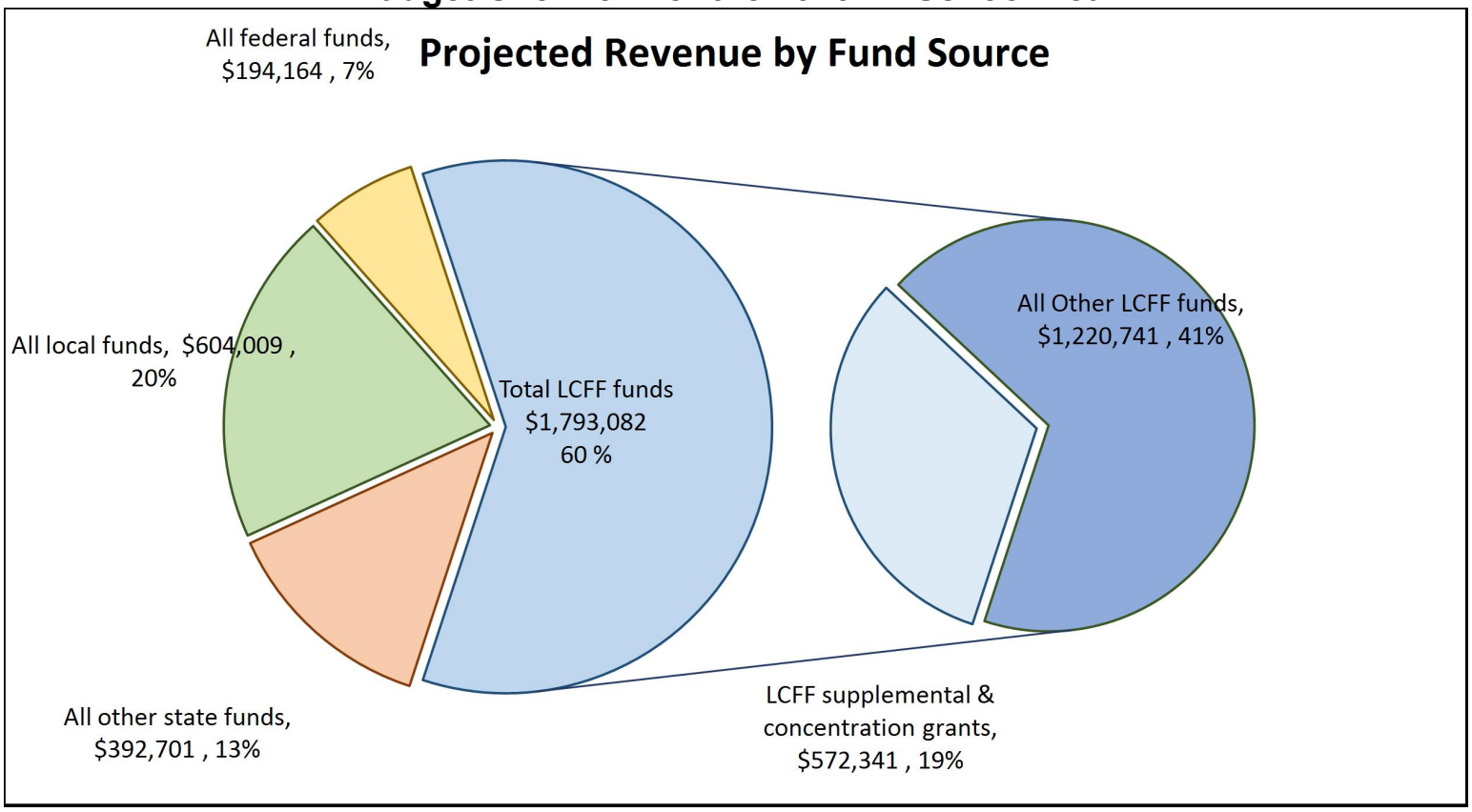
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stone Corral Elementary School District
CDS Code: 5472140000000
School Year: 2026-27
LEA contact information:
Christopher Kemper
Superintendent/Principal
ckemper@stone-corral.k12.ca.us
(559) 528-4455

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 2026-27 School Year

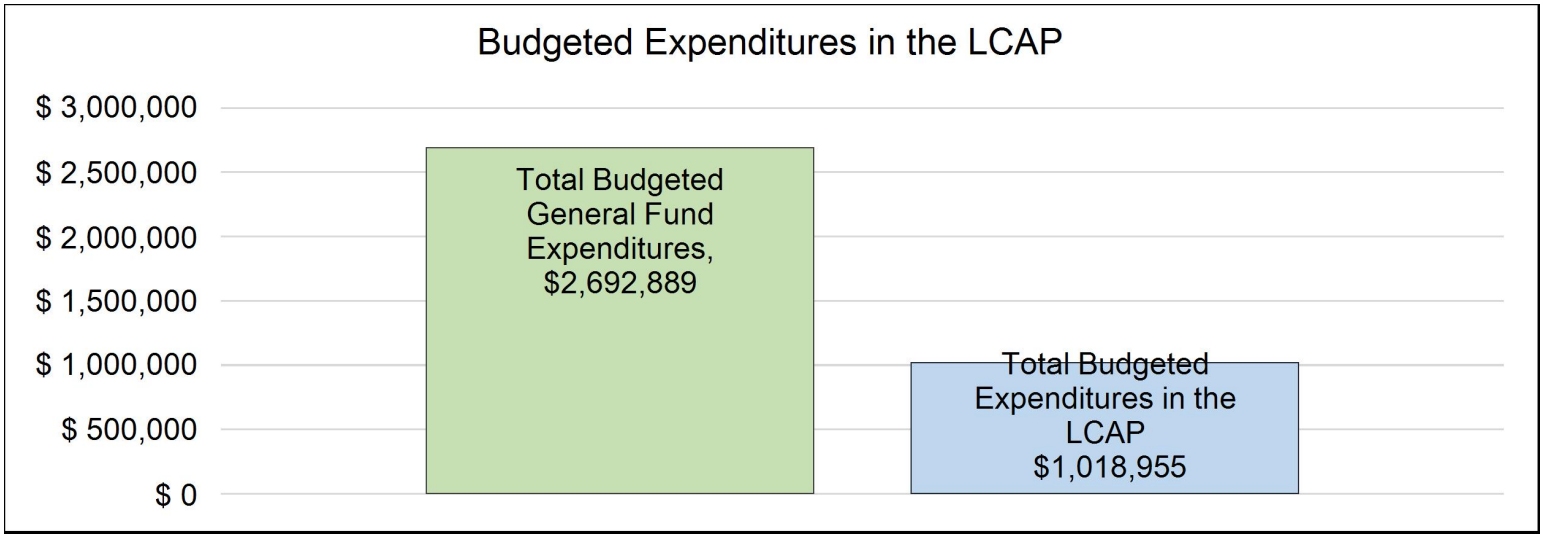


This chart shows the total general purpose revenue Stone Corral Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stone Corral Elementary School District is $2,983,956, of which $1,793,082 is Local Control Funding Formula (LCFF), $392,701 is other state funds, $604,009 is local funds, and $194,164 is federal funds. Of the $1,793,082 in LCFF Funds, $572,341 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 Stone Corral Elementary School District plans to spend for 2026-27. 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: Stone Corral Elementary School District plans to spend $2,692,889 for the 2026-27 school year. Of that amount, $1,018,955 is tied to actions/services in the LCAP and $1,673,934 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

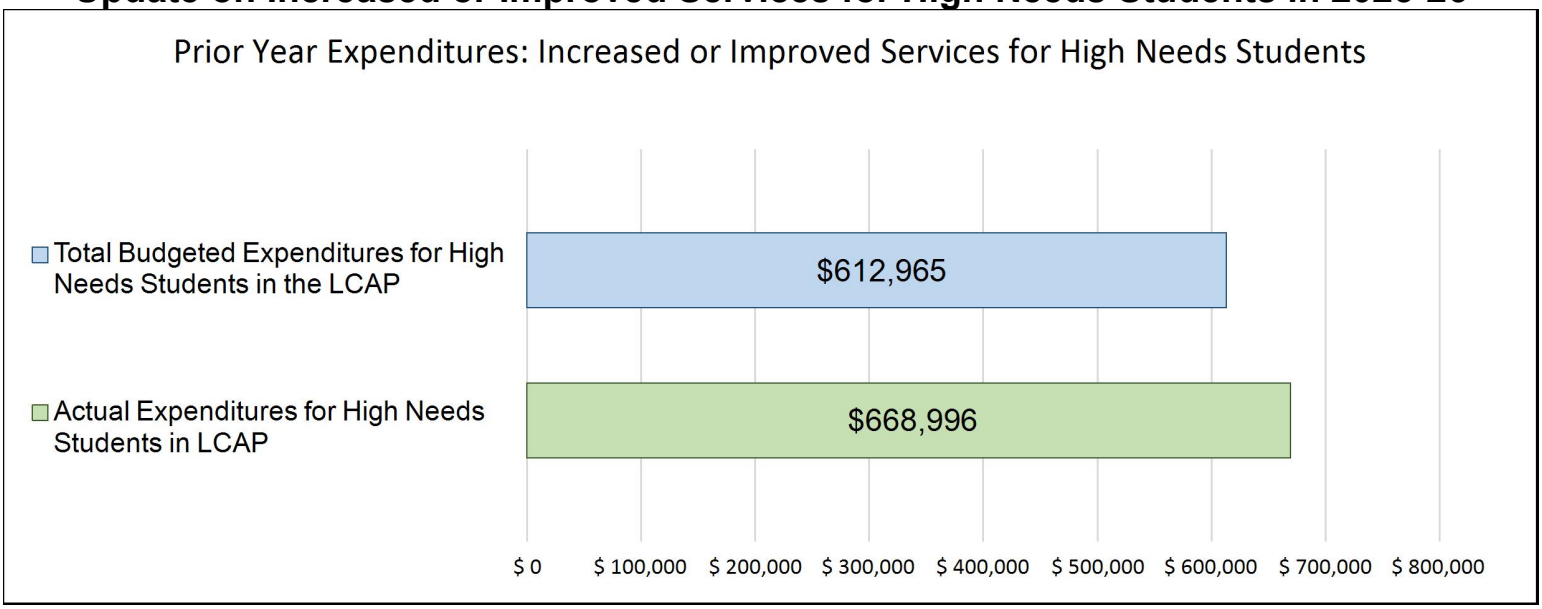
The General Fund Budget Expenditures not in the 2026-27 LCAP will include some staff salary and benefits, site utilities cost, contracts and leases, and other general expenditures necessary for the providing of a complete educational program.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Stone Corral Elementary School District is projecting it will receive $572,341 based on the enrollment of foster youth, English learner, and low-income students. Stone Corral Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stone Corral Elementary School District plans to spend $572,465 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Stone Corral Elementary School District's LCAP budgeted $612,965 for planned actions to increase or improve services for high needs students. Stone Corral Elementary School District actually spent $668,996 for actions to increase or improve services for high needs students in 2025-26.

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
Stone Corral Elementary School District	Christopher Kemper Superintendent/Principal	ckemper@stone-corral.k12.ca.us (559) 528-4455

Plan Summary [2026-27]

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.

Stone Corral Elementary School is a single K-8 school in the Stone Corral Elementary School District. It is situated in the northeastern region of Tulare County and is characterized as a remote rural school. The school currently serves a student population of 112, spanning from Transitional KIndergarten (TK) to Kindergarten to 8th grade. Notably, the student body is predominantly of Hispanic ethnicity, with 96.6% of the students falling into this category. Additionally, the school has a 100% economically disadvantaged student population, as determined by the eligibility for free and reduced-price lunches.

Within the student body, 66.1% of the students are classified as English Learners, indicating that they are in the process of acquiring proficiency in English.
Our demographis also include 7.8% Students with Disabilities and 2.6% White.

Moreover, 5.4 % of the students are identified as Foster Youth, suggesting they are under the care of the foster care system. Furthermore, 79% of the students' parents have not attained a high school diploma, highlighting the lower educational attainment level among parents in the school community.

A substantial portion of the school's Title I budget, exceeding 20%, is allocated to support high-quality and pertinent staff development programs. This investment demonstrates a commitment to enhancing the skills and knowledge of the school's educators.

The instructional team at Stone Corral consists of a Superintendent/Principal who serves as the administrative leader, one Transitional Kindergarten teacher (TK), one Kindergarten teacher, one grade 1 teacher, one teacher for grade 2, one teacher for grade 3. There is one teacher for 4th-5th grade, one teacher for 6th-grade, and one teacher for 7th and 8th-grade combined.

Additionally, the staff includes two teacher tutors, four instructional aides, one library aide, and two noon duty supervisors. The school is equipped with computers in both the administrative office and all classrooms, which are interconnected through a network and have internet access.

Every Wednesday, the school operates on a minimum day schedule, giving teachers and staff the opportunity to collaborate on planning and participate in staff development activities.

Stone Corral School is a place where we strive to nurture children to grow to their full potential. It is the mission of Stone Corral School, through a partnership with parents and community, to ensure every child masters their grade level standards based curriculum in a nurturing and safe environment. The following vision statement is to provide the standards that Stone Corral School strives to achieve and maintain:

Curriculum
Students receive a balanced, rigorous, standards based curriculum. The school articulates the outcomes it seeks for all students and monitors student progress using a variety of assessments. Effective and differentiated instruction is used to support student learning.

Attention to Individual Students
Stone Corral School recognizes the value of each student. Every student is an integral member of the school community. Students' behavior, academic progress, and emotional wellbeing are monitored and assistance is given when needed.

Staff
The staff at Stone Corral School is committed to the success of every student. The staff consistently supports each other.

School Climate
Stone Corral School provides an orderly and inviting climate that is conducive to learning and protects instructional time.

Community Support
Stone Corral School will work closely with parents, community members.

Stone Corral Elementary received LCFF Equity Multiplier funding for use in 2026-27. Goal 6 in the 2026-127 LCAP describes the intended uses of this funding.

Reflections: Annual Performance

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

Stone Corral Elementary conducted a review of its performance using the California School Dashboard data to inform the development of its Local Control and Accountability Plan. Below is a data review of the key components of the School Dashboard (2024-2025 Data).

English Language Arts (ELA) - 2025 Dashboard Significant Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

All Students - 74.6 points below Standard.

English Learners - 88.7 points below Standard.

Hispanic – 79.2 points below Standard.

Socioeconomically Disadvantaged - 74.6 points below Standard

ELA achievement performance has dramatically accelerated over the last two Dashboard years (2024 and 2025). All significant student groups have achieved an increase in points toward Standard of between 20 - 30 points beyond results of the Baseline year data.

Math - 2025 Dashboard Significant Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

All students – 124.9 points below the Standard.

English Learners (EL) –132.6 points below standard.

Long-Term English Learners – 167.8 points below Standard.

Hispanic – 126.9 points below Standard.

Socioeconomically Disadvantaged (SED) - 124.9 points below Standard.

The content area of Math has continued to be a challenge, as significant student group performance is still below the Dashboard Baseline year of 2023. This year (2025-26) the district directed increased support measures to address student math performance and is expecting a directional turn towards the positive in relation to student performance.

Percentage of English Learners Making Progress Toward English Language Proficiency (ELPI) (2025 Dashboard): 37.3% made progress toward English language proficiency. This was an increase over the prior year and illustrates the district's ELD scaffolding supports are proving effective in driving EL acquisition of English language proficiency.

Chronic Absenteeism Percentage: Percentage of students being absent from school 18 or more days (10% of the school year). (2025 Dashboard)

All students - 13.3%

English Learners - 12.8%

Hispanic - 13.2%

SED - 13.3%

LTEL - 17.6%

The chronic absenteeism rate for all significant student groups has dropped dramatically over the last two Dashboard results. District staff is focused on ensuring students engage in school and they communicate the importance of school attendance to parent, students, and families.

Suspension Rate: Percentage of students suspended from school at least one day during the school year

All Students - 0%

English Learners - 0%

Long-Term English Learners - 0%

Hispanic - 0%

SED - 0%

The district seeks to highly engage student in school and provide services to increase student sense of overall well-being. Effective alternatives to suspension are in place and utilized.

Learning Recovery Emergency Block Grant (LREBG): The district has unexpended LREBG funding. This funding will provide support to students through access to services provided by the school counselor. Use of funds for this purpose aligns with allowable use of funds under this grant. Research indicates that elementary school counselors significantly improve student outcomes by boosting academic achievement—particularly in mathematics—and reducing behavioral infractions and student absences. Their presence provides critical early interventions that benefit holistic youth development, with particularly strong positive effects for students experiencing poverty and students of color. Stone Corral is a very rural small school district. Almost all families whose children attend the school live below the national poverty line. Needs assessments indicate that these families experience many challenges in accessing resource supports outside the school environment.

State academic assessment results indicate that Stone Corral students are still performing well below the State standard in English Language Arts and Math. Even though all significant student groups have made good progress in ELA over the last two years, most all student groups slightly improved or maintained outcomes in Math, and this is still quite a challenge area. The chronic absenteeism rate over the last two years has dramatically decreased for all student groups, due in part to the impactful work of the district school counselor. The work of the counselor has also helped to maintain low suspension rates. The continued supports provided by the school counselor are necessary in order to ensure continued increased attendance and positive engagement in school. Resources provided by the school counselor also support parents in partnering with the school to maximize their child's opportunities for success in school and is a valuable, easily accessible, on-site support for families.

Learning Recovery Emergency Block Grant funding will be utilized in the total funds expended to implement Action 5.1 under Goal 5.

The data below is from the 2023 California Dashboard and is information tied to the identification of 2023 Dashboard “Red" performance results. It will remain in this for the 3-year cycle of the LCAP ending with the 2026-27 LCAP year.

The following student groups received a "Red" performance result in the following areas on the 2023 California Dashboard.

English Language Arts: All students, English Learners (EL), Hispanic, and Socioeconomically Disadvantaged (SED)
Chronic Absenteeism: All students, EL, Hispanic, and SED

The data sets below related to 2024-25 and 2023-24 student performance is remaining in the LCAP document for reference and historical purposes.

The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic.
The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "Orange" for Socioeconomically Disadvantaged.

All Students - 108.3 points below the standard
English Learners - 117 points below standard. Declined 7 points
Hispanic - 113.4 points below standard. Declined 5.9 points
Socioeconomically Disadvantaged - 97.3 points below standard. Increase 6 points.

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level English Language Arts Standards (2023-24 CAASPP)
Level 1: 69.33% Standards Not Met
Level 2: 16.00% Standards Nearly Met
Level 3: 8.00% Standards Met
Level 4: 6.67% Standards Exceeded

MATHEMATICS (2024 Dashboard)

Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged, and Long-Term English Learner (LTEL) group, students groups, is Red.

All students - 134.3 points below the standard. Decrease 18 points
English Learners (EL) - 138.7 points below standard. Decrease 19.7 points
Hispanic - 137.3 points below standard. Decrease 20.2 points
Socioeconomically Disadvantaged (SED)- 123.5 points below standard. Decrease 8.8 points
Long-Term English Learners (LTEL) performance was 153.8 points below standard. Declined 21.3 points.

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level Math Standards (2023-24: CAASPP)
Level 1: 82.67% Standards Not Met
Level 2: 9.33% Standards Nearly Met
Level 3: 8.00% Standards Met
Level 4: 0.00% Standards Exceeded

ENGLISH LEARNER PERFORMANCE

Data from 2023-24 CAASPP/ELPAC SUMMATIVE

The ELPAC Scores for 2023-2024 were as follows: School-wide: 7.50% proficient
Level 1 (Minimally Developed) 31.25%
Level 2 (Somewhat developed) 27.50%
Level 3 (Moderately Developed) 33.75%
Level 4 (Well Developed) 7.50%

Student English Language Acquisition Results (2024 Dashboard)
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.
Els who decreased at least one ELPI Level: 23.5%
ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.6%
ELs who maintained ELPI Level 4: 4.4%
ELs who progressed at least one ELPI Level: 29.4%

According to the 2024 California School Dashboard, 31.9% (compared to 48.5% last year) of the English Language Learners are making progress towards English language proficiency.

ATTENDANCE

The data on the 2024 California Dashboard details the chronic absenteeism for students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Chronic Absenteeism indicator is ORANGE on CA Dashboard with 21.9 % of all students considered chronically absent. This shows12.8% decrease from the prior year. English Learners, Hispanic and Socioeconomically Disadvantaged student groups are in the ORANGE performance level on the 2024 Dashboard.

English Learners (EL) -ORANGE 22.5% (Declined 5.9%)
Hispanic - ORANGE 22.1% (Declined 12%)
Socioeconomically Disadvantaged (SED) - ORANGE 24.1% (IDeclined 10.4%).

The student SUSPENSION RATE per the 2024 Dashboard reflects that 0.8% of students were suspended at least one day in 2023-24.
English Learners (EL)- ORANGE 1.1% suspended at least one day. Increase 1.1%
Long Term English Learners- ORANGE 5% suspened at least one day. Increase 5%
Hispanic - 0.8% suspended at least one day. Increase 0.8%
SED - Increased 0.9%

According to the 2023 California School Dashboard, the growth of CAASPP scores for English Language Arts/Literacy were as follows:
Overall growth of percentage met or exceeded:
2021-2022 Percent of students within each achievement level : 15.38
2022-2023 Percent of students within each achievement level: 15.59
Decline (-0.21)

Standard Exceed Level 4:
2021-2022 Percent of students within each achievement level : 5.49

2022-2023 Percent of students within each achievement level: 3.90
Decline -1.59)

Standard met Level 3:
2021-2022 Percent of students within each achievement level : 9.89
2022-2023 Percent of students within each achievement level: 11.69
Growth 1.8

Standard Nearly Met Level 2
2021-2022 Percent of students within each achievement level : 23.08
2022-2023 Percent of students within each achievement level: 18.18
Decline (4.9)

Standard Level Standard not Met Level 1
2021-2022 Percent of students within each achievement level : 61.54
2022-2023 Percent of students within each achievement level: 66.23
Growth 4.69

Reflections: Technical Assistance

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

N/A - Stone Corral is not under direct Technical Assistance (Differentiated Assistance)

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and Other School Personnel. (inclusive of Certificated local bargaining unit. There is no Classified bargaining unit)	Teachers (including bargaining unit members) and classified staff met 8/13/25, 8/20/25, 9/17/25; 10/1/25; 10/29/25, 11/119/25; 1/21/26/; 2/4/26, 2/2526; 3/4/26, 3/18/26; 4/8/26; 4/23226, and 5/6/26 to discuss data on the LCAP., each goal, and actions; then discussed what actions were effective and to see if any modifications were needed.
Parents and community	Stone Corral engaged in thoughtful and meaningful dialogue with parents, staff, and community members to examine the current level of performance of all students. Our Parent Advisory Committee include representation of Foster Youth, socioeconomically disadvantaged students, parents of students with disabilities, and EL parents parents involved in the School Site Council/ District English Learner Advisory Committee (DELAC). These community members make up our School Site Council: (4/15/26); (5/20/26); (6/2/26); Information provided to Educational Partners at the meetings included student enrollment data, sources of school funding, overview of state priorities and the LCAP goals, Dashboard and local student performance data, and summary of past actions included in the LCAP. The Stone Corral staff continues to work effectively toward a community of excellence. Meetings for special needs (SELPA) which discussed the LCAP (5/20/26; (6/2/26); and board meetings (2/26/26, 3/12/26; 4/16/25; and 5/14/26).The process included a specific examination of the state identified subgroups, (Low SES, Foster Youth, students with Disabilities, and English Learners). Stone Corral

Educational Partner(s)	Process for Engagement
	presented a complete draft LCAP to the Parent Advisory Committee (PAC), the School Site Council, and the English Learner Parent Advisory Committee for input and comment (6/12/26). The superintendent responded in writing to comments shared by ELAC/DELAC and the PAC.
Students	Engagement this year included presentations to the student leadership team (ASB) 3/19/26, 4/23/26, and 5/21/26); these meetings focused on the goals and actions in the LCAP. In discussing these, we tried to give reasons why these goals and actions were there - to benefit the students academically and socio-emotionally. We also used student surveys to get student input (May 2026).
Administrators	The district has one Superintended/Principal that coordinates and participates in all engagement and consultation with educational partners for purposes of LCAP Development.
Equity Multiplier Educational Partners	The district received LCFF Equity Multiplier (EM) funding for use in 2026-27. Stone Corral educational partners were consulted regarding the receipt of EM funding and the parameters for use of these funds. Student performance data was shared indicating that the academically lowest performing student groups per the results of the 2025 Dashboard were English Learners, Hispanic, and Socioeconomically Disadvantaged, along with Long-Term English Learners as it pertains to their English language acquisition progress results on the 2025 Dashboard. Many of the students comprising the three largest significant student groups are part of all three of these significant student groups. Feedback and input was given by these educational partner groups relating to possible actions that could be taken to address the academic needs of these students through the use of the EM funding received. Since EM funding is not guaranteed from year to year, conversations on how to maximize long-term impact of this funding occurred. EM educational partners felt that addressing student

Educational Partner(s)	Process for Engagement
	reading proficiency was important as it impacts the success of students across all academic content areas.

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

As is the yearly process, Stone Corral engaged in thoughtful and meaningful dialogue with parents, staff, students and community members to examine the current level of performance of all students. The process included a specific examination of the state identified significant student groups, (Socioeconomically Disadvantaged, Foster Youth, and English Learners, and Hispanic) relative to state and local academic performance and other identified need areas.

As a result of including these educational partners in development of the yearly LCAP document, the district utilizes their input and feedback to assist in maintaining district efforts and focus on the highest priorities to address identified student needs.

Due to some necessary district budget decisions, some 2025-26 LCAP Actions have been deleted from the 2026-27 LCAP. The Actions will remain in the document but will not be implemented. Additionally, Stone Corral received LCFF Equity Multiplier funding for use in 2026-27. Based on this new funding and the needs of our academically lowest performing students, Goal 6 has been developed and added to the 2026-27 LCAP and through input provided by educational partners, will focus on student literacy.

Goal 6 (Equity Multiplier Focus Goal): Through engagement of educational partners relating to the academic needs of the district lowest performing student groups, it was decided that Equity Multiplier funding will be utilized to strengthen staff academic intervention knowledge and instructional practice. This will be accomplished through the contracting of expert consultants who will provide professional development services to paraprofessional staff in the area of reading and literacy. The training and support received by paraprofessional staff will enable them to provide high-quality, effective reading and literacy intervention services to students in the lowest performing student groups mentioned in the Engaging Educational Partners section above.

As the district is heading into the final year of the three-year LCAP cycle, the feedback and input from educational partners was very similar to prior year, as educational partners want to maintain current LCAP Actions, as some have clearly shown effectiveness in addressing student needs and others are beginning to gain traction toward demonstrating effectiveness.

Feedback from educational partners is contributing to the continuance of Actions under LCAP Goals 1 - 4. This includes the following.

Stone Corral will focus on the core curriculum: Wonders and MyMath and focus on the standards in the classroom, and ensure fidelity to the adopted curriculum and supplemental it to align the curriculum to the common core standards.

Allow time for teachers to collaborate and focus on vertical articulation and different approaches to math education, as increasing student math achievement has been a challenge.

Provide student tutorials and behavior support programs.

Provide staff and resources for early academic intervention in math/reading. Provide more math tutoring/intervention opportunities for identified students.

Focus on early literacy and K-8 reading programs. The Equity Multiplier Goal will also help address this need.

Maintain resources and personnel to support and improve the district's educational technology and internet network.

Provide test practices and study skills training to prepare students to take exams

Stone Corral will continue with the offer of before/after school intervention programs and continue to implement ELD instruction using ELD material. The intervention will focus on ELD and language arts for the EL students.

Provide training, materials and support for implementing English Language Development (ELD) strategies to help English learners be successful. English Learners have made commendable progress in the area of ELA.

Expand electives/extracurricular activities such as S.T.E.M.

Educational Partners stated they value a safe and welcoming environment. The district will continue to provide this through Actions in Goal 5. As survey results indicated, providing a secure and caring environment where students, staff, and families feel connected is a priority for educational partners.

Feedback from Certificated staff in support of LCAP Actions 1 - 4. Focus on continuing present services to students and supports for staff instructional improvement.

Provide time for teachers to collaborate, have site to site or grade level to grade level meetings, and attend trainings

Focus intervention on math/reading for students to catch up academically due to missed learning during the pandemic

Focus on individual or small group instruction

Expand resources for electives such as music, art, S.T.E.M, and academic competition

Provide devices, presentation equipment, supplemental materials, and training for teachers, especially in virtual teaching.

Provide supplemental materials to scaffold learning and make materials accessible to all students.

Tme for teachers to collaborate and opportunities to attend trainings for ELD that connect to the state ELPAC assessment.

Provide extended learning opportunities for EL such as tutorials, college trips and a summer literacy program

Provide more training in the English Language Arts and math core curriculum so that students can master the core curriculum in depth. This is a high priority for Math.

Provide assessment tools which will enable staff to identify and monitor the educational progress of students

Classified Staff (instructional aides and other classified staff) feedback. No changes to priority areas.

Provide tutorials and behavior programs, including at alternative education and for EL's Providing resources and opportunities to increase reading skills such as Accelerated Reader, MyOn digital library

Extend library hours and provide a full time librarian

Improve internet access and reliability for rural families

Provide training for both teachers and instructional aides to improve instruction and support, including ELD

Provide intervention for students who have fallen behind academically due to the pandemic.

Feedback from all educational partners in support of LCAP Goal 5:
Continue additional support staff such as a counselors for alternative education, social workers and nurse.

Provide resources to build a positive school culture such as school pride displays, implementing peer mentoring programs, and hosting guest speakers and assemblies

Provide opportunities and resources for parent to engage with schools such as reading nights, carnivals, parent education classes, parent liaison, and provision of child care.

Goal 6 (Equity Multiplier Focus Goal): Through engagement of educational partners relating to the academic needs of the district lowest performing student groups, it was decided that Equity Multiplier funding will be utilized to strengthen staff academic intervention knowledge and instructional practice. This will be accomplished through the contracting of expert consultants who will provide professional development services to paraprofessional staff in the area of reading and literacy. The training and support received by paraprofessional staff will enable them to provide high-quality, effective reading and literacy intervention services to students in the lowest performing student groups mentioned in the Engaging Educational Partners section above.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement in English Language Arts (ELA) by increasing the percentage of students meeting or exceeding grade level standards on state assessments through targeted interventions, professional development for staff, and enhanced instructional resources.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on the data and the feedback gained from our educational partners, this goal was developed to improve student academic achievement.

According to the California School Dashboard, the growth of CAASPP scores for English
2022-2023 Percent of students who met or exceeded standards for ELA: 15.59
2023-2024 Percent of students who met or exceeded standards for ELA: 14.67
Growth: -(-0.92)

Standard Exceed Level 4:
2021-2022 Percent of students in level 4: 5.49%
2022-2023 Percent of students in level 4: 3.90%
2023-2024 Percent of students in level 4: 6.67%
Growth: 2.77

Standard met Level 3:
2021-2022 Percent of students who nearly met standards: 9.89
2022-2023 Percent of students who nearly met standards: 11.69
2023-2024 Percent of students in level 3: 8.0%
Growth (-3.69)

Standard Nearly Met Level 2
2021-2022 Percent of students who nearly met standards: 23.08
2022-2023 Percent of students who nearly met standards: 18.18
2023-2024 Percent of students in level 2: 16%

Growth (-2.0%)

Standard Level Standard Not Met Level 1
2021-2022 Percent of students who did not meet standards: 61.54
2021-2022 Percent of students who did not meet standards: 66.23
2023-2024 Percent of students in level 1: 69.33%
Growth (--3.1%)

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level English Language Arts Standards (2023-24: CAASPP)
Level 1: 69.33% Standards Not Met
Level 2: 16.00% Standards Nearly Met
Level 3: 8.00% Standards Met
Level 4: 6.67% Standards Exceeded

The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following students groups: English learners, Hispanic.
The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "Orange" for Socioeconomically Disadvantaged.

All Students - 108.3 points below the standard. Declined 3.4 points
English Learners - 117 points below standard. Declined 7 points
Hispanic – 113.4 points below standard. declined 5.9 points

MATHEMATICS (2023 Dashboard)
Math performance level for the All Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Orange.

All students - 116.3 points below the standard. Increase 11.9 points
English Learners (EL) - 119.1 points below standard. Increased 4.8 points
Hispanic - 117.1 points below standard. Increased 12.7
Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points

The staff conducted a thorough review of our current classroom practice relating to our students' acquisition of early literacy skills. The past three years, Stone Corral participated in the Early Literacy Support Block Grant. This grant allowed for the development and implementation of a three-year Literacy Action Plan. The purpose of the plan is to help support our students in their acquisition of early literacy skills so they are able to read and comprehend complex grade level texts by the end of third grade. This year, we scaled our ELSBG plans and actions with the Literacy Coaches and Reading Specialists Grant (LCRS).

The Coaches and Reading Specialists Grant is a California state program that provides funding to districts and county offices of education to support the training and professional development of literacy coaches and reading specialists. The program is intended to improve the quality of reading instruction in California schools and to help students develop strong literacy skills. We also included the upper grades (3-8) with the California Collaborative for Learning Acceleration (CCLA). CCLA is a statewide grant-funded project aimed at accelerating student learning in mathematics, literacy, and language development. It focuses on building bridges to current grade-level content rather than remediation, providing educators with evidence-based strategies and resources.

Goal 1 for our LCAP is: Improve student achievement in English Language Arts (ELA) by increasing the percentage of students meeting or exceeding grade level standards on state assessments through targeted interventions, professional development for staff, and enhanced instructional resources.
This goal fits into the educational aims of our literacy work. This year, our intention was to expand on the objective to Improve Literacy Outcomes for K-3 Students (In the areas of Comprehension, Foundational Skills, and Language)

Primary drivers:

- Improve Comprehension skills to support reading proficiency by grade 3
- Improve Reading Foundational Skills instruction to support reading proficiency by grade 3
- Language Development and Language to support reading proficiency by grade 3
- Language Development and Language to support reading proficiency by grade 3
- Extend school day to include embedded Tier II Intervention in Master Schedule
- Add ELD Lead (TOSA) Position to provide additional support for I-Eld/ D-Eld Instruction
- Continue Literacy Coach (TOSA) Position to Support LCRS/CCLA

Secondary Drivers:

- Strategic Use of Scholastic Bookroom Resources for daily instruction
- Revise Decision Tree Criteria for Tiered Instruction
- Fountas & Pinnell Training for New Staff
- Hire Designated LLI Trained Instructors
- Designated ELD Training /Coaching

Change Ideas

- Support for continuity and quality Tier I core Instruction
- PL for Small Group Structures to support accuracy, fluency comprehension
- Grades K-4 and 5-8 students lacking foundational reading skills will receive daily explicit phonemic awareness, phonics, decoding and word analysis lesson
- Designated -ELD CoPlan/CoTeach with coaching support
- Training in ELPACTask Types

Other Needs:

Teachers need the skills, strategies and expertise in presenting instruction from the adopted language arts series and to incorporate common core standards and to use strategies to engage students.

Students need to have a firm foundation in the building blocks for reading:

- Phonemic Awareness
- Phonics instruction
- Fluency instruction
- Vocabulary instruction
- Text comprehension instruction

Students need to be exposed to the College and Career Readiness (CCR) anchor standards. A more rigorous implementation of content and performance standards needs to occur.

Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments.

Teachers in grades 4-8 also wanted in-depth training in teaching from the core curriculum, strategies to be more effective, and use of assessments.

All staff wanted to have more training in how to "catch up" students who were behind academically due to the pandemic. The staff wanted to know what they could do during instructional time and in extra learning opportunities before and after school to effectively meet the needs of all students.

The staff wanted to select assessments that gave data that could be used to drive instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment Consortium	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	ENGLISH LANGUAGE ARTS	English Language Arts	(+) = Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SBAC) - English Language Arts (ELA)	Baseline is from data from the 2023 California Dashboard. All Students were 104.9 points below standard. English Learners were 110 points below the standard. Hispanic students were 107.6 points below the standard. Socioeconomically Disadvantaged were 103.3 points below the standard	Data is from the 2024 California Dashboard All Students - 108.3 points below the standard. Decrease 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points	All Students - 74.6 points below Standard. English Learners - 88.7 points below Standard. Hispanic – 79.2 points below Standard. Socioeconomically Disadvantaged - 74.6 points below Standard (2025 Dashboard)	All Students will be 54.9 points below standard. English Learners will be 60 points below the standard. Hispanic students will be 57.6 points below the standard. Socioeconomically Disadvantaged will be 53.3 points below the standard	(-) = Decreased All Students: + 30.3 points toward Standard English Learners: + 21.3 points toward Standard Hispanic: + 28.4 points toward Standard Socioeconomically Disadvantaged: + 28.7 points toward Standard
1.2	Benchmark Tests from the adopted language arts program	Benchmark Tests from the adopted language arts program. Scores are from the 2023-2024 academic year. Above Standard 19% Near Standard 20% Below Standard 61%	Benchmark Tests from the adopted language arts program. Scores are from the 2024-2025 academic year. Above Standard 20% Near Standard 24%	Benchmark Tests from the adopted language arts program. Scores are from the 2025-2026 academic year. Above Standard 20% Near Standard: 27%	Benchmark Tests from the adopted language arts program. Scores are from the 2026-2027 academic year. Above Standard 25% Near Standard 30 % Below Standard 45%	Current difference from baseline for Benchmark Tests from the adopted language arts program Above Standard + 1% Near Standard: +7 % Below Standard - 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Below Standard 56%	Below Standard: 53%		
1.3	Students will take Renaissance Learning STAR assessments 3 times a year: 1st Trimester, 2nd trimester, 3rd trimester	End of year in 2024: 11% reached benchmark Proficiency	End of year in 2025: 20% reached benchmark Proficiency	End of year in 2026: 26% reached benchmark- Proficiency	Scores are from the 2026-2027 academic year end of year.: 15% reached benchmark	Increase of 15%
1.4	All teachers are appropriately credentialed in the subject area(s) and grade(s) they are assigned to teach.	From 2023 Local Data Fully Credentialed Teachers: 6 of 7 (86%)	From 2024 Local Data This year we had the following credentialed teachers: 5 fully credentialed Teacher of 8: 62.5%	100% of teachers are fully credentialed. (2025-26)	2027 Local Data : Fully Credentialed Teachers: (100%)	Increase of 14%
1.5	All teachers are appropriately assigned in grade(s) they are assigned to teach.	From 2023 Local Data : Appropriately Assigned Teachers: 7 of 7 (100%) (2023-2024)	From 2024 Local Data : Appropriately Assigned Teachers: 8 of 8 (100%) (2024-2025)	100% of teachers are appropriately assigned (2025-26)	2027 Local Data : Appropriately Assigned Teachers: (100%)	No difference
1.6	Annual Board resolution on student access to standards aligned materials.	From 2023 California Dashboard: 100% of students have access to board approved, standards aligned materials	From 2024 California Dashboard: 100% of students have access to board approved, standards aligned materials	100% of students have access to board approved, standards aligned materials (2025-26)	100% of students have access to board approved, standards aligned materials	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Implementation of academic content and performance standards for all students, including English Learner access to the Common Core and ELD Standards	ELA - Full Implementation Math - Full Implementation ELD - Full Implementation Science - Full Implementation History/Social Science - Initial Implementation (2023-24 - Local Indicator Self-Reflection Tool)	ELA - Full Implementation Math - Full Implementation ELD - Full Implementation Science - Full Implementation History/Social Science - Initial Implementation (2024-25 - Local Indicator Self-Reflection Tool)	ELA: Full Implementation Math: Full Implementation ELD: Full Implementation Science: Full Implementation History/Social Science: Full Implementation (2025-26 - Local Indicator Self-Reflection Tool)	ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability ELD - Full Implementation and Sustainability Science - Full Implementation and Sustainability History/Social Science - Full Implementation	ELA: No difference Math: No difference ELD: No difference Science: No difference History/Social Science: Increase of one implementation level
1.8	DIBELS performance levels on benchmark. Scores for K-8	DIBELS Scores from the 2023-2024 school year. Grade K- Well below benchmark 50% Below benchmark 20% At benchmark 20% Above benchmark 10%	DIBELS Scores from the 2024-2025 school year. Grade K- Well below benchmark 22% Below benchmark 0% At benchmark 56% Above benchmark 22%	DIBELS Scores from the 2025-2026 school year. Grade K- Well below benchmark 9% Below benchmark 0% At benchmark 9% Above benchmark 81%	Dibels Scores from the 2026-2027 school year. Grade K- Well below benchmark 50% Below benchmark 20% At benchmark 20% Above benchmark 10% Grade 1	Current difference from baseline for Dibels Tests Grade K- Well below benchmark: -41% Below benchmark: -20% At benchmark: -11% Above benchmark: +71%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 1 Well below benchmark 40% Below benchmark 22% At benchmark 23% Above benchmark 15% Grade 2 Well below benchmark 55% Below benchmark 15% At benchmark 20% Above benchmark 5% Grade 3 Well below benchmark 73% Below benchmark 18% At benchmark 0% Above benchmark 09% Grade 4 Well below benchmark 73% Below benchmark 18% At benchmark 0%	Grade 1 Well below benchmark 20% Below benchmark 20% At benchmark 20% Above benchmark 40% Grade 2 Well below benchmark 25% Below benchmark 25% At benchmark 25% Above benchmark 25% Grade 3 Well below benchmark 45% Below benchmark 45% At benchmark 0% Above benchmark 09% Grade 4 Well below benchmark 50% Below benchmark 50% At benchmark 0%	Grade 1 Well below benchmark 29% Below benchmark 43% At benchmark 14% Above benchmark 14% Grade 2 Well below benchmark 1% Below benchmark 33% At benchmark 22% Above benchmark 44% Grade 3 Well below benchmark 11% Below benchmark 38% At benchmark 38% Above benchmark 13% Grade 4 Well below benchmark 12% Below benchmark 33% At benchmark 22%	Well below benchmark 40% Below benchmark 22% At benchmark 23% Above benchmark 15% Grade 2 Well below benchmark 55% Below benchmark 15% At benchmark 20% Above benchmark 10% Grade 3 Well below benchmark 60% Below benchmark 15% At benchmark 15% Above benchmark 10% Grade 4 Well below benchmark 60% Below benchmark 15% At benchmark 15%	Grade 1 Well below benchmark: -11% Below benchmark: +21% At benchmark: -9 % Above benchmark: -1% Grade 2 Well below benchmark: -54% Below benchmark: +18% At benchmark: +2% Above benchmark: +39% Grade 3 Well below benchmark: -62% Below benchmark: +20% At benchmark: +38% Above benchmark: +4% Grade 4 Well below benchmark: -61% Below benchmark: +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Above benchmark 09% Grade 5 Well below benchmark 43% Below benchmark 29% At benchmark 14% Above benchmark 14% Grade 6 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13% Grade 7 Well below benchmark 47% Below benchmark 25% At benchmark 15% Above benchmark 13% Grade 8 Well below benchmark 47%	Above benchmark 0% Grade 5 Well below benchmark 0% Below benchmark 75% At benchmark 0% Above benchmark 2% Grade 6 Well below benchmark 70% Below benchmark 0% At benchmark 5% Above benchmark 25% Grade 7 Well below benchmark 40% Below benchmark 27% At benchmark 21% Above benchmark 12% Grade 8 Well below benchmark 30%	Above benchmark 33% Grade 5 Well below benchmark 0% Below benchmark 75% At benchmark 0% Above benchmark 25% Grade 6 Well below benchmark 0% Below benchmark 80% At benchmark 20% Above benchmark 0% Grade 7 Well below benchmark 40% Below benchmark 27% At benchmark 21% Above benchmark 12% Grade 8 Well below benchmark 15%	Above benchmark 10% Grade 5 Well below benchmark 40% Below benchmark 25% At benchmark 20% Above benchmark 15% Grade 6 Well below benchmark 45% Below benchmark 20% At benchmark 18% Above benchmark 17% Grade 7 Well below benchmark 40% Below benchmark 20% At benchmark 20% Above benchmark 20% Grade 8 Well below benchmark 40%	At benchmark: +22% Above benchmark: +24% Grade 5 Well below benchmark: -43% Below benchmark: +46% At benchmark: -14% Above benchmark: +11% Grade 6 Well below benchmark: -47% Below benchmark: +55% At benchmark: +5% Above benchmark: -13% Grade 7 Well below benchmark: -7% Below benchmark: +2% At benchmark: +6% Above benchmark: -1% Grade 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below benchmark 25% At benchmark 15% Above benchmark 13%	Below benchmark 24% At benchmark 29% Above benchmark 17%	Below benchmark 14% At benchmark 29% Above benchmark 42%	Below benchmark 20% At benchmark 20% Above benchmark 20%	Well below benchmark: -32% Below benchmark: -11% At benchmark; +14% Above benchmark: +29%
1.9	The BAS Benchmark Tests- Percentage of students meeting or exceeding grade-level reading proficiency as measured by the Benchmark Assessment System (BAS).	BAS Benchmarks in 2023-2024: EOY Current percentage of students reading at or above grade level based on the BAS assessment Increase the percentage of students in each grade level meeting or exceeding grade-level reading proficiency targets by 5% annually as measured by the BAS assessment. K- 40% of students at or above grade level. 1- 25% of students at or above grade level. 2- 12% of students at or above grade level. 3- 15% of students at or above grade level.	BAS Benchmarks in 2024-2025: EOY Current percentage of students reading at or above grade level based on the BAS assessment Increase the percentage of students in each grade level meeting or exceeding grade-level reading proficiency targets by 5% annually as measured by the BAS assessment. K- 44% of students at or above grade level. 1- 60% of students at or above grade level.	BAS Benchmarks in 2025-2026: EOY Current percentage of students reading at or above grade level based on the BAS assessment Increase the percentage of students in each grade level meeting or exceeding grade-level reading proficiency targets by 5% annually as measured by the BAS assessment. K- 90% of students at or above grade level. 1- 28% of students at or above grade level.	BAS Benchmarks given in 2026-2027: BAS Benchmarks in 2023-2024: EOY Current percentage of students reading at or above grade level based on the BAS assessment Increase the percentage of students in each grade level meeting or exceeding grade-level reading proficiency targets by 5% annually as measured by the BAS assessment. K- 46% of students at or above grade level.	BAS Benchmarks difference/increase K- 50% increase of students at or above grade level. 1: 3% increase of students at or above grade level. 2: 54% increase of students at or above grade level. 3: 36% increase of students at or above grade level. 4: 27% increase of students at or above grade level. 5: 8% decrease of students at or above grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4- 28% of students at or above grade level. 5- 33% of students at or above grade level. 6- 20% of students at or above grade level. 7- 10% of students at or above grade level 8- 18% of students at or above grade level.	2- 25% of students at or above grade level. 3- 73% of students at or above grade level. 4- 25% of students at or above grade level. 5- 22% of students at or above grade level. 6- 15% of students at or above grade level. 7- 33% of students at or above grade level. 8- 53% of students at or above grade level.	2- 66% of students at or above grade level. 3- 51% of students at or above grade level. 4- 55% of students at or above grade level. 5- 25% of students at or above grade level. 6- 20% of students at or above grade level. 7- 30% of students at or above grade level 8- 30% of students at or above grade level.	1- 29% of students at or above grade level. 2- 14% of students at or above grade level. 3- 18% of students at or above grade level. 4- 32% of students at or above grade level. 5- 38% of students at or above grade level. 6- 23% of students at or above grade level. 7- 15% of students at or above grade level. 8- 23% of students at or above grade level.	6: 0% no growth of students at or above grade level. 7: 20% increase of students at or above grade level 8: 12% increase of students at or above grade level.
1.10	QUAIL Arts Program Teacher Survey	QUAIL Arts Program Teacher Survey 2023-2024 1. 77% of all students participated in weekly	QUAIL Arts Program Teacher Survey 2024-2025 1. 77% of all students	QUAIL Arts Program Teacher Survey 2025-2026 1. 80% of all students	QUAIL Arts Program Teacher Survey 2026-2027 1. 80% of all students	1. +3% increase of all students participated in weekly VAPA activities during the school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VAPA activities during the school year. 2. 100 % of all classroom teachers reported increased inclusion of VAPA lessons in their instruction. 3. 100% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction. 4. 78% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program	participated in weekly VAPA activities during the school year. 2. 85 % of all classroom teachers reported increased inclusion of VAPA lessons in their instruction. 3. 85% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction. 4. 80% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program	participated in weekly VAPA activities during the school year. 2. 100 % of all classroom teachers reported increased inclusion of VAPA lessons in their instruction. 3. 100% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction. 4. 90% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program	participated in weekly VAPA activities during the school year. 2. 100% of all classroom teachers reported increased inclusion of VAPA lessons in their instruction. 3. 100% of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction. 4. 80% of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program.	2. No change of all classroom teachers reported increased inclusion of VAPA lessons in their instruction. 3. No change e of all classroom teachers reported using Quail Program lessons or strategies on a weekly basis during instruction. 4. +12% increase of all classroom teachers reported an overall increase in student academic performance since implementation of the Quail Program
1.11						

Goal Analysis [2025-26]

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

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

Action 1.1 (Professional Development): This Action was Fully implemented. Stone Corral collaborated with TCOE Reading Coach to provide planned ELA professinal developmewnt.

Action 1.2 (Literacy Coach): This Action was Fully implemented. A literacy coach continued her work win working with TCOE Reading Coach and staff.

Action 1.3 (Instructional Materials): This Action was Fully implemented. Material was provided to supplement the ELA curriculum.

Action 1.4 (Library Books, Virtual Books, and Audio Books): This Action was fully implemented.

Action 1.5 (Technology): This Action was Partially Implemented- No expenditure was due to less emphasis on the use of technology devices for supplementary instruction.

Action 1.6 (Incentives): This Action was Fully implemented

Action 1.7 (Extra and Co-Curricular Activities and Field Trips): This Action was fully implemented

Action 1.8 (Expanded Learning Opportunities): This Action was fully implemented.

Action 1.9 (Instructional Aides): This Action was fully implemented.

Action 1.10 (Assessment/Curriculum Coordinator): This Action was fully implemented.

Action 1.11 (TCOE Reading Specialist Support): This Action was fully implemented.

Action 1.12 (Library Clerk): This Action was fully implemented.

Action 1.13 (AMPACT - Americorps Tutors): This Action was fully implemented.

Action 1.14 (Quail Arts Integration Program): This Action was fully implemented.

Action 1.15 (Learning Recovery Teacher Tutors): This Action was fully implemented.

Relevant challenges and successes with the implementation process of Actions:

Success: Action 1.1 (Professional Development): Stone Corral collaborated with TCOE Reading Coach to provide planned ELA professinal developmewnt. The staff felt the professional development was beneficial to their classroom academic strategies. We will continue next year.

Success: Action 1.4 (Library Books, Virtual Books, and Audio Books): Our library's books were culled over by the ERS Library staff and new books were ordered to update the book title selections for the library

Success: Action 1.8 (Expanded Learning Opportunities): Our school had many enrichment activities for the students integrated with academic pull outs.

Challenge: Action 1.13 (AMPACT - Americorps Tutors): It was difficult aligning the AMPACT tutoring schedules with some of the teacher's schedules to provide tier 2 intervention.

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 total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 1.1 (Professional Development): Decrease in expenditure was due to coordination of topics presented to the staff with the TCOE Literacy Coach instead of other sources of contracted services.

Action 1.3 (Instructional Materials): Increase in expenditure was due to our instructional staff needing supplementary support materials to support our instruction strategies presented by our literacy coach, CCLA, DIBELS.

Action 1.4 (Library Books, Virtual Books, and Audio Books): Increase in expenditure was due to recommended new books needed to be purchased to replace old books filtered out with assistance of ERS Library consultation.

Action 1.5 (Technology): No expenditure was due to less emphasis on the use of technology devices for supplementary instruction.

Action 1.7 (Extra and Co-Curricular Activities and Field Trips): Increase in expenditure was due to additional activities students attended throughout the year with TCOE events and events at the Cutler-Orosi School District

Action 1.8 (Expanded Learning Opportunities): Increase in expenditure was due to coordinating contracted services events with TCOE CHOICE’s ELOP program.

Action 1.9 (Instructional Aides): Decrease in expenditure was due to two additional aides who were not needed as requested by teaching staff for support in the classroom.

Action 1.11 (TCOE Reading Specialist Support): Increase in expenditure was due to increase of 3 days of professional development by TCOE reading specialist adding and incorporating ELD instruction topics.

Action 1.12 (Library Clerk): Decrease in expenditure was due to employee not working the extra hours anticipated for library upgrade/renewal.

Action 1.13 (AMPACT - Americorps Tutors): Decrease in expenditures was due to necessary flexing of tutor schedules.

Action 1.15 (Learning Recovery Teacher Tutors: Increase in costs was due to higher than anticipated costs of action implementation.

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

With the exception of Actions 1.2, 1.11, 1.14, and 1.15, all Actions under this Goal are designated as Contributing Actions and principally targeted at increasing or improving services for Unduplicated Pupils (Socioeconomically Disadvantaged, Foster Youth, and English Learners). All Actions were planned and executed with the intent to increase the English Language Arts performance of all students. The effectiveness of these Actions is measured by data outcomes of Metrics 1.1, 1.2, 1.3, 1.8, and 1.9. All Actions under this Goal are planned to leverage each other toward the goal of increasing student reading and literacy outcomes. In combination, all Actions were effective in making progress toward the stated Goal.

As data outcomes of the identified metrics to measure student progress indicate, this group of Actions has resulted in substantial gains in the ELA performance outcomes of Unduplicated Pupils and all pupils as a whole. The interconnectedness of services focused on ensuring that the intended Goal is always what is leading the actions of staff, and keep the drive for improvement at the center of the work.

Metric 1.1 strongly illustrates the effectiveness of these interconnected Actions on accelerating student achievement. Growth in distance toward Standard achievement has grown substantially when compared to the Baseline year results. Experienced, fully-credentialed teachers are continuing to participate in professional learning opportunities and implementing learned practices and strategies into classroom instruction, lesson planning, and academic intervention activities. ELA consultants, instructional aides, library personnel, assessment/curriculum coordinator, and the literacy coach all successfully provide their services, and when coupled with the efforts of students, the academic results have been very encouraging and affirming that the district is continuing in the right direction with Actions under this Goal. Local Metric data results also supports the effectiveness of the Actions under this Goal.

Action 1.14 (Quail Arts Integration Program): Effective - As metric data results of Action 1.10 indicate, this Action has been very successful at engaging students in school VAPA activities and instructional lessons which have a direct correlation on academic ELA success.

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

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Action 1.2 - Action has been deleted from the LCAP due to district financial constraints.

Action 1.14 - Action has been deleted from the LCAP due to district financial constraints.

Action 1.15 - This Action has been deleted as the remaining small portion of Learning Recovery Emergency Block Grant funding has been shifted to support a different LCAP Action, and this funding is needed to maintain the position of Action 5.1. Action 1.15 will not be active in the 2026-27 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide targeted ELA professional development focused on improving instruction, assessment practices, classroom management, ELD strategies, literacy interventions, and achievement for student groups identified on the California Dashboard.	$5,000.00	Yes
1.2	Literacy Coach	Provide a Literacy Coach to support staff with literacy instruction, coordinate professional development, and collaborate with the TCOE Curriculum Specialist. THIS ACTION HAS BEEN DELETED		
1.3	Instructional Materials	Provide ELA, early literacy, TK, ELD, and intervention instructional materials to support literacy instruction and supplemental student learning.	$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Library Books, Virtual Books, and Audio Books	Provide library books, virtual books, and audiobooks to expand reading access, support Accelerated Reader, strengthen nonfiction selections, and encourage student reading.	$10,500.00	Yes
1.5	Technology	Provide educational technology to support and enhance literacy instruction at school and in virtual learning settings.	$5,000.00	Yes
1.6	Incentives	Provide academic and attendance incentives to recognize and encourage students who demonstrate success in English Language Arts.	$5,000.00	Yes
1.7	Extra and Co-Curricular Activities and Field Trips	Provide extra-curricular, co-curricular, and field trip opportunities that support literacy development and student engagement.	$1,000.00	Yes
1.8	Expanded Learning Opportunities	Provide after-school tutoring, intervention, and enrichment opportunities at least three days per week to support student learning.	$72,000.00	Yes
1.9	Instructional Aides	Provide instructional aide support to assist teachers and support students who need intensive academic instruction.	$68,465.00	Yes
1.10	Assessment/Curriculum Coordinator	Provide assessment and curriculum coordination to gather and analyze student performance data for instructional planning.	$16,000.00	Yes
1.11	TCOE Reading Specialist Support	Contract for TCOE Reading Specialist support to coordinate literacy professional development, materials, and implementation of the literacy plan.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Library Clerk	Provide a Library Clerk to coordinate literacy activities, organize physical and virtual library resources, and assist with STAR Assessments.	$24,000.00	Yes
1.13	AMPACT - Americorps Tutors	Partner with AmeriCorps to provide trained Reading Corps tutors for targeted K-3 students during the instructional day.	$15,000.00	Yes
1.14	Quail Arts Integration Program	Provide visual and performing arts opportunities that integrate with core subject areas and enhance student learning. (Quail Arts Program) THIS ACTION HAS BEEN DELETED		
1.15	Learning Recovery Teacher Tutors	Learning Recovery Emergency Block Grant (LREBG) Action Two teacher-tutors will provide targeted, small-group instruction using the Fountas & Pinnell Leveled Literacy Intervention (LLI) System for students identified as performing below grade level in reading. This evidence-based intervention is designed to accelerate literacy learning through systematic, leveled instruction that emphasizes phonics, fluency, vocabulary, and comprehension. LLI has been shown to significantly improve reading achievement for struggling readers, particularly when implemented with fidelity in a small-group setting. Research Justification: Research studies, including those cited by the What Works Clearinghouse, have demonstrated that the Fountas & Pinnell LLI system improves foundational reading skills and reading comprehension among early and struggling readers. The intervention is grounded in balanced literacy instruction and aligns with effective practices for closing achievement gaps, particularly among students requiring intensive support. This will enable our school to provide Literacy Intervention Teacher/Tutors to deliver targeted small-group and one-on-one support in reading for students who are performing below grade level. Intervention will focus on foundational reading skills, fluency, comprehension, and vocabulary		

Action #	Title	Description	Total Funds	Contributing
		development, with progress monitored regularly using local and state assessments. Students to be Served: Unduplicated pupils and all struggling readers in grades K–8. Intended Outcome: Increase the percentage of students reading at or above grade level as measured by STAR Reading, DIBELS, and CAASPP ELA results. Rationale: Reading proficiency is foundational to all academic success. Due to COVID-19 learning disruptions, many students remain below grade-level benchmarks in literacy. By providing Literacy Intervention Teacher/Tutors, the district will address learning loss, accelerate student progress, and support equitable outcomes, especially for English Learners, low-income, and foster youth. Metrics for Monitoring Impact: 1.1: Growth data from the ELA Smarter Balanced Consortium Assessment (SBAC) 1.8: DIBELS performance levels on benchmark scores 1.9: Percentage of students meeting or exceeding grade-level proficiency as measured by the Benchmark Assessment System (BAS) Learning Recovery Emergency Block Grant (LREBG) funds supporting this action: $90,907. THIS ACTION HAS BEEN DELETED, AS REMAINING GRANT FUNDS HAVE BEEN SHIFTED TO SUPPORT A DIFFERENT ACTION.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement in Math by increasing the percentage of students meeting or exceeding grade level standards on state assessments through targeted interventions, professional development for staff, and enhanced instructional resources.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

2025-2026 LCAP Goal 2 Improve student achievement in Math by increasing the percentage of students meeting or exceeding grade level standards on state assessments through targeted interventions, professional development for staff, and enhanced instructional resources.

MATHEMATICS (2024 Dashboard)

Math performance level for the All-Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Red.

All students – RED 134.3 points below the standard. Declined 18 points
English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points
Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points
Hispanic – RED 137.3 points below standard. Decrease 20.2 points
Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points

Percentage of all 3rd - 8th Grade students meeting or exceeding grade level Math Standards (2023-24: CAASPP)
Level 1: 82.67% Standards Not Met
Level 2: 9.33% Standards Nearly Met
Level 3: 8.00% Standards Met
Level 4: 0.00% Standards Exceeded

In 2025–2026, the district will prioritize improving student achievement in mathematics by increasing the percentage of students meeting or

exceeding grade level standards on state assessments. This goal will be pursued through a focused approach that includes targeted academic interventions, professional development for instructional staff, and the enhancement of instructional materials and resources aligned with state standards.

Current performance data indicate an urgent need for improvement. According to the 2024 California School Dashboard, the performance level for All Students, as well as for key student groups—including English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students—is Red, the lowest performance level.

- All Students performed 134.3 points below standard, with a decline of 18 points from the prior year.
- English Learners were 138.7 points below standard, declining 19.7 points.
- Long-Term English Learners showed even greater need, scoring 153.8 points below standard, with a decline of 21.3 points.
- Hispanic students declined by 20.2 points, performing 137.3 points below standard.
- Socioeconomically Disadvantaged students declined by 8.8 points, scoring 123.5 points below standard.

CAASPP results from 2023–2024 reinforce these findings. Across grades 3–8, only 8% of students met standards in math, while 82.67% scored at Level 1 (Standards Not Met) and 9.33% scored at Level 2 (Standards Nearly Met). No students exceeded the standard.

To address these persistent gaps, the district will implement a multi-tiered approach focused on:

- Intervention supports, including data-informed small group instruction and extended learning opportunities.
- Ongoing professional development in evidence-based math practices, with a focus on conceptual understanding and academic language.
- Instructional resource enhancements, such as supplemental curriculum aligned to Smarter Balanced claims and targets, and tools to support differentiated instruction.

Through these efforts, the district is committed to raising achievement levels in math, particularly for historically underserved student groups, and ensuring that all students are prepared for success in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Smarter Balanced Consortium (SBAC) Assessment - Math	MATHEMATICS Math performance color is Orange. All students - 116.3 points below the standard. Increase 11.9 points	MATHEMATICS Math performance color is RED. All students – RED 134.3 points below the standard. Declined 18 points	MATHEMATICS All students – 124.9 points below the Standard. English Learners (EL) –132.6 points below standard.	Baseline from the 2026-2027 California School Dashboard: All Students will be 66.3 points below standard. English Learners will be 69.1 points	(+) = Increased (-) = Decreased All Students: - 8.6 points from Standard English Learners: - 13.5 points from Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners (EL) - 119.1 points below standard. Increased 4.8 points Hispanic - 117.1 points below standard. Increased 12.7 Socioeconomically Disadvantaged (SED)- 114.8 points below standard. Increased 12.9 points (2023 Dashboard)	English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points LTELS were not included in the original baseline. A new baseline was established. Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points (2024 Dashboard)	Long-Term English Learners – 167.8 points below Standard. Hispanic – 126.9 points below Standard. Socioeconomically Disadvantaged (SED) - 124.9 points below Standard. (2025 Dashboard)	below the standard. Hispanic students will be 67.1 points below the standard. Socioeconomically Disadvantaged will be 64.8 points below the standard	Hispanic: - 9.8 points from Standard Socioeconomically Disadvantaged: - 10.1 points from Standard
2.2	Benchmark Tests From the Adopted Math Program	Student Percentage Results: Above Standard 3% Near Standard 5%	Benchmark Tests from the adopted math program Above Standard 5%	Benchmark Tests from the adopted math program: Above Standard 8%	2026-2027 Benchmark Tests from the adopted Math program scores:	Above Standard: 5% increase Near Standard: 4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below Standard 92% (2023-24)	Near Standard 6% Below Standard 89% (2024-25)	Near Standard 9% Below Standard: 83 % (2025-26) (2025-26)	Above Standard 9% Near Standard 7% Below Standard 84%	Below Standard: 9% decrease
2.3	Students Will Take Renaissance Learning STAR Math Assessments Once a Month to Monitor Progress	Renaissance Learning STAR Math assessments 9 % expected to meet benchmark (2023-24)	Renaissance Learning STAR Math assessments 9.8% met benchmark (2024-25)	Renaissance Learning STAR Math assessments 12% met benchmark (2025-26)	2026-2027 Renaissance Learning STAR Math assessments 22% Expected to reach benchmark	STAR Math assessments: 3% increase
2.4	Annual Board Resolution on Student Access to Standards Aligned Materials	Resolution indicated 100% of students have access to board approved, standards aligned materials. (2023-24)	Resolution indicated 100% of students have access to board approved, standards aligned materials. (2024-25)	100% of students have access to board approved, standards aligned materials. (2025-26)	Resolution indicated 100% of students have access to board approved, standards aligned materials.	No difference
2.5	Percentage of Fully Credentialed Teachers	Fully Credentialed Teachers: 6 of 7 (86%) (2023-24)	This year we had the following credentialed teachers: 5 fully credentialed Teacher of 8: 62.5% (2024-25)	100% of teachers are fully credentialed. (2025-26)	2026-2027 Fully Credentialed Teachers: 7of 7 (86%)	Increase of 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of Teachers Appropriately Assigned	Appropriately Assigned Teachers: 7 of 7 (100%) (2023-24)	From 2024 Local Data Appropriately Assigned Teachers: 8 of 8 (100%) (2024-2025)	100% of teachers are appropriately assigned (2025-26)	From 2026-2027 Local Data Appropriately assigned Teachers: of 8 (100%)	No difference

Goal Analysis [2025-26]

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

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

Action 2.1 (Professional Development - Math): This Action was fully implemented.

Action 2.2 (Instructional Materials - Math): This Action was fully implemented.

Action 2.3 (Education Technology Programs): This Action was fully implemented.

Action 2.4 (Academic Incentives): This Action was fully implemented.

Action 2.5 (Field Trips and Extra/Co-curricular Activities): This Action was fully implemented.

Action 2.6 (Instructional Aide): This Action was fully implemented.

Action 2.7 (Americorp Tutors): This Action was fully implemented.

Action 2.8 (Extended Learning Programs): This Action was fully implemented.

Relevant challenges and successes with the implementation process of Actions: There were not relevant successes nor challenges with the implementation process for any Actions under this Goal.

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 total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 2.1 (Professional Development - Math): Decrease in expenditure was due to our participation in CCLA math professional development activities which were a part of the TCOE
sponsored offerings, therefore expenses were less.

Action 2.2 (Instructional Materials - Math): Increase in expenditure was due to purchase of supplemental material needed to align with the new California math framework.

Action 2.3 (Education Technology Programs): Increase in expenditure was due to purchase of supplemental technology needed to align with the new California math framework.

Action 2.7 (Americorp Tutors): Increase in expenditure was due to partial addition of K-3 math tutor for Tier 2 instruction.

Action 2.8 (Extended Learning Programs): Increase in expenditure was due to unexpected allocation in ELOP funding and need to expand the ELOP program sessions and offerings.

Metrics 2.5 and 2.6 - The Metric title has been revised to more accurately define what is being measured.

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

The content area of Math continues to be a challenge, as SBAC State assessment performance is far below the State average for all significant student groups. But 2024-25 SBAC (2025 Dashboard) results do indicate that perhaps Action services under this Goal have begun to gain traction. After an initial decline in Math performance (2024 Dashboard) from the Baseline data (2023 Dashboard) for all significant student groups, 2025 Dashboard data results shows an increase in performance in Distance from Standard for the All Students, English Learner, and Hispanic student groups, while the Socioeconomically Disadvantaged student group maintained with only a slight 1.4 point decline. The Long-Term English Learner Group will be of increased focus in the coming year, as performance data indicates more support is needed.

As with Actions in the previous Goal (Goal 1), with the exception of Action 2.8, all Actions under this Goal are designated as Contributing Actions and principally targeted at increasing or improving services for Unduplicated Pupils (Socioeconomically Disadvantaged, Foster Youth, and English Learners). All Actions were planned and executed with the intent to increase the Math performance of all students. The effectiveness of these Actions is measured by data outcomes of Metrics 2.1, 2.2, and 2.3. Actions under this Goal are planned to leverage each other toward the goal of increasing student math outcomes. In combination, all Actions were effective in contributing to making progress toward the stated Goal. Even though data results do not match the increases attained in ELA, they do indicate that the impact of Action services is beginning to reflect in Math achievement gains.

As data outcomes of the identified metrics to measure student progress indicate, this group of Actions have cohesively begun to contribute to more positive outcomes for students. Gains in achievement have not yet been to the level of pace the district was seeking in the last two years of outcomes (2023-24 and 2024-25), but staff efforts and student progress over the course of this year (2025-26) point to an expectation of higher achievement on the SBAC Math Assessment.

Staff professional learning has driven the traction toward greater Action effectiveness, as administrative observational data indicates a much higher implementation level of effective math strategies and practices with classroom lesson instruction, lesson planning, and math intervention support opportunities for students. Use of high-quality instructional materials and appropriate technology-based Math programs have allowed students access to appropriate materials to support understanding of content area learning objectives. Math tutors through Americorp have also been effective in providing Math intervention support to identified students. Student math support through after school extended learning programs (Action 2.8) is another support opportunity providing benefits to student learning. Lastly, students themselves feel increased motivation when incentivized to do their best and the addition of math-based co-curricular activities supports comprehension of math concepts.

As with Goal 1 Actions, the interconnectedness of services under Goal 2 focuses on ensuring that the intended Goal is always what is leading the actions of staff, and keep the drive for improvement at the center of the work.

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

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Action 2.3 - The Action Title has been revised to more accurately reflect Action services.

Action 2.6 - Action has been deleted from the LCAP due to district budgeting decision.

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	Professional Development	Provide math professional development focused on content knowledge, instructional strategies, differentiation, technology integration, assessment, data use, and teacher collaboration.	$5,000.00	Yes
2.2	Instructional Materials	Provide math instructional materials to support teaching, learning, and students who need additional assistance.	$10,000.00	Yes
2.3	Education Technology Programs	Implement technology programs that support and enhance math instruction and student learning.	$2,500.00	Yes
2.4	Academic Incentives	Provide academic and attendance incentives to recognize and encourage students who demonstrate success in math.	$2,000.00	Yes
2.5	Field Trips and Extra/Co-curricular Activities	Provide field trips, extra-curricular, and co-curricular activities that support and enhance math development.	$1,000.00	Yes
2.6	Instructional Aide	Students will be identified for math intervention and supported with services provided via an instructional aide. THIS ACTION HAS BEEN DELETED		
2.7	Americorp Tutors	Partner with AmeriCorps to provide tutoring support during the instructional day for targeted students in grades 4-8.	$8,000.00	Yes
2.8	Extended Learning Programs	Provide extended learning programs that support curriculum, instruction, student support, family engagement, and improved performance on state and local assessments.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	This three-year goal is intended to increase the academic achievement of English Learners by ensuring that high-quality ELD instruction is consistently provided using the proven most effective practices and strategies, and supported through utilization quality supplemental materials and timely interventions.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school looked at assessment data and input from our educational partners.

Our school looked at assessment data and input from our educational partners.

The ELA indicator on California Dashboard is "red" for all students and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.

All students are 108.3 points below standard in ELA. This was a 3.4 point decline from the previous year. All students groups including English Learners and Hispanic demonstrated declines in ELA. The Socioeconomically Disadvantaged student group increased in ELA 6 points.

The performance levels for English Learners are very low. The performance level for English Learners is red on ELA indicator. English Learners are 117 point below standard. This shows a decline of 7 points from the previous year.

Data from 2023-24 CAASPP/ELPAC SUMMATIVE

The ELPAC Scores for 2023-2024were as follows: School-wide: 7.50% proficient
Level 1 (Minimally Developed) 31.25%
Level 2 (Somewhat developed) 27.50%
Level 3 (Moderately Developed) 33.75%
Level 4 (Well Developed) 12.50%

Student English Language Acquisition Results (2024 Dashboard)
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.
Els who decreased at least one ELPI Level: 23.5%
ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.4%
ELs who maintained ELPI Level 4: 4.4%
ELs who progressed at least one ELPI Level: 29.4%

According to the 2024California School Dashboard, 31.9% (compared to 48.5% last year) of the English Language Learners are making progress towards English language proficiency.

According to the 2024 California Dashboard, English learner progress indicator is RED in Math, 138.7 points below standard, 19.7 point decline from the prior year.

Stone Corral School District remains committed to increasing the academic achievement of English Learners (ELs) by providing high-quality, research-based English Language Development (ELD) instruction, supplemented with targeted materials and timely interventions. However, the 2024 California School Dashboard and CAASPP/ELPAC data indicate persistent and deepening challenges in both English language acquisition and academic performance, underscoring the need for intensified instructional support and systemic improvement.
Academic Performance in English Language Arts
According to the 2024 California School Dashboard, the ELA indicator is in the Red performance level for all students, including English Learners, and Hispanic students. The Socioeconomic Student Group performance was ORANGE with an increase of 6 points. . All student groups, except the Socioeconomic Student Group, experienced declines in English Language Arts compared to the previous year.
Specifically:

- All students scored 108.3 points below the standard, a decline of 3.4 points from the previous year.
- English Learners performed 117 points below standard, with a 7-point decline from the previous year.

These results reflect not only a lack of overall proficiency but also a downward trend in ELA performance, indicating that current ELD and general education supports are not yet yielding the expected impact on language and literacy development.
Language Acquisition (ELPAC and ELPI Progress)
Data from the 2023–24 Summative ELPAC further highlights the need for more effective language development supports:

- Only 12.50% of EL students were classified as Proficient (Level 4).
- The majority of ELs scored in Level 1 (31.25%), Level 2 (27.5%), and Level 3 (33.75%), indicating that over 92% of English Learners are not yet demonstrating full English proficiency.

Additionally, results from the English Learner Progress Indicator (ELPI) show:

- Only 29.4% of ELs progressed at least one ELPI level.
- 23.5% decreased by at least one level, while 42.6% remained at lower levels (1–3H).
- Only 4.4% maintained the highest level (ELPI Level 4).
- Overall, just 31.9% of ELs made progress toward English language proficiency, a significant decline from 48.5% the previous year.

These findings suggest that although ELD services are being provided, they may not be fully aligned with student needs, or may be inconsistent in quality and intensity. Additionally, Long-Term English Learners and students with interrupted education may not be receiving the differentiated and scaffolded instruction they require.
Math Performance of English Learners

The Dashboard also shows that English Learners are struggling significantly in mathematics:

- EL students scored 138.7 points below the standard in math, a dramatic decline of 19.7 points from the prior year, placing them in the Red performance level.

This sharp drop highlights the compounding effect of limited English proficiency on students' ability to access content in all core areas, particularly math, where academic vocabulary and word problems present major barriers.

Conclusion and Implications
The data clearly indicate that English Learners in Stone Corral are facing significant academic and linguistic challenges. Declining trends across multiple indicators show that while supports are in place, greater focus is needed on:

- Ensuring daily, structured, and differentiated Designated ELD instruction.
- Strengthening Integrated ELD across content areas, especially in math and ELA.
- Providing ongoing professional development for teachers on scaffolding, academic language development, and culturally responsive strategies.
- Expanding the use of data to monitor student progress and inform instructional adjustments.
- Increasing support for Long-Term English Learners through targeted interventions.
- Implementing regular progress monitoring, including formative assessments and ELPI-aligned tasks.

To meet the goal of increasing English Learner achievement, the district will refine instructional delivery models, increase the frequency and quality of professional learning, and expand access to supplemental materials that accelerate both language development and content mastery.

The spring staff surveys and empathy interviews indicate that the staff needs professional development to better meet the needs of English Learners.
The staff needs to focus on the language proficiency level of students by use of the ELPAC Assessment results and ELD Benchmark Tests from the reading series.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

1. The staff needs to explicitly teach English Language Development (ELD). English Language Development will give the foundation needed for students to progress academically as evident through ELPAC Scores and CAASPP Assessments

2. English Learning Students need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on rigorous standards.

3. English language learners must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write.

4. Teachers need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively.

5. Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical thinking and analytical skills and the particular reading strategies of the disciplines. The goal is to enable all EL students to have access to the common core ELA and ELD standards

6. The staff will focus on the implementation of the English language development standards. We need to take a deeper dive into California's new English language development (ELD) standards to learn how they work in tandem with the California Standards to accelerate English learners' (ELs) academic and linguistic progress in all subject areas. This will help clarify integrated ELD, in which all teachers of ELs use the ELD standards in tandem with the focal California Standards, and designated ELD, a protected time during the regular school day in which teachers use the California ELD standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELs need for content learning in English. Teachers and staff will learn strategies and resources for continuous learning and instructional planning to support English language learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC - English Language Arts (ELA): English Learner Achievement	2023 California Dashboard. English Learners were 110 points below the standard (Red color performance) in ELA.	2024 California Dashboard English Learners are 117 points below standard. This shows a decline of 7 points	(2025 Dashboard) ELA: 88.7 points below Standard Math: 132.6 points below Standard	2026-2027 school year California Dashboard. English Learners were 60 points below the standard (Red color	(+) = Increased (-) = Decreased Dashboard ELA: + 21.3 points toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners were 119.1 points below the standard (Red color performance) in Math. 2022-23 CAASPP 11.66% of ELs met or exceeded standards proficiency in ELA 8.34% of ELs met or exceeded standards proficiency in Math	from the previous year. 2023-24 CAASPP 12.50% of ELs met on exceeded standards proficiency in ELA 8.93% of ELs met on exceeded standards proficiency in Math	(2024-25 CAASPP) 6.82% of ELs met or exceeded Standard proficiency in ELA 4.54% of ELs met or exceeded Standard proficiency in Math	performance) in ELA. English Learners were 75 points below the standard (Red color performance) in Math. 2022-23 CAASPP 25% of ELs met on exceeded standards proficiency in ELA 20% of ELs met on exceeded standards proficiency in Math	Math: - 13.5 points from Standard CAASPP ELA: 4.84% decrease Math: 3.8% decrease
3.2	Percentage of English Learners Making Progress Toward English Language Proficiency (ELPI)	2023 California School Dashboard 48.5% of ELs made progress toward English language proficiency	2024 California School Dashboard 29.4% of ELs made progress toward English language proficiency	37.3% made progress toward English language proficiency (2025 Dashboard)	2027 California School Dashboard: 58% of ELs imade progress toward English language proficiency"	11.2% decrease
3.3	Percentage of Students Reaching Benchmark on Renaissance Learning	2023: EL students who reached benchmark: 11%	2024: EL students who reached benchmark: 12%	2025-26: EL students who reached benchmark: 26%	2027 Students who reached benchmark: 20%	+15% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	STAR Reading Assessment.					
3.4	Percentage of Fully Credentialed Teachers Percentage of Teachers Appropriately Assigned	Local Data 2023-2024: Fully credentialed teachers: 6 of 7 (86%) Appropriately assigned teachers: 7 of 7 (100%)	From 2024 Local Data This year we had the following credentialed teachers: 5 fully credentialed Teacher of 8: 62.5% Decrease 23.5 % Appropriately assigned teachers: 8 of 8 (100%)	Fully Credentialed: 100% Appropriately Assigned: 100%	Local Data2026-2027: Fullycredentialled teachers 7 of 7 (100%) Appropriately assigned teachers: 7 of 7 (100%)	Fully Credentialed: 14% increase Appropriately Assigned: No difference
3.5	EL Reclassification Rate	EL students Reclassified to Fluent English Proficient: 3% (2023-24)	EL students reclassified to Fluent English Proficient: 12% (2024-25)	EL students Reclassified to Fluent English Proficient: 6% (2025-26)	EL students Reclassified to Fluent English Proficient: 15%	+3% increase
3.6	Programs/Services That Enable ELs to Access the CCSS and ELD Standards.	100% of classroom teachers are providing ELD instruction and teaching to CCSS and ELD standards. (2023-24: Classroom and Evaluation Observation)	100% of classroom teachers are providing ELD instruction and teaching to CCSS and ELD standards. (2024-25: Classroom and Evaluation Observation)	100% of classroom teachers are providing ELD instruction and teaching to CCSS and ELD standards. (2025-26 Classroom and Evaluation Observation)	100% of classroom teachers are providing ELD instruction and teaching to CCSS and ELD standards.	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

Action 3.1 (English Language Development Professional Development): This Action was fully implemented

Action 3.2 (Instructional Materials - ELD): This Action was fully implemented

Action 3.3 (EL Coach): This Action was fully implemented

Action 3.4 (Technology - Support ELD): This Action was fullyi mplemented

Action 3.5 (English Learner Aide): This Action was fully implemented

Action 3.6 (Extended Learning Opportunity): This Action was fully implemented

Relevant challenges and successes with the implementation process of Actions:

Success: Action 3.6 (Extended Learning Opportunity): Successful implementation allowed many of our EL students the opportunity to have enriching activities which helped with the students' English development.

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 total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 3.1 (English Language Development Professional Development): Decrease in expenditure was due to our TCOE reading coach coordinating EL professional development services with the ELA Coach.

Action 3.2 (Instructional Materials - ELD): Increase in expenditure was due to need to align our EL/ELD program with professional development to be more effective.

Action 3.3 (EL Coach): Increase in expenditure was due to need to expand the duties of the coach, especially in assessments.

Action 3.5 (English Learner Aide): Increase in expenditure was due to additional hours needed to expand the schedule of the EL aide to meet the needs of EL students,

Action 3.6 (Extended Learning Opportunity): Increase in expenditure was due to expand the ELOP program academic offerings for EL students.

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

Goal 3 of the LCAP focuses on the district's English Learner (EL) students. All Actions under this Goal in 2025-26 were designated as Contributing to increasing or improving services for this student group. Measure of progress Metrics to assess the effectiveness of the Actions under the Goal are the same for each Action (Metrics 3.1, 3.2, and 3.5), as they are established to work cohesively in bringing about higher achievement outcomes for English Learners.

As Metric 3.1 results indicate, English Learners have been quite successful in accelerating their rate of learning in ELA. Over a two year period (2023-24 and 2024-25), EL students have made a gain of 21.3 points toward Standard on the State SBAC assessment. This result supports the effectiveness of ELD Professional Development (Action 3.1), use of high-quality ELD instructional materials (Action 3.2), and extended learning supports provided by the district (Action 3.6). Staff continue to participate yearly in professional learning related to continuing to acquire best ELD practices and strategies to accelerate EL progress toward English language proficiency. Its effectiveness can be seen in the increase in progress once again (2025 Dashboard) in Metric 3.2. The EL Aide (Action 3.5) and EL Coach (Action 3.3 have been instrumental in providing support to students and teachers in their work with EL students. The EL Coach guides, models, and supports teacher implementation of effective instructional lesson-building and instructional delivery of ELD support for students, while the EL Aide provides English Learners extra academic support through individual and small-group assistance in the classroom. Technology also plays an effective role by providing EL students with another learning mechanism that enables them to further access ELD educational platforms.

While English Learners are achieving at an accelerated rate in the area of English Language Arts, that is not the case in Math. SBAC results show a decline in performance in this content area. So as Actions are effective in bringing about gains in ELA, the district will re-focus efforts to provide instructional staff with the on-going professional learning needed to address EL identified needs in the Math content area. For Actions to be fully effective, they must also positively impact the Math learning and performance of EL students. The district must continue to seek ways to refine instructional delivery, ensure fidelity of ELD, monitor for consistent implementation of best practices and strategies, and shift efforts as needed in a timely manner.

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

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Metric 3.4 - Title has been revised to provide more clarity. No changes to progress reporting data.

Action 3.3 - Action has been deleted from the LCAP due to district budgeting decision.

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	English Language Development Professional Development	Provide ELD professional development focused on Wonders ELD, LTEL strategies, culturally responsive teaching, targeted ELD instruction, individualized goals, academic language, monitoring, and supportive learning environments.	$4,000.00	Yes
3.2	Instructional Materials	Provide supplemental instructional materials to support ELD instruction and student learning.	$6,000.00	Yes
3.3	EL Coach	Provide an EL Coach to support teachers and staff with effective English Language Development instruction. THIS ACTION HAS BEEN DELETED		

Action #	Title	Description	Total Funds	Contributing
3.4	Technology	Provide technology to support language development and enhance literacy for English learners.	$1,000.00	Yes
3.5	English Learner Aide	Provide an EL Aide to support English learners through individual, small-group, and classroom instructional assistance.	$25,000.00	Yes
3.6	Extended Learning Opportunity	Provide ELA/EL tutoring and extended learning support for K-8 students to strengthen English Language Development.	$6,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will ensure that all students are provided all necessary learning materials to succeed. An emphasis is placed on the use of technology to aid and support access to educational platforms and learning resources.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our educational partners stated that technology can significantly enhance both teaching and learning experiences in various ways:

The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the following students groups: English learners and Hispanic. The Sociioeconomic Student Group was ORANGE for ELA.

All Students - 108.3 points below the standard. Declined 3.4 points
English Learners - 117 points below standard. Declined 7 points
LTELs - 116.1 points below Standard. Increased 8.4 points.
Hispanic – 113.4 points below standard. declined 5.9 points
Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points

MATHEMATICS (2024 Dashboard)
Math performance level for the All-Students group and English Learners, Hispanic, Long-Term English Learners. and Socioeconomically Disadvantaged students groups, is RED
All students – RED 134.3 points below the standard. Declined 18 points
English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points
Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points
Hispanic – RED 137.3 points below standard. Decrease 20.2 points
Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points

Our students in the technology survey, spring survey, and empathy interviews wanted to include more technology in their learning. They indicated that technology could enhance their learning by:
Personalizing their learning: Technology allows for adaptive learning platforms that tailor educational content to each student’s pace and level. This helps in addressing individual learning needs more effectively.

Making learning more fun: Interactive tools like educational games, virtual reality (VR), and augmented reality (AR) can make learning more engaging and fun.

Working with many resources: Students can access a vast array of online resources, including e-books, videos, and interactive simulations, which can deepen their understanding of subjects.

Working together: Tools like Google Classroom and Microsoft Teams facilitate collaboration among students, allowing them to work on projects together, even remotely.

Higher level thinking and problem-solving: Digital tools and platforms often require students to engage in critical thinking and problem-solving, which are essential skills for the future.

Teachers expressed in their technology survey, spring survey, and empathy interviews that they wanted to include more technology effectively in their teaching.

On the survey, most felt confident to very confident about using technology for instructional purposes.

Most staff believed that the school provided training and support for the effective use of technology in the classroom.

Most staff felt that the school's technology infrastructure met their instructional needs.

Most staff believed that technology supports student engagement and participation.

Most staff felt the biggest challenges or barriers you encounter when integrating technology into their instructional practices were: Students not being familiar with the keyboard (where each key is) and how to use the various keys (enter, shift- to capitalize, backspace- to delete), Keeping kids on task,
Students struggle to use and navigate the web., Not being able to download programs that we were able to before because we need approval from our tech person.

The staff indicated technology tools or resources that they found most effective in supporting student learning:
Student computers, ELMO, television, teacher class computer

Reflex, IXL, Freckle

IXL and Mystery Science in the classroom.

Clever

Most staff believed that the current level of access to technology devices for students is adequate

The staff felt that the specific professional development topics or training opportunities related to technology that they would like to see offered in the future:
Some would like to speak to other teachers as a group and share what tools they use. They said there are a number of services we have but have not seen how I could incorporate them in the classroom.

They indicated that technology could enhance their teaching by:

Enhanced instruction: Technology can help teachers create more dynamic and interactive lesson plans. Tools like smartboards and projectors can make presentations more engaging.

Professional development: Online courses and webinars provide teachers with opportunities for continuous professional development and staying updated with the latest educational trends.

Using and understanding data: Educational software can provide valuable data on student performance, helping teachers to identify areas where students may need additional support.

Communication: Technology helps make better communication between teachers, students, and parents through platforms like email, messaging apps, and parent portals.

Providing technology will help academically struggling students access more learning supports to accelerate the pace of acquiring grade level content, and access instructional resources and remedial supports.

On the parent surveys, arents wanted information about:

Safety and security – How is student data protected? What measures ensure online safety?

Screen Time and Balance – How much technology is integrated into learning, and how do you balance it with traditional methods?

Educational Tools & Benefits – What platforms are used for instruction, and how do they enhance learning?

Access and Equity – How do schools ensure all students have equal access to technology?

Social/Emotional Impact – How does technology affect students' well-being and interactions?

Parental Involvement – How can parents support digital learning at home? How can parents use technology for communication with the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Staff Technology Survey	A technology survey was given to staff in the Spring of 2024 to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 5. Rarely-At least once per year 6. Never-Never use it How often do you use these technologies into your instruction or materials? (1)	A technology survey was given to staff in the Spring of 2025 to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 5. Rarely-At least once per year	A technology survey was given to staff in the Spring of 2026 to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom At least once per semester 5. Rarely-At least once per year	A technology survey will be given to staff in the Spring of 2027 to see how technology has impacted teaching, learning, the effectiveness of professional development. Our targets will be as follows: How often do you use these technologies into your instruction or materials? (1) Do students use computer lab? (1) Do students use smart board in presentations? (2) Do students use internet as part of research and lessons? (1)	How often do you use these technologies into your instruction or materials? (1) No change Do students use computers or Chromebooks? No change Do students use smart board in presentations? No change Do students use internet as part of research and lessons? No change Do students use classroom web page? -4 Do students use technology to make graphic organizers? -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do students use computers or Chromebooks? - Frequently (2) Do students use smart board in presentations? - Occasionally (3) Do students use internet as part of research and lessons? - Frequently (2) Do students use classroom web page? - Never (6) Do students use technology to make graphic organizers? - Occassionally (3) Do students use camera/video for presentations? - Occasionally (3) Do students use: PowerPoint - Frequently (3) Word - Frequently (2) Excel - Frequently (4)	6. Never-Never use it How often do you use these technologies into your instruction or materials? (1) Do students use computers or Chromebooks? - Regularly (1) Do students use smart board in presentations? - Occasionally (3) Do students use internet as part of research and lessons? - Regularly (1) Do students use classroom web page? - Frequently (2) Do students use technology to make graphic organizers? - Frequently (2)	6. Never-Never use it How often do you use these technologies into your instruction or materials? (1) Do students use computers or Chromebooks? - Regularly (1) Do students use smart board in presentations? - Occasionally (3) Do students use internet as part of research and lessons? - Regularly (1) Do students use classroom web page? - Frequently (2) Do students use technology to make graphic organizers? - Frequently (1)	Do students use classroom web page? (1) Do students use technology to make graphic organizers? (1) Do students use camera/video for presentations? (1) Do students use: PowerPoint (1) Word (1) Excel (2)	Do students use camera/video for presentations? -1 Do students use: PowerPoint: (Google Slides) -2 Word (Dos) -1 Excel: (Sheets) -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Do students use camera/video for presentations? - Frequently (2) Do students use: PowerPoint - Regularly (1) Word - Regularly (1) Excel - Regularly (3)	Do students use camera/video for presentations? - Frequently (2) Do students use: PowerPoint - Regularly (1) Word - Regularly (1) Excel - Regularly (2)		
4.2	Student Technology Survey	A technology survey was given to students in the Spring of 2024 to see how technology has impacted learning. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month 3. Occasionally-At least once per quarter 4. Seldom- At least once per semester	A technology survey was given to students in the Spring of 2025 to see how technology has impacted learning. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month	A technology survey was given to students in the Spring of 2026 to see how technology has impacted learning. The survey had the following results for each question: 1. Regularly-At least once per week 2. Frequently-At least once per month	A technology survey will be given to students in the Spring of 2027 to see how technology has impacted learning. How often do you use these technologies when you learn? Do students use computers or chromebooks? (1) Do students use smart board in presentations? (1)	How often do you use these technologies into your learning? Do students use computers or chromebooks? -1 Do students use smart board in presentations? No change Do students use internet as part of research and lessons? -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5. Rarely-At least once per year 6. Never-Never use it How often do you use these technologies into your learning? Do students use computers or chromebooks? (2) Do students use smart board in presentations? (3) Do students use internet as part of research and lessons? (2) Do students use classroom web page? (3) Do students use technology to makegraphic organizers? (3) Do students use camera/video for presentations? (3)	3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it How often do you use these technologies into your learning? (1) Do students use computers or chromebooks? (1) Do students use smart board in presentations? (3) Do students use internet as part of research and lessons? (1) Do students use classroom web page? (2) Do students use technology to	3. Occasionally-At least once per quarter 4. Seldom- At least once per semester 5. Rarely-At least once per year 6. Never-Never use it How often do you use these technologies into your learning? (1) Do students use computers or chromebooks? (1) Do students use smart board in presentations? (3) Do students use internet as part of research and lessons? (1) Do students use classroom web page? (2) Do students use technology to	Do students use internet as part of research and lessons? (1) Do students use classroom web page? (1) Do students use technology to make graphic organizers? (1) Do students use camera/video for presentations? (1) Do students use: PowerPoint (1) Word (1) Excel (4)	Do students use classroom web page? -1 Do students use technology to make graphic organizers? -1 Do students use camera/video for presentations? -1 Do students use: PowerPoint:/Google Slides: -1 Word:/Docs: -1 Excel: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do students use: PowerPoint (3) Word (2) Excel (4)	make graphic organizers? (2) Do students use camera/video for presentations? (3) Do students use: PowerPoint (2) Word (2) Excel (4)	make graphic organizers? (2) Do students use camera/video for presentations? (2) Do students use: PowerPoint (1)) Word (1) Excel (3)		
4.3	Technology Professional Development	Based on the school's technology survey in 2023-2024: 100% of teachers and 80% classroom aides participated in the use of technology professional development.	Technology Professional Development Based on the school's technology survey in 2024-2025: 100% of teachers and 85% classroom aides participated in the use of technology professional development.	Technology Professional Development Based on the school's technology survey in 2025-2026: 100% of teachers and 85% classroom aides participated in the use of technology professional development.	Technology Professional Development Based on the school's technology survey in 2026-2027,100% of teachers and 100% classroom aides will participate in professional development.	Teachers: No change Classroom Aides:+5%
4.4	Student Access and Enrollment in a Broad Course of Study Including Unduplicated Pupils and Students with Exceptional Needs	Student Access and Enrollment in a Broad Course of Study Including Unduplicated Pupils and students with Exceptional Needs	Student Access and Enrollment in a Broad Course of Study Including Unduplicated Pupils and	100% of students have access to and are enrolled in a broad course of study.	Student Access and Enrollment in a Broad Course of Study Including Unduplicated Pupils and	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students have access to and are enrolled in a broad course of study. (2023-24)	students with Exceptional Needs 100% of students have access to and are enrolled in a broad course of study. (2024-25)	(2025-26)	students with Exceptional Needs 100% of students have access to and are enrolled in a broad course of study.	
4.5	Programs and Services Developed and Provided to Individuals with Exceptional Needs. These Services Will Focus on Curriculum, Behavior Support, Use of Assessments and Data, Developing Learning Supports and Training in Inclusive Practices as Evident by Education Partners and Staff Survey.	Local survey 2024 90% of the general education teachers and 80% of the special needs support staff said that they need to refine and further develop curriculum and behavior support programs for students with exceptional needs. 90% of the general education teachers and 80% of the special needs support staff said that they needed to improve service to students with exceptional needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special	Local survey 2025 90% of the general education teachers and 75% of the special needs support staff said that they need to refine and further develop curriculum and behavior support programs for students with exceptional needs. 95% of the general education teachers and 85% of the special needs support staff said that they needed to improve service to students with exceptional needs by continuing to use data to refine and develop a way	Local survey 2026 100% of the general education teachers and 85% of the special needs support staff said that they need to refine and further develop curriculum and behavior support programs for students with exceptional needs. 85% of the general education teachers and 85% of the special needs support staff said that they needed to improve service to students with exceptional needs by continuing to use data to refine	Local survey 2027: 100% of the general education teachers and 100% of the special needs support staff report that they refined and further developed curriculum and behavior support programs for students with exceptional needs. 100% of the general education teachers and 100% of the special needs support staff report that they improved service to students with exceptional needs by using	Local survey 2025 Need to refine and further develop curriculum and further develop curriculum and behavior support programs for students with exceptional needs: • General Education Teachers: 10% increase • Special Needs Support Staff: 5% increase Need to improve service to students with exceptional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needs students in the classroom. 90% of the general education teachers and 80% of the special needs support staff said that they needed the school to provide training for staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning. 90% of the general education teachers and 80% of the special needs support staff said that they needed to Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities.	to work collegially to provide effective instruction for special needs students in the classroom. 95% of the general education teachers and 85% of the special needs support staff said that they needed the school to provide training for staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning. 95% of the general education teachers and 85% of the special needs support staff said that they needed to Increase and improve service to students with exceptional needs by expanding the	and develop a way to work collegially to provide effective instruction for special needs students in the classroom. 90% of the general education teachers and 85% of the special needs support staff said that they needed the school to provide training for staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning. 80% of the general education teachers and 85% of the special needs support staff said that they needed to Increase and improve service to students with exceptional	data to refine and developed a way to work collegially to provide effective instruction for special needs students in the classroom. 100% of the general education teachers and 100% of the special needs support staff reported that they were provided training for in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning. 100% of the general education teachers and 100% of the special needs support staff reported that they were able to Increase and improve service to	needs by continuing to use data to refine and develop a way to work collegially to provide effective instruction for special needs students in the classroom: • General Education Teachers: -5% • Special Needs Support Staff: +5% Need the school to provide training for staff in developing high quality IEP goals using baseline performance data, CAASPP supports, progress reporting, and transition planning: • General Education Teachers:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		90% of the general education teachers and 80% of the special needs support staff said that they need training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading. 90% of the general education teachers and 80% of the special needs support staff said that they need Increase and improve student support in the areas of organization, and study skills.	range of evidence based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities. 98% of the general education teachers and 85% of the special needs support staff said that they need training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading. 90% of the general education teachers and 80% of the special needs support staff said that they need Increase and improve student support in the	needs by expanding the range of evidence based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities. 85% of the general education teachers and 75% of the special needs support staff said that they need training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading. 85% of the general education teachers and 75% of the special needs support staff said that they need Increase and	students with exceptional needs by expanding the range of evidence based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities. 100% of the general education teachers and 100% of the special needs support staff reported that they received and implemented training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading. 100% of the general education	No change • Special Needs Support Staff:+5% Need to Increase and improve service to students with exceptional needs by expanding the range of evidence based instructional materials and assessments in their toolbox and use the assessment data to establish instructional priorities: • General Education Teachers: -10% • Special Needs Support Staff: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			areas of organization, and study skills.	improve student support in the areas of organization, and study skills.	teachers and 100% of the special needs support staff reported that they Increased and improved student support in the areas of organization, and study skills.	Need training and coaching in inclusive practices, including accommodating curriculum and assignments, classroom management and grading: • General Education Teachers: -5% • Special Needs Support Staff: -5% Need to increase and improve student support in the areas of organization and study skills • General Education Teachers: -5% • Special Needs Support Staff: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

Action 4.1 (Technology Staff Development): This Action was fully implemented

Action 4.2 (Computer Education Programs): This Action was fully implemented

Action 4.3 (Technology Devices): This Action was partially implemented due to devices not needing anticipated replacement for this year

Action 4.4 (Internet Access): This Action was fully implemented

Action 4.5 (Technology Infrastructure Support): This Action was fully implemented

Action 4.6 (Technology Infrastructure Support): This Action was partially implemented: due to less need of replacement of software and hardware this year.

Relevant challenges and successes with the implementation process of Actions:
Success: Action 4.5 (Technology Infrastructure Support) The internet access at the sight was excellent because of the proactive work done by the tech person on staff. This result supported the good Action implementation planning and execution process.

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 total estimated funds spent for each of the Actions below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 4.1 (Technology Staff Development): Decrease in expenditure was due to the lower anticipated cost of the technology staff development platform called SimpleK12.

Action 4.3 (Technology Devices): Decrease in expenditure was due to devices not needing anticipated replacement for this year.

Action 4.5 (Technology Infrastructure Support): Increase in expenditure was due to the unforeseen technician support needs of our technology infrastructure.

Action 4.6 (Technology Infrastructure Support): Decrease in expenditure was due to less need of replacement of software and hardware this year.

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

Technology plays a crucial role in the overall academic success of our district students. The district's ability to provide students with technology devices, digitally-based educational programs, and consistent high-quality access to internet services is crucial for students' ability to access learning materials and resources to support learning goals. All Actions under this Goal are principally targeted at addressing the needs of Unduplicated Pupils and the measures of Action effectiveness are tied to data results of Metrics 4.1, 4.2, 4.3, and 4.5. The most recent results of this data indicate the these Actions are effective in assisting students with achievement of the stated Goal and more importantly, allowing students to access learning materials and connected educational platforms (Action 4.2) in all content areas. Metric results also reaffirm the value that technology and technology professional development provides teachers in ensuring effective lesson planning and high-quality instruction is consistently accomplished.

Staff participates in professional learning (Action 4.1) tied to building upon instructional technology skills to improve lesson design and delivery in all content areas and use of these learned skills is evident through classroom observation and use of technology to facilitate other aspects tied to student success and monitoring. Student devices (Action 4.3) are updated, maintained, and replaced as needed and district technology infrastructure (Actions 4.5 and 4.6) and internet access (Action 4.4) is maintained in working order to provide students and staff with uninterrupted learning resources. Other district staff heavily utilized technology in performance of their duties so maintaining technology infrastructure in working order at all times is crucial.

Overall, the effectiveness of Actions under this Goal help drive the success of so many more Actions under other Goals in the LCAP.

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

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Action 4.2 - Action has been deleted from the LCAP due to district budgeting decision and the district not needing to purchase additional educational platforms.

Action 4.3 - Revision to Action Title to more accurately reflect Action services.

Action 4.6 - This Action has been merged into Action 4.5, as services were duplicative in nature.

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	Technology Staff Development	Provide staff development in technology integration and in improving curriculum, behavior supports, assessment use, IEP goal development, inclusive practices, and services for students with exceptional needs.	$3,000.00	Yes
4.2	Computer Education Programs	Provide computer education programs that support Common Core implementation, intervention, and virtual instruction. THIS ACTION HAS BEEN DELETED		
4.3	Technology Devices	Provide technology devices to ensure students have access to devices needed for instruction and learning.	$15,000.00	Yes
4.4	Internet Access	Provide consistent, reliable internet access so students and staff can access instructional resources, learning platforms, and educational programs.	$40,000.00	Yes
4.5	Technology Infrastructure Support	Monitor, repair, upgrade, and maintain the district's technology infrastructure and contracted technology services. Infrastructure, including necessary software, will be kept current to support staff, students, and the community.	$55,000.00	Yes
4.6	Technology Infrastructure Support	Purchase hardware and software to keep technology infrastructure current and able to support staff, students, and the community.		

Action #	Title	Description	Total Funds	Contributing
		THIS ACTION HAS BEEN MERGED INTO ACTION 4.5 AND WILL NO LONGER BE A STAND ALONE ACTION IN THE 2026-27 LCAP.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The district will improve pupil attendance and decrease chronic absenteeism by providing supportive measures to address obvious and underlying causes and maintain a positive and nurturing environment that welcomes and invites the full participation of parents as partners in the education and success of students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The California Dashboard displayed data and information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The chronic absenteeism was very high.
Chronic Absenteeism indicator is ORANGE on the California Dashboard (2024) with 21.9% of all students considered chronically absent. This shows 12.8% decrease from the prior year.
English Learners (ORANGE) was at 22.5% (declined by 5.9%)
Hispanic are in the ORANGE performance level on the 2024 Dashboard. 22.1% chronically absent (declined 12%)
Socioeconomically Disadvantaged student group are in the ORANGE performance level on the 2024 Dashboard. 24.1% chronically absent (declined 10.4%)

All student groups have improved their chronic absenteeism. This is in part due to:
1. Establish a more effective attendance policy. Students need to attend school every day.
2. Suspension rate was 0% this year. Expulsion rate was 0%. A plan for alternative to suspension and expulsion needs to be developed.
3. We establish positive incentives for excellent attendance
4. We established an effective monitoring, early intervention and evidence based attendance program called the School Attendance Review Board (SART).
5. We maintained a positive school environment conducive to learning
6. We establish and maintain academic and social-emotional student support system of people and programs.

Improving pupil attendance and truancy rates and maintaining a positive learning environment in schools are crucial factors that contribute to academic achievement. These are interlinked strategies that support academic achievement by ensuring continuous learning, fostering engagement and motivation, reducing stress, and promoting discipline and cognitive development.

The spring surveys for parents and staff indicated that we should promote parent participation in programs for unduplicated students by implementing strategies that encourage involvement and create meaningful partnerships. By implementing these strategies, schools can create a more inclusive environment that encourages active parent participation, leading to better support for unduplicated students' academic and social-emotional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rate	Attendance percentage 95%	Attendance percentage 95%	Attendance percentage 93.48%	95%	1.52% decrease
5.2	Percentage of Parent, Staff, and Student Perception of School Safety and Connectedness	Measured by conducting an annual school climate and safety assessment using the California School Climate, Health, and Learning Survey (CALSCHLS) Rubric Continuum 1. Never, 50-59% 2. Fairly well, 60-69% 3. Frequently, Well, 70-79% 4. Very well, 80-89% 5. Outstanding, 90% or above The survey conducted in the spring of 2023 shows the following:	Measured by conducting an annual school climate and safety assessment using the California School Climate, Health, and Learning Survey (CALSCHLS) Rubric Continuum 1. Never, 50-59% 2. Fairly well, 60-69% 3. Frequently, Well, 70-79% 4. Very well, 80-89% 5. Outstanding, 90% or above	Staff Survey Results - School Safety (I feel physically safe at this school): Strongly Agree: 100% Agree: 0% Disagree: 0% Strongly Disagree: 0% Staff Survey Results - School Connectedness (I feel a sense of connection and belonging to this	Staff Survey Results - School Safety (I feel physically safe at this school): Strongly Agree: 90% Agree: 10% Disagree: 0% Strongly Disagree: 0% Staff Survey Results - School Connectedness (I feel a sense of connection and belonging to this	No comparable data available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents Perception of school climate: 2 Parents feel connectedness: 2 Student perception: Students feel safe: 4 Student connectedness: 3 Students like school: 5 Students feel support from teachers academically and effectively: 5 Students feel they follow rules:5 Staff perception School climate:3 Perception of school program:3 Staff connectedeness: 2	The survey conducted in the spring of 2024 shows the following: Parents Perception of school climate: 3 Parents feel connectedness:3 Student perception: Students feel safe: 4 Student connectedness: 4 Students like school: 5 Students feel support from teachers academically and effectively: 5 Students feel they follow rules:5	school community): Strongly Agree: 66.6% Agree: 33.4% Disagree: 0% Strongly Disagree: 0% Student Survey Results (I feel safe when I am at school.) Strongly Agree: 40.4% Agree: 46.2% Disagree: 0.02 % Strongly Disagree: 11.5% Student Survey Results - School Connectedness (I feel connected to this school and the people here):	school community): Strongly Agree: 80% Agree: 20% Disagree: 0% Strongly Disagree: 0% Student Survey Results (I feel safe when I am at school.) Strongly Agree: 75% Agree: 25% Disagree: 0 % Strongly Disagree: 0% Student Survey Results - School Connectedness (I feel connected to this school and the people here):	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff feels safe: 4	Staff perception School climate:4 Perception of school program:4 Staff connectedeness:3 Staff feels safe: 4	Strongly Agree: 36.5% Agree: 48.1% Disagree: 13.5% Strongly Disagree: 11.5% Parent Survey Results - School Safety (The school provides a safe physical environment for students and families): Strongly Agree: 82.1% Agree: 15.9% Disagree: 2% Strongly Disagree: 0% Parent Survey Results - School Connectedness (I feel a strong sense of connection and belonging to this	Strongly Agree: 60% Agree: 40% Disagree: 0% Strongly Disagree: 0% Parent Survey Results - School Safety (The school provides a safe physical environment for students and families): Strongly Agree: 90% Agree: 10% Disagree: 0% Strongly Disagree: 0% Parent Survey Results - School Connectedness (I feel a strong sense of connection and belonging to this	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				school community.): Strongly Agree: 72.7% Agree: 21.3% Disagree: 4.7% Strongly Disagree: 1.3% (2025-26) - Local Survey	school community.): Strongly Agree: 85% Agree: 15% Disagree: 0% Strongly Disagree: 0% Staff feels safe: 5	
5.3	Suspension Rate	2023 California Dashboard All students 0% (Blue) English Learners 0% (Blue) Hispanic 0%(Blue) SED 0% (Blue)	2024 California Dashboard All students 0.8% (Yellow) English Learners 1.1% (Orange) Long-Term English Learners: 5% (Orange) Hispanic 0.8% (Yellow) SED 0.9% (Yellow)	All Students - 0% English Learners - 0% Long-Term English Learners - 0% Hispanic - 0% SED - 0% (2025 Dashboard)	2026 California Dashboard All students 0% English Learners 0% Hispanic 0% SED 0%	All Students: No difference English Learners: No difference Long-Term English Learners: 5% decrease Hispanic: No difference SED: No difference
5.4	Expulsion Rate	0%	0%	0%	Maintain 0%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24)	(2024-25)	(2025-26)		
5.5	Chronic Absenteeism	California Dashboard (2022-2023) All students 34.7% English Learners 28.4% Hispanic 34.2% SED 34.4%	California Dashboard(2023-2024) All students 21.9% English Learners 22.5% Hispanic 22.1% SED 24.1% LTEL 20%	All students - 13.3% English Learners - 12.8% Hispanic - 13.2% SED - 13.3% LTEL - 17.6% (2025 Dashboard)	California Dashboard 2026-2027 All students 5% English Learners 5% Hispanic 5% SED 5% LTEL 5%	All students: 21.4% decrease English Learners: 15.6% decrease Hispanic: 21% decrease SED: 21.1% decrease LTEL: 2.4% decrease
5.6	Middle School dropout rate	0% (2023-2024)	0% (2024-2025)	0% (2025-2026)	Maintain 0%	No difference
5.7	Facility Inspection Tool (FIT) Survey	Facility Inspection Tool (FIT) Survey 2023-2024 Rating of "Good"	Facility Inspection Tool (FIT) Survey 2024-2025 Rating of "Good"	Facility Inspection Tool (FIT) Survey 2025-2026 Rating of "Good"	Facility Inspection Tool (FIT) Survey in 2027 Rating of Good	Facility Inspection Tool (FIT) Survey 2024-2025 Rating of Good (maintain)
5.8	Parent Education Program	2023-2024 5 Parents graduated from Stone Corral parent education	2024-2025 6 Parents graduated from Stone Corral parent education	2024-2025 30 Parents graduated from Stone Corral parent education	2026-2027 15 Parents will graduate from Stone Corral parent education	Increase of 25
5.9	Parent Participation in Decision-Making	Full Implementation	Full Implementation	Full Implementation	Full Implementation and Sustainability	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023-24 Local Indicator Self-Reflection Tool)	(2024-25 Local Indicator Self-Reflection Tool)	(2025-26 Local Indicator Self-Reflection Tool)		
5.10	Parent Participation in Programs for Unduplicated Students and Those with Exceptional Needs.	Full Implementation (2023-24 Local Indicator Self-Reflection Tool)	Full Implementation (2024-25 Local Indicator Self-Reflection Tool)	Full Implementation (2025-26 Local Indicator Self-Reflection Tool)	Full Implementation and Sustainability	No difference

Goal Analysis [2025-26]

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

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

Action 5.1 (Counselor): This Action was fully implemented

Action 5.2 (Attendance Incentives): This Action was fully implemented

Action 5.3 (Nurse): This Action was fully implemented

Action 5.4 (Noon Duty Supervisors): This Action was fully implemented

Action 5.5 (Multi-tiered System of Supports (MTSS)): This Action was fully implemented

Action 5.6 (Increased RSP Days): This Action was fully implemented

Action 5.7 (Parent Education): This Action was fully implemented

Action 5.8 (Triage Social Worker): This Action was fully implemented

Action 5.9 (Attendance Clerk): This Action was fully implemented

Action 5.10 (Differentiated Assistance): This Action was not implemented - Our district was not eligible for Differentiated Assistance this year.

Relevant challenges and successes with the implementation process of Actions:

Success: Action 5.1 (Counselor): The counselor was an important person on campus for the students, helping them with many social-emotional and affective learning

Success: Action 5.3 (Nurse): The nurse was able to help many families in getting them health services that they needed. Students received eye exams. dental exams, and guidance. The nurse helped staff with students who had health challenges in the classrooms, The nurse also helped with CPR training.

Success: Action 5.9 (Attendance Clerk): The attendance clerk monitored student attendance and worked with families to help students come to school every day and on time.

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

The total estimated funds spent for the Action below reflect a 12% or more difference between the planned expenditure and the estimated actual expenditure for the Action.

Action 5.7 (Parent Education): Increase in expenditure was due to more offerings of PIQE classes to parents based on parent requests. The unanticipated costs of the classes were a lot more than past years.

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

All Actions under this Goal were very effective as reflected by data results of measuring Metrics 5.1 - 5.6. As a whole, Contributing Actions and non-Contributing Actions are planned to work together systematically to effect positive change and all-around success for students. The services provided in the Actions resulted in many positive accomplishments such as, high rates of students staff, and parents feeling the school provides a safe environment and feeling a strong sense of connection and belonging to the school community, declining chronic absenteeism rates for all student groups, low suspension rates, and high levels of student engagement (attendance rate).

Counselor and Nurse services address the needs of students to ensure all-around student well-being. The nurse provides parents with health education and connects them to outside health resources for their children and family. This contributes to healthier students who are then more able to attend school regularly and engage in classroom learning. The school counselor has been effective in providing for students' instructional and social-emotional needs. The social worker successfully engages with students and families in providing for mental wellness needs and supporting families experiencing tough or challenging circumstances. Noon duty supervisors contribute to student safety, conflict resolutions, and the teaching of behavior expectations which contribute to successful metric outcomes under this Goal. Student incentives recognize pupils for holding high expectations of themselves and a wanting to do well, which also contribute to the outcomes reflected in progress monitoring metrics.

Parent involvement also plays a crucial role in contributing to the Metric outcome under this Goal. Involvement in parent education activities build parent capacity to support better support their children's education and also helps to build their parent voice. Parents involved in school are more likely to have children attend school more regularly and engage at higher levels. As parent involvement levels increase, the impact upon the data metrics under this Goal are evident.

As a group, all Actions under this Goal continue to be effective, as they are leverage components to one another and the successful implementation of each of the Actions increase the potential to achieve the stated Goal.

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

The Action Description for all Actions under this Goal have been revised in language only. The components within each Action remain. Revision of Action Descriptions was accomplished with the intent to provide educational partners with a more concise description to enhance readability and deliver a more focused description of the services provided under each Action.

Metric 5.2 - The Metric Title and how data is reported has been revised to more accurately measure student, parent, and staff sense of school safety and connectedness. From this year forward survey data will be collected to be reported out in the same format as present in the Year 2 Outcome data.

Metric 5.2 - The Target for Year 3 Outcome has been revised to align with new data reporting.

Metrics 5.4 and 5.6 - Have been removed as measures of progress for Action 5.1, as it would be challenging to measure the impact within data set results.

Action 5.1 - LREBG funding has been added to this Action in order to continue to provide impactful supports to students and families through services provided by the school counselor. Also, Metrics 1.1 and 2.1 have been added as measures of progress, as the school counselor work also encompasses the area of student engagement which ties directly to academic performance.

Action 5.6 - Revised Action Title to align with service provided.

Action 5.10 - Revised Action Title, as the district is no longer eligible for Differentiated Assistance. The action services will continue, as this Action must remain in the LCAP for the entire three-year cycle of the LCAP. The Action addresses the 2023 Dashboard "Red" student group performance. Action service components will be implemented as part of other LCAP Actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Counselor	Provide counseling support to address students' social-emotional, affective, instructional, and learning needs. LREBG Funding: $30,252 Metrics to measure progress: 1.1, 1.2, 5.3, 5.5	$92,252.00	Yes
5.2	Attendance Incentives	Provide attendance incentives to improve student attendance and reduce chronic absenteeism.	$2,000.00	Yes
5.3	Nurse	Contract for additional county nurse days to provide student health and wellness support.	$40,000.00	Yes
5.4	Noon Duty Supervisors	Provide Noon Duty Supervisors to support student supervision, safety, positive peer interaction, and an engaging school environment.	$20,000.00	Yes
5.5	Multi-tiered system of supports (MTSS)	Implement MTSS, Positive Behavior Interventions, academic supports, SEL supports, and related resources to improve school climate, safety, and student wellness.	$1,000.00	No
5.6	Increased RSP Days	Increase Resource Specialist Program support from 1.5 days to 5 days to provide special education services, IEP support, and curriculum access for students with learning and behavioral needs.	$64,000.00	No
5.7	Parent Education	Provide a parent education program that empowers families, strengthens parent-school collaboration, and supports student success, with emphasis on families of students with exceptional needs and Unduplicated Pupils.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	Triage Social Worker	Contract for a TCOE Mental Wellness Services triage social worker to provide case management, liaison services, and support for students and families facing significant challenges.	$150,000.00	Yes
5.9	Attendance Clerk	Provide an Attendance Clerk to monitor attendance, communicate with families, verify absences, implement the attendance plan, and encourage regular attendance.	$15,000.00	Yes
5.10	Student Educational Support	Continue supports focused on instructional coaching, professional development, curriculum alignment, data analysis, PLC structures, attendance interventions, family engagement, MTSS, and community agency connections This action addresses RED indicator for Chronic Absenteeism for All students, English learners, Socioeconomically Disadvantaged and Hispanic student groups. This action addresses RED indicator for ELA for All students, English learners, Socioeconomically Disadvantaged and Hispanic student groups	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2028, student groups currently performing at the lowest levels (English Learners, Socioeconomically Disadvantaged, and Hispanic) of English Language Arts achievement will have made dramatic progress toward achieving grade level standard as measured by California Dashboard results and local reading assessments. By the end of this two-year Goal the district anticipates that 62% of students within these student groups will be reading on grade level across all grade levels.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

California Dashboard results indicate that the districts English Learners, Hispanic, and Socioeconomically Disadvantaged students are in need of intense academic interventions to accelerate learning. Even though these student groups have made measurable gains in ELA performance on the Dashboard, they still lag far behind the State average performance of their student group peers. In math, these student groups are even more challenged in achieving success, as performance results or the 2025 Dashboard indicate declining achievement in comparison to establish Baseline results tied to 2023 Dashboard results. The achievement gap between these student groups and their State group average peers is even wider than the gap in ELA. Local data indicates that a large percentage these district students are not reading on grade level. This impacts students' ability to experience academic success in other grade level content areas.

Through consultation with educational partners related to student academic performance and their input on potential uses of Equity Multiplier funding, it was decided that to have the most impact, the funding should be utilized to focus on an area that is paramount to school success and success in life...the ability to read at a high level. Thus, the development of this Goal to address this priority.

ENGLISH LANGUAGE ARTS (2025 Dashboard)

All Students - 74.6 points below Standard.

English Learners - 88.7 points below Standard.

Hispanic – 79.2 points below Standard.

Socioeconomically Disadvantaged - 74.6 points below Standard

MATHEMATICS (2025 Dashboard)

All students – 124.9 points below the Standard.

English Learners (EL) –132.6 points below standard.

Hispanic – 126.9 points below Standard.

Socioeconomically Disadvantaged (SED) - 124.9 points below Standard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Smarter Balanced Assessment Consortium (SBAC) - English Language Arts (ELA) (This is also same as Metric 1.1)	ENGLISH LANGUAGE ARTS All Students - 74.6 points below Standard. English Learners - 88.7 points below Standard. Hispanic – 79.2 points below Standard. Socioeconomically Disadvantaged - 74.6 points below Standard (2025 Dashboard)				
6.2	DIBELS (Dynamic Indicators of Basic Literacy Skills)	Performance Levels on DIBELS Benchmark. Scores for K-8				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance Levels on Benchmark. (This is also same as Metric 1.8)	DIBELS Scores from the 2025-2026 school year. Grade K- Well below benchmark 9% Below benchmark 0% At benchmark 9% Above benchmark 81% Grade 1 Well below benchmark 29% Below benchmark 43% At benchmark 14% Above benchmark 14% Grade 2 Well below benchmark 1% Below benchmark 33% At benchmark 22% Above benchmark 44% Grade 3				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Well below benchmark 11% Below benchmark 38% At benchmark 38% Above benchmark 13% Grade 4 Well below benchmark 12% Below benchmark 33% At benchmark 22% Above benchmark 33% Grade 5 Well below benchmark 0% Below benchmark 75% At benchmark 0% Above benchmark 25% Grade 6 Well below benchmark 0% Below benchmark 80% At benchmark 20%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Above benchmark 0% Grade 7 Well below benchmark 40% Below benchmark 27% At benchmark 21% Above benchmark 12% Grade 8 Well below benchmark 15% Below benchmark 14% At benchmark 29% Above benchmark 42%				
6.3	Percentage of Students Meeting or Exceeding Grade-level Reading Proficiency (Measured by the Benchmark Assessment System (BAS) (This is also same as Metric 1.9)	Percentage of Students Reading At or Above Grade Level K- 90% of students at or above grade level. 1- 28% of students at or above grade level. 2- 66% of students at or above grade level. 3- 51% of students at or above grade level.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4- 55% of students at or above grade level. 5- 25% of students at or above grade level. 6- 20% of students at or above grade level. 7- 30% of students at or above grade level 8- 30% of students at or above grade level.				

Goal Analysis [2025-26]

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.

New Goal for 2026-27

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.

New Goal for 2026-27

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

New Goal for 2026-27

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.

New Goal for 2026-27

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	High Impact Tutors	Provide high impact tutors to deliver targeted small-group and one-on-one intensive literacy intervention for students performing below grade level in reading. Two instructional paraprofessionals will receive high-level training and on-going support from an ELA expert contracted through the Tulare County Office of Education. Using teacher recommendations, and State and local assessment data, students will be identified for intensive reading support. The instructional paraprofessional will provide focused, small group and one-to-one tutoring aligned to students' specific literacy learning needs, with the goal of accelerating reading achievement and closing skill gaps through consistent, evidence-based intervention.	$151,238.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$572,341	$78,443

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
47.961%	0.000%	$0.00	47.961%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?	Professional development (PD) in English Language Arts (ELA) can significantly benefit Unduplicated students, by equipping teachers with the skills and strategies needed to support diverse learning needs. Professional development in ELA can make a positive impact by giving teachers strategies and skills: 1. Differentiated Instruction Techniques	#1.1 #1.2 #1.3 #1.8 #1.9

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 identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners and Hispanic. The Socioeconomically Disadvantaged indicator on 2024 California Dashboard is "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points ELA - LTELs - Orange 116.1 points below Standard. Increased 8.4 points. **Scope:** LEA-wide	2. Culturally Responsive Teaching 3. Targeted Language Development Strategies 4. Data-Driven Instruction 5. Literacy Intervention Techniques 6. Family and Community Engagement Strategies 7. Social-Emotional Learning (SEL) Integration Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
1.3	**Action:** Instructional Materials **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?	The purchase of instructional and supplemental instructional materials can greatly enhance both teaching and learning by providing essential resources that support effective instruction and address diverse Unduplicated student needs. Here's how these materials can benefit teachers and students: 1. Supporting Teachers' Instruction	#1.1 #1.2 #1.3 #1.8 #1.9

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 identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points Instructional Materials will support the improvement of instruction. **Scope:** LEA-wide	Aligned Curriculum, Differentiation Resources, Professional Development Integration, Data-Driven Instruction. 2. Enhancing Students' Learning 3. Addressing Gaps in Learning 4. Remediation and Intervention Programs. 5. Extending Learning Opportunities Investing in instructional and supplemental materials is a strategic approach to equipping teachers with the tools they need for effective teaching, while also providing students with a rich variety of learning experiences. This leads to a more dynamic, inclusive, and supportive educational environment that addresses the needs of all learners. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.4	**Action:** Library Books, Virtual Books, and Audio Books **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil	Library books, virtual books, audiobooks will be purchased to support and enhance literacy. These books will added to the library collection for the accelerated Reader Program, to expand the nonfiction selection of titles, and to encourage reading by adding to the selection. Adding library books, virtual books, and audiobooks to a school's resources can	#1.1 #1.2 #1.3 #1.8 #1.9

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
	group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points Supplemental reading using Library books, virtual books, audiobooks will help support literacy and instruction. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level. **Scope:** LEA-wide	significantly enhance Unduplicated reading achievement by expanding access to diverse and engaging reading materials. Here's how these resources contribute to improved reading skills: 1. Increased Access to Reading Materials Wide Selection of Books: A variety of books in different genres, formats, and reading levels encourages students to find texts that interest them. Anytime, Anywhere Access: Virtual books and audiobooks allow students to access reading materials from home, on the go, or in the classroom. Support for Students with Limited Resources: Providing a range of books ensures that all students, This helps ensure every student has the opportunity to read quality literature. 2. Supporting Different Learning Styles Multimodal Learning: Some students connect with reading in ways that suit their learning styles. 3. Building Reading Fluency and Comprehension Fluency Practice Vocabulary Development 4. Encouraging Independent Reading Self-Selection of Books Support for Reluctant Readers 5. Addressing Diverse Student Needs 6. Fostering a Love for Reading By expanding access to library books, virtual books, and audiobooks, schools can create a richer, more inclusive reading environment that addresses the needs of all learners and supports student reading achievement.	

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
		Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	
1.5	**Action:** Technology **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. Furthermore, many of our district's low-income students do not have technology device access at home, thus creating a barrier to academic success. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points	Technology will be purchased and used to support and enhance literacy at school and virtually . Technology can significantly improve Unduplicated student learning by making education more accessible, engaging, personalized, and efficient. Here's how technology can enhance learning outcomes: 1. Personalized Learning 2. Enhanced Engagement and Motivation 3. Improved Collaboration and Communication 4. Access to a Vast Range of Resources 5. Supporting Diverse Learning Needs 6. Developing Digital Literacy and 21st Century Skills 7. Providing Real-World Learning Experiences 8. Enhancing Assessment and Feedback Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.1 #1.2 #1.3 #1.8 #1.9

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
	Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points Technology will support student learning and help in the improvement of instruction. **Scope:** LEA-wide		
1.6	**Action:** Incentives **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused?. The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points	Student academic and attendance incentives will be purchased and provided for Unduplicated students who excel in English Language Arts. Incentives can play a significant role in boosting student achievement by motivating students to engage more actively in their learning and by reinforcing positive behaviors that lead to academic success. Here's how incentives help improve student achievement: 1. Increased Motivation and Engagement 2. Reinforcing Positive Behaviors and Academic Habits 3. Improving Academic Performance 4. Building a Positive Learning Environment 5. Recognizing and Valuing Student Effort 6. Providing Opportunities for Personalized Learning Goals 7. Encouraging Self-Regulation and Responsibility Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs, and this also provides equity in recognition of successful learning outcomes by all students.	#1.1 #1.2 #1.3 #1.8 #1.9

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
	Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points LTEL- 116.1 points below Standard. Increased 8.4 points. Incentives will motivate students to learn. **Scope:** LEA-wide		
1.7	**Action:** Extra and Co-Curricular Activities and Field Trips **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points	Extra and co-curricular activities, as well as field trips, can significantly contribute to Unduplicated student achievement by providing enriching experiences that complement classroom learning and support personal development. These activities can help enhance student learning and achievement: 1. Reinforcing Academic Learning 2. Building Critical Thinking and Problem-Solving Skills 3. Developing Social and Emotional Skills 4. Boosting Motivation and Engagement 5. Supporting Diverse Learning Styles and Needs 6. Improving Health and Well-Being 7. Expanding Cultural Awareness and Global Competence 8. Facilitating Career and Skill Development 9. Enhancing Academic Performance Through Structured Programs When integrated effectively, extra and co-curricular activities, along with field trips, provide a holistic approach to education that supports not only academic achievement but also the development of well-rounded, skilled, and confident individuals.	#1.1 #1.2 #1.3 #1.8 #1.9

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
	English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points LTEL- 116.1 points below Standard. Increased 8.4 points Our students need to have expanded experiences in Extra and Co-Curricular Activites and field trips. Many of our district Unduplicated student families do not have the fiscal resources to access co-curricular or extra curricular activities outside the school environment, thus limiting exposure to learning that connects to school content instruction. **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
1.8	**Action:** Expanded Learning Opportunities **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed.	Expanded learning opportunities (ELOs) are programs and activities that extend learning beyond the traditional school day and year, such as after-school programs, summer enrichment, weekend classes, and extended-day initiatives. These opportunities can significantly contribute to Unduplicated student achievement in various ways: 1. Providing Additional Instructional Time 2. Offering Enrichment and Hands-On Learning 3. Improving Social and Emotional Learning (SEL) 4. Enhancing Engagement and Motivation 5. Supporting Diverse Learning Needs 6. Building Skills for the Future	#1.1 #1.2 #1.3 #1.8 #1.9

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 ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points LTEL- 116.1 points below Standard. Increased 8.4 points The students need more learning time in instruction. **Scope:** LEA-wide	7. Strengthening Family and Community Engagement 8. Increasing Access to Technology and Resources Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	
1.9	**Action:** Instructional Aides **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that	Instructional aides can have a substantial impact on Unduplicated achievement by providing additional support in the classroom and addressing individual student needs. They will help improve student outcomes: 1. Provide Individualized Attention 2. Enhance Classroom Management 4. Support Differentiated Instruction 5. Increase Instructional Time 6. Promote Early Literacy and Numeracy Development	#1.1 #1.2 #1.3 #1.8 #1.9

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
	providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points LTEL- 116.1 points below Standard. Increased 8.4 points The students need more learning time and instruction. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level. **Scope:** LEA-wide	7. Providing Data-Driven Support 8. Encourage Family and Community Engagement Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	
1.10	**Action:** Assessment/Curriculum Coordinator **Need:** What was the identified need(s) of the Unduplicated Pupils or Unduplicated Pupil	Having an assessment/curriculum coordinator at our school can significantly enhance Unduplicated achievement by providing expertise in curriculum development, data analysis, and instructional planning. An assessment/curriculum coordinator can help improve academic outcomes:	#1.1 #1.2 #1.3 #1.8 #1.9

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
	group for which the Action is principally focused? The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points LTEL- 116.1 points below Standard. Increased 8.4 points Our assessment Curriculum Coordinator will work with the staff to review and analyze data to improve instruction. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level. **Scope:**	1. Aligning Curriculum with Standards 2. Supporting Data-Driven Instruction 3. Implementing and Overseeing Assessments 4. Facilitating Professional Development 5. Guiding Targeted Interventions and Differentiation 6. Enhancing Curriculum Quality and Relevance 7. Supporting Schoolwide Academic Goals 8. Improving Assessment Literacy Among Teachers 9. Promoting Student-Centered Learning 10. Ensuring Compliance with Educational Standards and Policies Having an assessment/curriculum coordinator can provide the support needed to strengthen instructional practices, improve curriculum quality, and use data effectively to boost student achievement. This role serves as a bridge between leadership, teachers, and students, ensuring that all efforts are aligned towards meeting educational goals. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

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		
1.12	**Action:** Library Clerk **Need:** The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points LTEL- 116.1 points below Standard. Increased 8.4 points Our students need more opportunities to read. Schools with strong library programs often see higher standardized test scores and better overall academic performance. Also, local reading assessment results indicate that many K-3 Grade Unduplicated students are not reading on grade level.	Librarians play a crucial role in enhancing Unduplicated students' academic performance in several ways: 1. Information Literacy: Librarians teach students how to find, evaluate, and use information effectively. This skill is essential for research projects and critical thinking. 2. Resource Accessibility: They provide access to a wide range of academic resources, including books, journals, and online databases, which support students' coursework and research. 3. Academic Support: Librarians often offer one-on-one research consultations, helping students navigate complex assignments and improve their research strategies. 4. Collaborative Programs: They collaborate with faculty to integrate library resources into the curriculum, enhancing the overall learning experience. 5. Study Spaces: Libraries offer quiet and collaborative study spaces, creating an environment conducive to learning and academic success. 6. Engagement and Belonging: Libraries host events and programs that foster a sense of community and belonging, which can positively impact students' engagement and retention.	#1.1 #1.2 #1.3 #1.8 #1.9

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	In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.13	**Action:** AMPACT - Americorps Tutors **Need:** The identified academic results of English Learners, and Socio-economically Disadvantaged Learners indicates that providing increased learning supports are needed. The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All Students group and the following students groups: English learners, Hispanic. Socioeconomically Disadvantaged student group was "ORANGE". All Students - 104.9 points below the standard English Learners - 110 points below standard. Declined 22 points Hispanic - 107.6 points below standard. declined 161.1 points Socioeconomically Disadvantaged - 103.3 points below standard. Declined 14 points LTEL- 116.1 points below Standard. Increased 8.4 points	AMPACT will work with our staff to provide targeted, individualized support, extend learning opportunities, monitor progress, and foster a positive reading culture. By integrating AMPACT's efforts with the school's goals and strategies for reading instruction, AMPACT tutors will play a significant role in improving reading scores and helping Unduplicated students become successful readers. AmeriCorps will be a valuable partner in helping to improve reading scores at our school by working collaboratively with staff and students. AMPACT tutors will support reading achievement by: 1. Targeted Reading Interventions 2. Supplementing Classroom Instruction 3. Progress Monitoring 4. Fostering a Love of Reading 5. Building Student Confidence 6. Professional Development for Staff 7. Family and Community Engagement Additionally, the district will ensure equitable access to the AMPACT Reading Program activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly	#1.1 #1.2 #1.3 #1.8 #1.9

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
	AMPACT will work with our staff to provide targeted, individualized support, extend learning opportunities, monitor progress, and foster a positive reading culture. By integrating AMPACT's efforts with the school's goals and strategies for reading instruction, AMPACT tutors will play a significant role in improving reading scores and helping students become successful readers. **Scope:** LEA-wide	beneficial for Unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis	
2.1	**Action:** Professional Development **Need:** Professional development (PD) focused on mathematics is essential for equipping instructional staff with the tools, strategies, and knowledge they need to improve their teaching practices and enhance Unduplicated student achievement in math. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic, and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points	Professional development specifically focused on mathematics empowers teachers to enhance their instructional practices, better meet the needs of their Unduplicated students, and ultimately improve achievement in math. By providing educators with the necessary skills, knowledge, and support, schools can foster a culture of mathematical excellence and enthusiasm for learning. This is how math professional development can benefit our instructional staff and positively impact student learning outcomes: 1. Enhancing Pedagogical Knowledge 2. Fostering Differentiated Instruction 3. Integrating Technology in Math Instruction 4. Improving Assessment Practices 5. Supporting Collaborative Learning 6. Building Mathematical Discourse 7. Connecting Math to Real-World Applications 8. Promoting a Growth Mindset 9. Increasing Engagement and Motivation 10. Continuous Professional Growth	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
2.2	**Action:** Instructional Materials **Need:** Providing high-quality instructional materials and supplemental resources in mathematics can significantly enhance teaching effectiveness and promote Unduplicated student learning and academic growth. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic, and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points	High-quality math instructional materials and supplemental resources play a crucial role in enhancing teaching effectiveness and fostering Unduplicated student learning and academic growth. By providing teachers with structured, engaging, and differentiated resources, schools can create an environment that supports Unduplicated students in achieving success in mathematics and significantly enhance teaching effectiveness and promote Unduplicated student learning and academic growth. Instructional materials can support both teachers and students: 1. Alignment with Standards 2. Engaging and Interactive Content 3. Differentiation and Accessibility 4. Structured Lesson Planning 5. Formative Assessment Tools 6. Professional Development and Support 7. Fostering Mathematical collaborative learning, critical thinking, and problem solving. 8. Encouraging Self-Directed Learning 9. Continuous Engagement and Practice	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points **Scope:** LEA-wide	10. Tracking Progress and Celebrating Success Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
2.3	**Action:** Education Technology Programs **Need:** The integration of technology in math instruction can significantly enhance teaching practices and improve Unduplicated student learning outcomes. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic, and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points	Technology devices and programs will be purchased and implemented to support the teaching and learning in math will be purchased and used to support and enhance math. The effective use of technology in math education empowers teachers to create dynamic and engaging learning environments that cater to diverse Unduplicated student needs. By integrating g technology, educators can enhance instructional practices, provide personalized learning experiences, and ultimately improve achievement in mathematics. . Technology can benefit both teachers and students in the math classroom: 1. Engaging Learning Experiences 2. Personalized Learning 3. Access to Resources 4. Enhanced Collaboration 5. Data-Driven Instruction 6. Increased Engagement and Motivation 7. Development of Critical Thinking Skills 8. Support for ELL and Diverse Learners 9. Preparation for Future Careers	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged (SED)-RED 123.5 points below standard. Declined 8.8 points **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
2.4	**Action:** Academic Incentives **Need:** Academic incentives, when implemented thoughtfully, can significantly enhance Unduplicated student achievement in math by motivating students, fostering a positive learning environment, and promoting behaviors that lead to academic success. By recognizing and rewarding effort, improvement, and achievement, schools can create a culture of excellence that supports Unduplicated students in reaching their full potential in mathematics. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic, and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points	Student academic and attendance incentives will be purchased and provided to Unduplicated students who excel in math. Academic incentives play a significant role in supporting student achievement in math by motivating Unduplicated students to engage more deeply with the subject, enhancing their performance, and fostering a positive learning environment. Here's how academic incentives will contribute to improving math achievement: 1. Motivation and Engagement 2. Encouraging Consistent Effort 3. Building a Growth Mindset 4. Creating a Positive Learning Environment 5. Promoting Collaboration 6. Encouraging Participation 7. Targeting Specific Areas of Improvement 8. Celebrating Success 9. Enhancing Teacher-Student Relationships 10. Data-Driven Decision Making Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points LTEL- 116.1 points below Standard. Increased 8.4 points **Scope:** LEA-wide		
2.5	**Action:** Field Trips and Extra/Co-curricular Activities **Need:** Extra and co-curricular activities, along with field trips, are powerful tools for enhancing student achievement in math. By providing engaging, real-world experiences, fostering collaboration, and promoting interdisciplinary learning, these activities can motivate Unduplicated students to embrace math, develop critical skills, and ultimately achieve greater academic success. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic, and Socioeconomically Disadvantaged students groups, is Red.	Students will attend extra and Co-Curricular Activities to support and enhance math. Extra and co-curricular activities, along with field trips, can play a significant role in enhancing academic success in math for Unduplicated students. These experiences provide opportunities for real-world application of mathematical concepts, foster engagement, and support various aspects of student learning. These activities can contribute to math achievement: 1. Real-World Application of math 2. Increased Engagement and Motivation 3. Collaboration and Teamwork in math 4. Development of Critical Thinking and Creativity 5. Exposure to Diverse Perspectives 6. Strengthening Connections Across Subjects 7. Building Confidence and Self-Efficacy 8. Creating a Supportive Learning Environment Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged. All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points **Scope:** LEA-wide		
2.7	**Action:** Americorp Tutors **Need:** AMPACT tutors can significantly contribute to academic achievement in math by providing	A collaboration with Americorp to provide two tutors during the instructional day for targeted students in grades 4-8. AMPACT (AmeriCorps) tutors can play a vital role in promoting academic achievement in math at our school. These tutors are typically trained to	#2.1 #2.2 #2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	personalized support, fostering engagement, and promoting collaboration among Unduplicated students. Their ability to implement targeted interventions and facilitate real-world connections to math helps create a positive and effective learning environment, ultimately leading to improved outcomes in mathematics. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic, and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points **Scope:** LEA-wide	provide support in mathematics, and can implement a range of strategies to enhance Unduplicated student learning. Here are several ways AMPACT tutors will contribute to math achievement: 1. Personalize instruction 2. Small group tutoring 3. Target Interventions 4. Incorporate engaging activities 6. Facilitate homework help 7. Build student confidence 8. Collaboration with teachers 9. Data-driven decision making 10. Encouraging parental involvement Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.1	**Action:** English Language Development Professional Development	All staff will participate in English Language Development Professional Development, especially the ELD component in Wonders, the adopted ELA/ELD program.	#3.1 #3.2 #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
	Need: Professional development focused on English Language Development is essential for empowering teachers to effectively support English learners in their language acquisition journey. By providing teachers with the necessary skills, strategies, and resources, schools can create a more inclusive and supportive environment that fosters academic success for all students, particularly English learners. The performance levels for English Learners are very low. The performance level for English Learners is red on ELA indicator. English Learners are 117 points below standard. This shows a decline of 7 points from the previous year. Data from 2023-24 CAASPP/ELPAC SUMMATIVE The ELPAC Scores for 2023-2024 were as follows: School-wide: 7.50% proficient Level 1 (Minimally Developed) 31.25% Level 2 (Somewhat developed) 27.50% Level 3 (Moderately Developed) 33.75% Level 4 (Well Developed) 7.50% Student English Language Acquisition Results (2024 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 23.5%	Professional development in English Language Development (ELD) is crucial for equipping teachers with the skills and knowledge needed to effectively teach English learners (ELs) and support their language acquisition. Professional development can help achieve these goals: 1. Understanding Language Acquisition 2. Effective Instructional Strategies 3. Integration of Content and Language Learning 4. Assessment and Progress Monitoring 5. Building Language-Rich Environments 6. Utilizing Technology and Resources 7. Fostering a Supportive Learning Environment 8. Collaboration and Networking 9. Family and Community Engagement 10. Sustaining Professional Growth with on-going training Ongoing Training: Professional development should be continuous, allowing teachers to stay updated on best practices, research, and resources for ELD, ultimately leading to sustained improvements in instruction and student outcomes. Reflective Practice: Encouraging reflective practice among teachers can help them assess their teaching methods and adapt strategies to better meet the needs of their EL students. They will become effective in integerated and desginated ELD instruction. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.4% ELs who maintained ELPI Level 4: 4.4% ELs who progressed at least one ELPI Level: 29.4% According to the 2024California School Dashboard, 31.9% (compared to 48.5% last year) of the English Language Learners are making progress towards English language proficiency. According to the 2024 California Dashboard, English learner progress indicator is RED in Math, 159.8 points below standard, 40.7-point decline from the prior year. **Scope:** LEA-wide	Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.	
3.2	**Action:** Instructional Materials **Need:** Instructional materials that support English language acquisition can create a positive impact on both teaching and learning at your school. Effective resources and tools tailored to the needs of English learners can foster learning where students are better equipped to develop their language skills and succeed academically. The performance levels for English Learners are very low. The performance level for English Learners is red on ELA indicator. English Learners are 117 points below	Ordering instructional materials specifically designed to support English language acquisition can significantly enhance both teaching practices and student learning outcomes in your school. Here are several ways these materials will be beneficial: 1. Targeted Language Development Focus on Key Skills: Instructional materials can target specific language skills, such as reading, writing, speaking, and listening, providing structured support for students as they develop their English language proficiency. Comprehensive Curriculum: Resources that align with language acquisition standards can offer a comprehensive curriculum that systematically builds language skills over time.	#3.1 #3.2 #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
	standard. This shows a decline of 7 points from the previous year. Data from 2023-24 CAASPP/ELPAC SUMMATIVE The ELPAC Scores for 2023-2024 were as follows: School-wide: 7.50% proficient Level 1 (Minimally Developed) 31.25% Level 2 (Somewhat developed) 27.50% Level 3 (Moderately Developed) 33.75% Level 4 (Well Developed) 7.50% Student English Language Acquisition Results (2024 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 23.5% ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.4% ELs who maintained ELPI Level 4: 4.4% ELs who progressed at least one ELPI Level: 29.4% According to the 2024California School Dashboard, 31.9% (compared to 48.5% last year) of the English Language Learners are making progress towards English language proficiency. According to the 2024 California Dashboard, English learner progress indicator is RED in Math, 159.8 points below standard, 40.7-point decline from the prior year. **Scope:**	2. Engaging and Relevant Content 3. Visual Supports 4. Scaffolding for Success 5. Practice and Reinforcement 6. Assessment Tools 7. Support for Collaborative Learning 8. Professional Development for Teachers Best Practices: Materials can include strategies and best practices for teaching English learners, providing teachers with the knowledge they need to succeed. 9. Incorporation of Technology 10. Parental Engagement Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.4	**Action:** Technology **Need:** The performance levels for English Learners are very low. The performance level for English Learners is red on ELA indicator. English Learners are 117 points below standard. This shows a decline of 7 points from the previous year. Data from 2023-24 CAASPP/ELPAC SUMMATIVE The ELPAC Scores for 2023-2024 were as follows: School-wide: 7.50% proficient Level 1 (Minimally Developed) 31.25% Level 2 (Somewhat developed) 27.50% Level 3 (Moderately Developed) 33.75% Level 4 (Well Developed) 7.50% Student English Language Acquisition Results (2024 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 23.5% ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.4% ELs who maintained ELPI Level 4: 4.4% ELs who progressed at least one ELPI Level: 29.4% According to the 2024California School Dashboard, 31.9% (compared to 48.5% last	Technology will be purchased and used to support language development and enhance literacy. Technology can significantly enhance the teaching and learning experience for English learners. Here are some ways it can help both teachers and students: For Teachers: 1. Interactive Lessons: Tools like interactive whiteboards and educational apps can make lessons more engaging and interactive, helping to capture students' attention and make learning more enjoyable. 2. Resource Accessibility: Teachers can access a vast array of online resources, including lesson plans, videos, and interactive exercises, which can be tailored to meet the needs of their students. 3. Professional Development: Online courses and webinars provide opportunities for teachers to learn new strategies and stay updated with the latest trends in language teaching. 4. Assessment and Feedback: Digital tools can streamline the assessment process, allowing teachers to quickly evaluate student progress and provide timely feedback. For Students: 1. Personalized Learning: Technology allows for personalized learning experiences, where students can work at their own pace and focus on areas where they need the most improvement. 2. Engaging Content: Multimedia content, such as videos, games, and interactive exercises, can make learning more engaging and help students retain information better.	#3.1 #3.2 #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
	year) of the English Language Learners are making progress towards English language proficiency. According to the 2024 California Dashboard, English learner progress indicator is RED in Math, 159.8 points below standard, 40.7-point decline from the prior year. **Scope:** LEA-wide	3. Language Practice: Apps and online platforms offer opportunities for students to practice their language skills outside the classroom, through activities like language games, virtual conversations, and writing exercises. 4. Cultural Exposure: Technology can expose students to different cultures and accents, helping them understand the practical use of the language in various contexts. 5. Collaboration and Communication: Online tools facilitate collaboration and communication among students, allowing them to work on group projects and practice their language skills with peers. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.	
3.5	**Action:** English Learner Aide **Need:** The performance levels for English Learners are very low. The performance level for English Learners is red on ELA indicator. English Learners are 117 points below standard. This shows a decline of 7 points from the previous year.	EL Aides for the purpose/s of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students. Aides can play a crucial role in supporting English language learners in the classroom. Here are some ways they can help:	#3.1 #3.2 #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
	Data from 2023-24 CAASPP/ELPAC SUMMATIVE The ELPAC Scores for 2023-2024 were as follows: School-wide: 7.50% proficient Level 1 (Minimally Developed) 31.25% Level 2 (Somewhat developed) 27.50% Level 3 (Moderately Developed) 33.75% Level 4 (Well Developed) 7.50% Student English Language Acquisition Results (2024 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 23.5% ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.4% ELs who maintained ELPI Level 4: 4.4% ELs who progressed at least one ELPI Level: 29.4% According to the 2024California School Dashboard, 31.9% (compared to 48.5% last year) of the English Language Learners are making progress towards English language proficiency. According to the 2024 California Dashboard, English learner progress indicator is RED in Math, 159.8 points below standard, 40.7-point decline from the prior year. **Scope:** LEA-wide	1. Individualized Attention Aides can provide one-on-one or small group support, allowing ELLs to receive personalized instruction tailored to their specific needs. This can be especially helpful for students who may need extra help with certain concepts or skills. 2. Language Support They can assist with language development by helping students practice speaking, listening, reading, and writing in English. This can include activities like reading aloud, practicing vocabulary, and engaging in conversations. 3. Classroom Integration Aides can help ELLs integrate into the classroom by explaining instructions, translating when necessary, and ensuring that students understand the material being taught. This helps ELLs feel more included and less isolated. 4. Cultural Mediation They can act as cultural mediators, helping to bridge the gap between the students' home cultures and the school environment. This can involve explaining cultural norms and expectations, which can be particularly important for newly arrived students. 5. Use of Visual Aids Aides can utilize visual aids and multimedia tools to enhance understanding. Visual aids such as charts, images, and videos can make abstract concepts more concrete and accessible for ELLs. 6. Homework Assistance	

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
		They can provide support with homework and assignments, ensuring that ELLs understand what is required and helping them complete their work successfully. 7. Monitoring Progress Aides can help monitor the progress of ELs, providing feedback to teachers about students' strengths and areas that need improvement. This ongoing assessment can help tailor instruction to better meet students' needs. 8. Encouragement and Confidence Building By offering consistent support and encouragement, aides can help build ELLs' confidence in their language abilities, motivating them to participate more actively in class. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.	
3.6	**Action:** Extended Learning Opportunity **Need:** The performance levels for English Learners are very low. The performance level for	Extended learning opportunities can significantly benefit English language learners (ELs) in various ways. Here are some key advantages: 1. Increased Instructional Time	#3.1 #3.2 #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
	English Learners is red on ELA indicator. English Learners are 117 points below standard. This shows a decline of 7 points from the previous year. Data from 2023-24 CAASPP/ELPAC SUMMATIVE The ELPAC Scores for 2023-2024 were as follows: School-wide: 7.50% proficient Level 1 (Minimally Developed) 31.25% Level 2 (Somewhat developed) 27.50% Level 3 (Moderately Developed) 33.75% Level 4 (Well Developed) 7.50% Student English Language Acquisition Results (2024 Dashboard) The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Els who decreased at least one ELPI Level: 23.5% ELs who maintained ELPI Levels 1, 2L, 2H, 3L,3H: 42.4% ELs who maintained ELPI Level 4: 4.4% ELs who progressed at least one ELPI Level: 29.4% According to the 2024California School Dashboard, 31.9% (compared to 48.5% last year) of the English Language Learners are making progress towards English language proficiency. According to the 2024 California Dashboard, English learner progress indicator is RED in Math, 159.8 points below standard, 40.7-point decline from the prior year.	ELOs provide additional time for ELLs to engage with the language and content, allowing for more in-depth learning and practice. This extra time can be crucial for mastering complex language skills and academic concepts. 2. Personalized Support With extended learning, teachers and aides can offer more personalized and targeted instruction to meet the specific needs of ELLs. This can include one-on-one tutoring, small group sessions, and tailored activities that address individual learning gaps. 3. Enhanced Engagement Extended learning programs often incorporate interactive and engaging activities that make learning more enjoyable for students. This can include project-based learning, hands-on activities, and the use of technology, all of which can help ELLs stay motivated and interested in their studies. 4. Language Immersion ELOs provide more opportunities for ELLs to immerse themselves in the English language through various contexts and settings. This can include after-school programs, summer camps, and extracurricular activities where students can practice their language skills in real-world scenarios. 5. Cultural Integration Extended learning programs can also help ELLs integrate into the school community and broader society by exposing them to different cultural	

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	experiences and social interactions. This can enhance their cultural competence and help them feel more connected and confident. 6. Academic Support ELOs can offer additional academic support, such as homework help and study sessions, which can be particularly beneficial for ELLs who may need extra assistance with their coursework. This support can help bridge the gap between ELLs and their native-speaking peers. 7. **Parental Involvement Extended learning programs often involve parents and families, providing them with resources and strategies to support their children's learning at home. This can create a more supportive and cohesive learning environment for ELLs. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs. The strategies and methods used in English Language Development (ELD) can be very effective for teaching English-speaking students. Many ELD strategies are based on sound pedagogical principles that enhance learning for all students by focusing on language development, comprehension, and communication skills.	
4.1	**Action:** Technology Staff Development **Need:** Our educational partners, on the spring survey, stated that they are in need of	Technology professional development will allow staff to better address the learning needs of Unduplicated students by providing effective and powerful instruction through maximization of varied learning resources and platforms coupled with solid instructional practices and strategies.	#4.1 #4.2 #4.3 #4.5

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
	additional instructional technology learning to enhance their teaching and impact student outcome to a greater extent. Staff are in continuous need of up-to-date knowledge and skills on how best to leverage the power of technology to impact and accelerate Unduplicated student learning through best instructional technology practices. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged.	Personalized Learning: Adaptive Learning Software: Tools like Khan Academy and DreamBox adapt to a student's pace and style, offering customized lessons and exercises. Learning Analytics: Platforms analyze performance data to provide insights and recommendations, helping tailor instruction to individual needs. Access to Resources: Online Courses and Tutorials: Websites offer courses on a wide range of subjects, allowing self-paced learning. E-books and Digital Libraries: Vast digital libraries and e-books provide resources for research and study. Interactive Learning Tools: Gamification: Educational games make learning fun and engaging, aiding in the understanding and retention of complex concepts. Simulations and Virtual Labs: Tools like PhET Interactive Simulations enhance understanding through hands-on virtual experiments. Collaboration and Communication: Online Collaboration Tools: Platforms like Google Classroom and Microsoft Teams facilitate group projects and communication, enabling remote collaboration. Discussion Forums and Social Media Groups: Provide spaces for discussion, questions, and knowledge sharing.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points **Scope:** LEA-wide	Assessment and Feedback: Online Quizzes and Tests: Immediate feedback helps students understand mistakes and learn promptly. Automated Grading Systems: Save teachers time, allowing more personalized feedback and support. Enhancing Engagement: Multimedia Content: Videos, podcasts, and interactive content make learning more engaging than traditional textbooks. Augmented Reality (AR) and Virtual Reality (VR): Offer immersive learning experiences like virtual field trips and interactive simulations. Skill Development: Coding and Programming Tools: Platforms like Scratch and Code.org teach coding, fostering critical thinking and problem-solving. STEM Learning Kits: Kits like LEGO Mindstorms and Raspberry Pi encourage hands-on learning in STEM. Support for Diverse Learning Needs: Assistive Technologies: Tools like text-to-speech and speech-to-text support students with disabilities, ensuring inclusive education. Language Learning Apps: Apps like Duolingo and Rosetta Stone help students learn new languages at their own pace. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	**Action:** Technology Devices **Need:** Many of our districts low-income students do not have a personal learning device such as a laptop or Chromebook. Family fiscal challenges in school-aged multi-child households provides a barrier to each student having a learning device. Investing in computers and Chromebooks for Unduplicated students is a powerful step toward enhancing academic achievement. These devices provide essential tools for personalized learning, collaboration, and access to a wealth of educational resources, equipping both students and staff with the means to succeed in today's digital learning environment. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points	Purchasing computers and Chromebooks for Unduplicated student use can significantly enhance academic achievement by providing various tools and resources that facilitate learning, collaboration, and engagement. This action will provide each Unduplicated student with a technology learning device, allowing each student to access learning resources and media sources to support grade level and remedial learning. These devices can benefit students and staff at our school in these ways: Personalized Learning: Access to Resources: Interactive Learning Tools: Collaboration and Communication: Assessment and Feedback: Enhancing Engagement: Skill Development: Support for Diverse Learning Needs: In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#4.1 #4.2 #4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged. All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points **Scope:** LEA-wide		
4.4	**Action:** Internet Access **Need:** Our school needs to sustain its access to the internet. Our school is a rural school with very limited internet. Having an up-to-date technology infrastructure and support system is vital for enhancing educational experiences, improving teaching and learning, and preparing students for a rapidly changing world. By investing in modern technology,	This action allows our Unduplicated students to have access to the internet with the bandwidth needed to support technology in the classroom, thus enabling them to have reliable ease of access to all learning resources and platforms. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	#4.1 #4.2 #4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	schools can create a dynamic and effective learning environment that supports the needs of Unduplicated students and staff. Many of our district's low-income students do not have home access to Wi-Fi or reliable and sufficient Wi-Fi, thus making it difficult to continue learning at home, therefore providing a barrier to academic success. Student achievement results point to the need for Wi-Fi access for each Unduplicated student. MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following 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
	groups: English learners, Hispanic and Socioeconomically Disadvantaged. All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points **Scope:** LEA-wide		
4.5	**Action:** Technology Infrastructure Support **Need:** Having an up-to-date technology infrastructure and support system is vital for enhancing educational experiences, improving teaching and learning, and preparing Unduplicated students for a rapidly changing world. By investing in modern technology, schools can create a dynamic and effective learning environment that supports the needs of all students and staff. Many of our district's low-income students do not have home access to Wi-Fi or reliable and sufficient Wi-Fi, or a learning device, thus making it difficult to continue learning at home, therefore providing a barrier to academic success. Data from the 2023 California Dashboard.	Our school needs to sustain its access to the internet. This action provides our Unduplicated students to have access to the internet with the bandwidth needed to do technology in the classroom. The district will purchase the hardware and software needed to support our technology needed to sustain and grow our technology infrastructure. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	#4.1 #4.2 #4.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)- RED 123.5 points below standard. Declined 8.8 points The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged. All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
5.1	**Action:** Counselor **Need:** According to the parent and student survey and interviews, they stated that having a school counselor can provide essential support in many areas that affect a student's life, from academic achievement to mental health and social development. Chronic Absenteeism indicator is ORANGE on the California Dashboard (2024) with 21.9% of all students considered chronically absent. This shows 12.8% decrease from the prior year. English Learners (ORANGE) was at 22.5% (declined by 5.9%) Hispanic are in the ORANGE performance level on the 2024 Dashboard. 22.1% chronically absent (declined 12%) Socioeconomically Disadvantaged student group are in the ORANGE performance level on the 2024 Dashboard. 24.1% chronically absent (declined 10.4%) **Scope:** LEA-wide	Improving pupil attendance and truancy rates and maintaining a positive learning environment in schools are crucial factors that contribute to academic achievement. These are interlinked strategies that support academic achievement by ensuring continuous learning, fostering engagement and motivation, reducing stress, and promoting discipline and cognitive development. This will help Unduplicated student's socio-emotional status and foster a sense of belonging. The counselor's role will address emotional challenges, guide academic planning, and promote a safe, supportive school environment to benefit the overall well-being and success of Unduplicated students. Having a counselor at school is crucial for both student academic achievement and emotional well-being for several reasons: 1. Academic Support and Guidance 2. Emotional and Social Support 3. Crisis Intervention 4. Career and College Readiness 5. Fostering a Positive School Environment 6. Promoting Well-Being and Resilience 7. Collaboration with Teachers and Staff 8. Family Engagement 9. Data-Driven Decision Making In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of	#5.1 #5.2 #5.3 #5.5

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
		students, promoting equity and success across the entire student population.	
5.2	**Action:** Attendance Incentives **Need:** The California Dashboard displayed data and information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The chronic absenteeism was very high. Chronic Absenteeism indicator is ORANGE on the California Dashboard (2024) with 21.9% of all students considered chronically absent. This shows 12.8% decrease from the prior year. English Learners (ORANGE) was at 22.5% (declined by 5.9%) Hispanic are in the ORANGE performance level on the 2024 Dashboard. 22.1% chronically absent (declined 12%) Socioeconomically Disadvantaged student group are in the ORANGE performance level on the 2024 Dashboard. 24.1% chronically absent (declined 10.4%) **Scope:** LEA-wide	Attendance incentives can be effective for schools in promoting Unduplicated student attendance and overall engagement. Here are several ways they can be beneficial: Benefits of Attendance Incentives 1. Increased Student Attendance 2. Enhanced Academic Performance 3. Positive School Climate 4. Reduction in Chronic Absenteeism 5. Recognition of Positive Behavior Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	#5.1 #5.2 #5.3 #5.4 #5.5 #5.6
5.3	**Action:** Nurse **Need:**	Having a school nurse is integral to creating a healthy, safe, and supportive learning environment. By addressing Unduplicated student health issues promptly, promoting wellness, reducing absenteeism, school nurses directly and	#5.1 #5.2 #5.3 #5.4 #5.5

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
	The California Dashboard displayed data and information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The chronic absenteeism was very high. Chronic Absenteeism indicator is ORANGE on the California Dashboard (2024) with 21.9% of all students considered chronically absent. This shows 12.8% decrease from the prior year. English Learners (ORANGE) was at 22.5% (declined by 5.9%) Hispanic are in the ORANGE performance level on the 2024 Dashboard. 22.1% chronically absent (declined 12%) Socioeconomically Disadvantaged student group are in the ORANGE performance level on the 2024 Dashboard. 24.1% chronically absent (declined 10.4%) Parents also report that access to health services outside the school environment is not always readily available, and they appreciate that the district provides a nurse to oversee students when they are not feeling their best. **Scope:** LEA-wide	indirectly contribute to improved student achievement. Their presence ensures that students are physically and mentally prepared to engage in their education, leading to better academic outcomes and overall well-being. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#5.6
5.4	**Action:** Noon Duty Supervisors **Need:**	Noon duty supervisors, also known as lunch or recess monitors, play a crucial role in maintaining a positive school climate. Noon duty supervisors play a vital role in shaping a positive school climate by ensuring safety, promoting positive	#5.1 #5.2 #5.3 #5.4 #5.5

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
	Noon duty supervisors, also known as lunch or recess monitors, play a crucial role in maintaining a positive school climate. The survey conducted in the spring of 2025 shows the following: Parents Perception of school climate: 2 Parent perception of school program: 2 Parents feel connectedness: 2 Parents will become more engaged and view their roles and responsibilities: 2 Parent feelings of opportunities for input into district decision making: 2 A need to have a presence of a Noon Duty Supervisor to help create an environment where Unduplicated students feel safe, respected, and engaged, which is essential for both their academic success and overall development and will help improve the low perceptions. **Scope:** LEA-wide	behavior, resolving conflicts, encouraging social interaction, and supporting emotional well-being. Their presence helps create an environment where Unduplicated students feel safe, respected, and engaged, which is essential for both their academic success and overall development. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#5.6
5.7	**Action:** Parent Education **Need:** The survey conducted in the spring of 2025 shows the following were low: Parents Perception of school climate: 2	Parent education classes can have a profound impact on Unduplicated student outcomes in several key areas: 1. Academic Achievement • Enhanced Support at Home: Parents who understand the curriculum and effective teaching strategies can better support	#5.1 #5.2 #5.3 #5.4 #5.5 #5.6

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
	Parent perception of school program: 2 Parents feel connectedness: 2 Parents will become more engaged and view their roles and responsibilities: 2 Parent feelings of opportunities for input into district decision making: 2 Parenting classes would re-establish a connection between the school and parents to allow for a positive perception of school climate, program, feel more connected and engaged. Research findings also indicate that children of parents that are involved and engaged with the school result in more all around positive outcomes for their children. **Scope:** LEA-wide	their children's learning at home. This can lead to higher grades and improved test scores. • Homework Assistance: Educated parents are more equipped to help with homework, ensuring that students complete assignments correctly and on time. 2. Improved Attendance • Understanding the Importance of Attendance: When parents are educated about the critical role of regular attendance in academic success, they are more likely to ensure their children attend school consistently. • Early Intervention: Educated parents can recognize and address issues that may lead to absenteeism, such as health problems or transportation issues. 3. Socio-Emotional Status • Emotional Support: Parents who are educated about socio-emotional development can provide better emotional support, helping children manage stress and build resilience. • Positive Behavior Modeling: These parents can model positive social behaviors and conflict resolution skills, which children can emulate. • Stronger Parent-Teacher Relationships: Educated parents are more likely to engage with teachers and school staff, creating a supportive network that	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		benefits the child's socio-emotional well-being. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	
5.8	**Action:** Triage Social Worker **Need:** According to parents of the districts Unduplicated Pupils, their are fiscal, language, and transportation barriers to accessing outside services related to addressing their children's mental well-being. Unaddressed mental concerns can have detrimental effects on a child's school success leading to academic failure, absenteeism, and challenges with positive peer relationships. The California Dashboard displayed data and information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The chronic absenteeism was very high. Chronic Absenteeism indicator is ORANGE on the California Dashboard (2024) with 21.9% of all students considered chronically absent. This shows 12.8% decrease from the prior year. English Learners (ORANGE) was at 22.5% (declined by 5.9%) Hispanic are in the ORANGE performance level on the 2024 Dashboard. 22.1% chronically absent (declined 12%)	A TCOE BHS Mental Wellness Services triage worker will serve as liaisons between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors, and other contacts, to help children who face problems such as disabilities, abuse, or poverty. Maintain case history records and prepare reports. Staff and parents felt Unduplicated students needed support to have a positive impact on students' academic achievement, attendance, and socio-emotional well-being. A social worker assigned to a school can have a significant positive impact on students' academic achievement, attendance, and socio-emotional well-being: Academic Achievement 1. Individual Support: Social workers provide one-on-one counseling and support to students facing academic challenges, helping them develop effective study habits and organizational skills. 2. Resource Connection: They connect students and families with educational resources and tutoring services, ensuring that students have the tools they need to succeed[3] 3. Collaboration with Teachers: Social workers collaborate with teachers to identify and address any barriers to learning, creating a supportive environment that fosters academic success.	#5.1 #5.2 #5.3 #5.4 #5.5 #5.6

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
	Socioeconomically Disadvantaged student group are in the ORANGE performance level on the 2024 Dashboard. 24.1% chronically absent (declined 10.4%) MATHEMATICS Math performance level (from the 2024 California Dashboard) for the All-Students group and English Learners, Hispanic and Socioeconomically Disadvantaged students groups, is Red. All students – RED 134.3 points below the standard. Declined 18 points English Learners (EL) –RED 138.7 points below standard. Declined 19.7 points Long-Term English Learners – RED 153.8 points below standard. Declined 21.3 points Hispanic – RED 137.3 points below standard. Decrease 20.2 points Socioeconomically Disadvantaged (SED)-RED 123.5 points below standard. Declined 8.8 points The ENGLISH LANGUAGE ARTS indicator on 2024 California Dashboard is "RED" for the All-Students group and the following students groups: English learners, Hispanic and Socioeconomically Disadvantaged. All Students - 108.3 points below the standard. Declined 3.4 points English Learners - 117 points below standard. Declined 7 points	Improved Attendance 1. Addressing Barriers: Social workers identify and address underlying issues that may be causing absenteeism, such as family problems, health issues, or transportation difficulties. 2. Parental Engagement: They work with parents to emphasize the importance of regular attendance and help them develop strategies to ensure their children attend school consistently. 3. Monitoring and Intervention: Social workers monitor attendance patterns and intervene early when issues arise, providing support and resources to help students get back on track. Socio-Emotional Status 1. Counseling Services: Social workers offer individual and group counseling to help students manage stress, anxiety, and other emotional challenges. 2. Social Skills Development: They run programs and workshops that teach students essential social skills, such as communication, conflict resolution, and empathy. 3. Crisis Intervention: In times of crisis, social workers provide immediate support and intervention, helping students navigate difficult situations and maintain their emotional well-being. 4. Building Resilience: Through various activities and support systems, social workers help students build resilience and develop coping strategies that can improve their overall socio-emotional health. In identifying the needs of Unduplicated Pupils, it is also recognized that other students, beyond the Unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains	

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
	Hispanic – 113.4 points below standard. declined 5.9 points Socioeconomically Disadvantaged - 97.3 points below standard. Increased 6 points **Scope:** LEA-wide	on supporting Unduplicated Pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
5.9	**Action:** Attendance Clerk **Need:** The California Dashboard displayed data and information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. The chronic absenteeism was very high. Chronic Absenteeism indicator is ORANGE on the California Dashboard (2024) with 21.9% of all students considered chronically absent. This shows 12.8% decrease from the prior year. English Learners (ORANGE) was at 22.5% (declined by 5.9%) Hispanic are in the ORANGE performance level on the 2024 Dashboard. 22.1% chronically absent (declined 12%) Socioeconomically Disadvantaged student group are in the ORANGE performance level on the 2024 Dashboard. 24.1% chronically absent (declined 10.4%) **Scope:**	The attendance clerk will consistently monitor Unduplicated student attendance, notify parents daily if their child is absent from school, and coordinate attendance review meetings if a student begins to experience attendance issues or if attendance does not improve. The intent of this action is to ensure students are present for learning, reduce chronic absenteeism by Unduplicated students, and support parents in ensuring excellent school attendance by their child. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#5.1 #5.2 #5.3 #5.4 #5.5 #5.6

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		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

NA

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 concentration grant add-on funding is a component of the Local Control Funding Formula (LCFF) designed to provide additional financial resources to schools with high concentrations of students who face greater educational challenges. Specifically, this funding targets schools where more than 55 percent of the student population consists of foster youth, English learners, and low-income students.
The primary purpose of the concentration grant add-on funding is to enhance educational services and support for these high-need student groups, ensuring they receive equitable opportunities to succeed academically. This funding allows schools to implement targeted programs and resources that address the unique challenges faced by these students, thereby promoting better educational outcomes and overall well-being.
The additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at our school who are foster youth, English learners, and low-income students. The following actions in the 2024-25 LCAP are whole or partially funded with this Concentration Add-on Grant funding.

Goal 5, Action 3: Additional Days for County Nurse

The county nurse will be at the school to ensure support the health and wellness needs of all students, including foster youth, English learners, and low-income students who may face barriers to attendance due to health issues. This would allow for access to health and wellness support, address health-related absenteeism, and improve overall student well-being.

Goal 5, Action 4: Noon Duty Supervisors
This action will assign noon duty supervisors to ensure a safe and inclusive learning climate for all students, with a focus on supporting the specific needs of foster youth, English learners, and low-income students. This will help maintain a safe and positive school environment can encourage targeted students to attend school regularly and engage in learning.

Goal 5, Action 9 Attendance Clerk:
The attendance clerk will communicate with parents, students, staff, etc. in person, by telephone or letter for the purpose of providing information on a variety of attendance issues and meeting district and state absence notification requirements. The attendance clerk will fully implement the school's attendance plan, monitor student attendance, contact parents to verify absences and to encourage excellent attendance. Chronic absenteeism is a challenge as is high absenteeism rates. The expectation is that through attendance education to students and parents and actions to increase student attendance, school-going rates will improve.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 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	$1,193,350	572,341	47.961%	0.000%	47.961%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$647,465.00	$281,490.00	$9,000.00	$81,000.00	$1,018,955.00	$550,217.00	$468,738.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,000.00	$1,000.00	$1,000.00			$4,000.00	$5,000.00	
1	1.2	Literacy Coach														
1	1.3	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$23,000.00	$13,000.00			$10,000.00	$23,000.00	
1	1.4	Library Books, Virtual Books, and Audio Books	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$10,500.00	$10,500.00				$10,500.00	
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.6	Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.7	Extra and Co-Curricular Activities and Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.8	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$32,000.00	$40,000.00	$2,000.00	$70,000.00			$72,000.00	
1	1.9	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$68,465.00	$0.00	$43,465.00			$25,000.00	$68,465.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.10	Assessment/Curriculum Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$16,000.00	$0.00	$16,000.00				$16,000.00	
1	1.11	TCOE Reading Specialist Support	All	No			All Schools	On-going	$15,000.00	$15,000.00	$10,000.00	$5,000.00		$15,000.00	$30,000.00	
1	1.12	Library Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$24,000.00	$0.00	$10,000.00		$9,000.00	$5,000.00	$24,000.00	
1	1.13	AMPACT - Americorps Tutors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$15,000.00	$10,000.00			$5,000.00	$15,000.00	
1	1.14	Quail Arts Integration Program														
1	1.15	Learning Recovery Teacher Tutors														
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
2	2.2	Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Education Technology Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.4	Academic Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.5	Field Trips and Extra/Co-curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.6	Instructional Aide														
2	2.7	Americorp Tutors	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	On-going	$0.00	$8,000.00	$8,000.00				$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	**2.8**	Extended Learning Programs	All	No			All Schools	On-going	$10,000.00	$10,000.00		$20,000.00			$20,000.00	
3	**3.1**	English Language Development Professional Development	English Learners	Yes	LEA-wide	English Learners	All Schools	3-year LCAP Cycle	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	**3.2**	Instructional Materials	English Learners	Yes	LEA-wide	English Learners	All Schools	3-year LCAP Cycle	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	**3.3**	EL Coach														
3	**3.4**	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year LCAP Cycle	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.5**	English Learner Aide	English Learners	Yes	LEA-wide	English Learners	All Schools	3-year LCAP Cycle	$25,000.00	$0.00	$20,000.00			$5,000.00	$25,000.00	
3	**3.6**	Extended Learning Opportunity	English Learners	Yes	LEA-wide	English Learners	All Schools	3-year LCAP Cycle	$0.00	$6,000.00	$1,000.00	$5,000.00			$6,000.00	
4	**4.1**	Technology Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,000.00	$1,000.00	$1,000.00			$2,000.00	$3,000.00	
4	**4.2**	Computer Education Programs														
4	**4.3**	Technology Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	**4.4**	Internet Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$40,000.00	$40,000.00				$40,000.00	
4	**4.5**	Technology Infrastructure Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$10,000.00	$45,000.00	$45,000.00			$10,000.00	$55,000.00	
4	**4.6**	Technology Infrastructure Support														
5	**5.1**	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$92,252.00	$0.00	$62,000.00	$30,252.00			$92,252.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,000.00	$2,000.00				$2,000.00	
5	5.3	Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$40,000.00	$40,000.00				$40,000.00	
5	5.4	Noon Duty Supervisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$20,000.00	$0.00	$20,000.00				$20,000.00	
5	5.5	Multi-tiered system of supports (MTSS)	All	No			All Schools	On-going	$0.00	$1,000.00	$1,000.00				$1,000.00	
5	5.6	Increased RSP Days	Students with Disabilities	No			All Schools	On-going	$64,000.00	$0.00	$64,000.00				$64,000.00	
5	5.7	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,000.00	$5,000.00				$5,000.00	
5	5.8	Triage Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$150,000.00	$0.00	$150,000.00				$150,000.00	
5	5.9	Attendance Clerk	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$15,000.00	$0.00	$15,000.00				$15,000.00	
5	5.10	Student Educational Support	All	No			All Schools	Julyl 2026-June 2027	$0.00	$0.00	$0.00				$0.00	
6	6.1	High Impact Tutors	All Hispanic, Socioeconomically Disadvantaged, and English Learners	No			All Schools	July 2026 - June 2028	$0.00	$151,238.00		$151,238.00			$151,238.00	

2026-27 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
$1,193,350	572,341	47.961%	0.000%	47.961%	$572,465.00	0.000%	47.971 %	**Total:**	$572,465.00
								LEA-wide Total:	$572,465.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.3**	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
1	**1.4**	Library Books, Virtual Books, and Audio Books	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	
1	**1.5**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.6**	Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.7**	Extra and Co-Curricular Activities and Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.8**	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.9	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,465.00	
1	1.10	Assessment/Curriculum Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	
1	1.12	Library Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.13	AMPACT - Americorps Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.2	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.3	Education Technology Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.4	Academic Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.5	Field Trips and Extra/Co-curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.7	Americorp Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
3	3.1	English Language Development Professional Development	Yes	LEA-wide	English Learners	All Schools	$4,000.00	
3	3.2	Instructional Materials	Yes	LEA-wide	English Learners	All Schools	$6,000.00	
3	3.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	English Learner Aide	Yes	LEA-wide	English Learners	All Schools	$20,000.00	
3	3.6	Extended Learning Opportunity	Yes	LEA-wide	English Learners	All Schools	$1,000.00	
4	4.1	Technology Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.3	Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
4	4.4	Internet Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
4	4.5	Technology Infrastructure Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
5	5.1	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,000.00	
5	5.2	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
5	5.3	Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
5	5.4	Noon Duty Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
5	5.7	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
5	5.8	Triage Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
5	5.9	Attendance Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,132,875.00	$1,291,794.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$5,000.00	3,106
1	**1.2**	Literacy Coach	No	$72,000.00	72,000
1	**1.3**	Instructional Materials	Yes	$23,000.00	28,828
1	**1.4**	Library books, virtual books, audiobooks	Yes	$5,000.00	10,000
1	**1.5**	Technology	Yes	$5,000.00	0.00
1	**1.6**	Incentives	Yes	$5,000.00	4,956
1	**1.7**	Extra and Co-Curricular Activities and field trips	Yes	$1,000.00	2,000
1	**1.8**	Expanded Learning Opportunities	Yes	$72,000.00	92,000
1	**1.9**	Instructional Aides	Yes	$68,465.00	40,000
1	**1.10**	Assessment/ Curriculum Coordinator	Yes	$16,000.00	16,000
1	**1.11**	TCOE Reading Specialist Support	No	$30,000.00	35,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Library Clerk	Yes	$24,000.00	19,000
1	1.13	AMPACT -Americorps Tutors	Yes	$15,000.00	10,000
1	1.14	Quail Arts Integration Program	No	$75,003.00	81,995
1	1.15	Learning Recovery Teacher Tutors	No	$90,907.00	104,869
2	2.1	Professional Development	Yes	$5,000.00	3,106
2	2.2	Instructional Materials	Yes	$10,000.00	28,828
2	2.3	Techology	Yes	$2,500.00	5,000
2	2.4	Academic Incentives	Yes	$2,000.00	2,000
2	2.5	Field trips and extra and co-curricular activities	Yes	$1,000.00	1,000
2	2.6	Instructional Aide	Yes	$22,000.00	22,000
2	2.7	Americorp Tutors	Yes	$8,000.00	10,000
2	2.8	Extended Learning Programs	No	$20,000.00	90,000
3	3.1	English Language Development Professional Development	Yes	$4,000.00	1,894

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Instructional Materials	Yes	$6,000.00	28,800
3	3.3	EL Coach	Yes	$6,000.00	10,000
3	3.4	Technology	Yes	$1,000.00	1,000
3	3.5	EL Aides (1)	Yes	$25,000.00	30,000
3	3.6	Extended Learning Opportunity	Yes	$6,000.00	12,000
4	4.1	Technology Staff Development	Yes	$3,000.00	1,500
4	4.2	Computer Education Programs	Yes	$5,000.00	5,254
4	4.3	Purchase Technology Devices	Yes	$15,000.00	5,000
4	4.4	Internet Access	Yes	$40,000.00	40,000
4	4.5	Technology Infrastructure Support	Yes	$55,000.00	75,000
4	4.6	Technology Infrastructure Support	Yes	$30,000.00	23,650
5	5.1	Counselor	Yes	$62,000.00	60,000
5	5.2	Attendance Incentives	Yes	$2,000.00	2,000
5	5.3	Nurse	Yes	$40,000.00	40,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Noon Duty Supervisors	Yes	$20,000.00	18,008
5	**5.5**	Multi-tiered system of supports (MTSS)	No	$1,000.00	1,000
5	**5.6**	Extend RSP days 4 additional days	No	$64,000.00	64,000
5	**5.7**	Parent Education	Yes	$5,000.00	24,000
5	**5.8**	Triage Social Worker	Yes	$150,000.00	152,000
5	**5.9**	Attendance Clerk	Yes	$15,000.00	15,000
5	**5.10**	Differentiated Assistance	No	$0.00	0.00

2025-26 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)
573,589	$612,965.00	$668,996.00	($56,031.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$1,000.00	2,000		
1	1.3	Instructional Materials	Yes	$13,000.00	10,000		
1	1.4	Library books, virtual books, audiobooks	Yes	$5,000.00	10,000		
1	1.5	Technology	Yes	$5,000.00	0.00		
1	1.6	Incentives	Yes	$5,000.00	4,956		
1	1.7	Extra and Co-Curricular Activities and field trips	Yes	$1,000.00	2,000		
1	1.8	Expanded Learning Opportunities	Yes	$2,000.00	2,000		
1	1.9	Instructional Aides	Yes	$43,465.00	25,000		
1	1.10	Assessment/ Curriculum Coordinator	Yes	$16,000.00	8,000		
1	1.12	Library Clerk	Yes	$10,000.00	10,000		
1	1.13	AMPACT -Americorps Tutors	Yes	$10,000.00	10,000		
2	2.1	Professional Development	Yes	$5,000.00	3,106		
2	2.2	Instructional Materials	Yes	$10,000.00	28,828		

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	2.3	Techology	Yes	$2,500.00	5,000		
2	2.4	Academic Incentives	Yes	$2,000.00	2,000		
2	2.5	Field trips and extra and co-curricular activities	Yes	$1,000.00	1,000		
2	2.6	Instructional Aide	Yes	$10,000.00	10,000		
2	2.7	Americorp Tutors	Yes	$8,000.00	10,000		
3	3.1	English Language Development Professional Development	Yes	$4,000.00	1,894		
3	3.2	Instructional Materials	Yes	$6,000.00	28,800		
3	3.3	EL Coach	Yes	$1,000.00	5,000		
3	3.4	Technology	Yes	$1,000.00	1,000		
3	3.5	EL Aides (1)	Yes	$20,000.00	25,000		
3	3.6	Extended Learning Opportunity	Yes	$1,000.00	2,000		
4	4.1	Technology Staff Development	Yes	$1,000.00	1,500		
4	4.2	Computer Education Programs	Yes	$5,000.00	5,254		
4	4.3	Purchase Technology Devices	Yes	$15,000.00	5,000		
4	4.4	Internet Access	Yes	$40,000.00	40,000		
4	4.5	Technology Infrastructure Support	Yes	$45,000.00	75,000		
4	4.6	Technology Infrastructure Support	Yes	$30,000.00	23,650		
5	5.1	Counselor	Yes	$62,000.00	60,000		

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)
5	**5.2**	Attendance Incentives	Yes	$2,000.00	2,000		
5	**5.3**	Nurse	Yes	$40,000.00	40,000		
5	**5.4**	Noon Duty Supervisors	Yes	$20,000.00	18,008		
5	**5.7**	Parent Education	Yes	$5,000.00	24,000		
5	**5.8**	Triage Social Worker	Yes	$150,000.00	152,000		
5	**5.9**	Attendance Clerk	Yes	$15,000.00	15,000		

2025-26 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)
$1,227,239	573,589	2.639	49.377%	$668,996.00	0.000%	54.512%	$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 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(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