

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Savanna Elementary School District

CDS Code: 30666960000000

School Year: 2025-26

LEA contact information:

Dr. Sue Johnson

Superintendent

superintendent@savsd.org

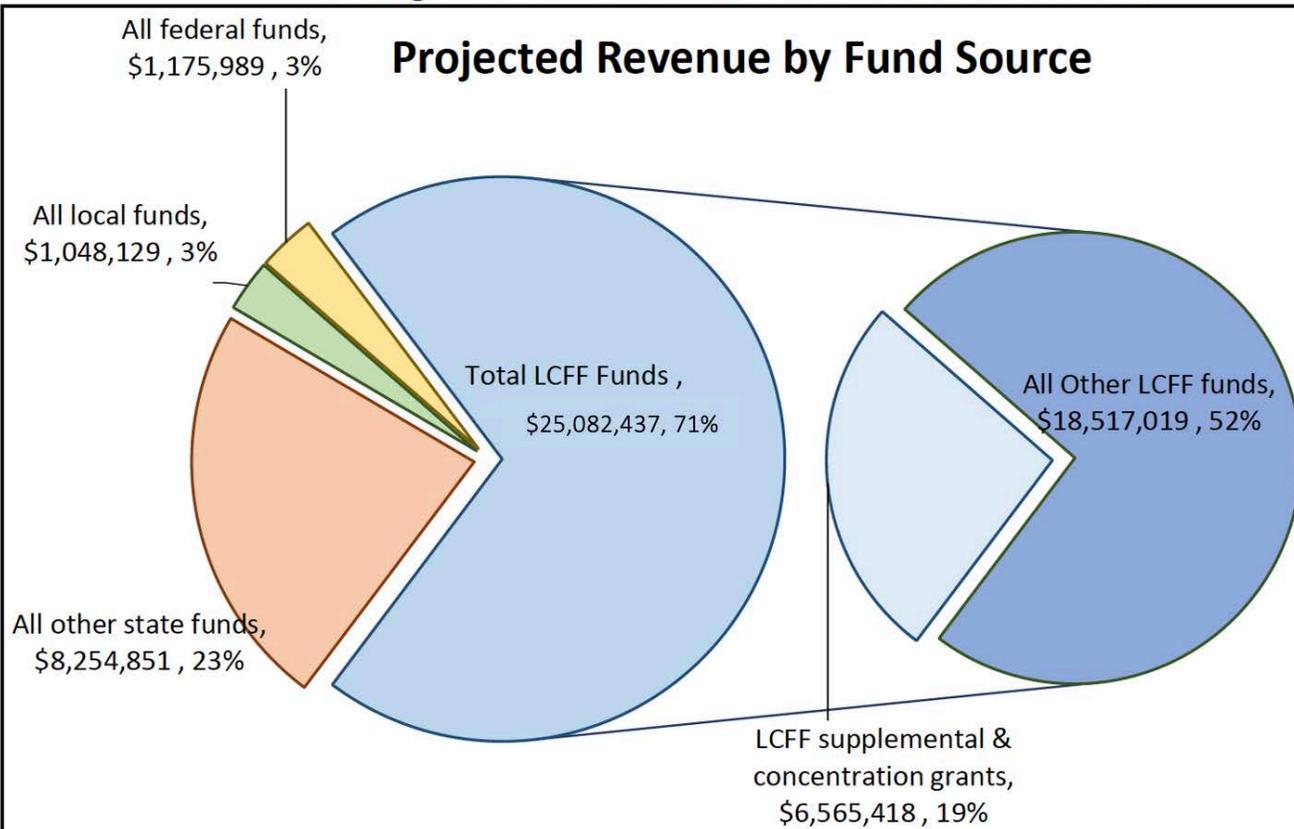
(714) 236-3805

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

## Budget Overview for the 2025-26 School Year

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#### Projected Revenue by Fund Source

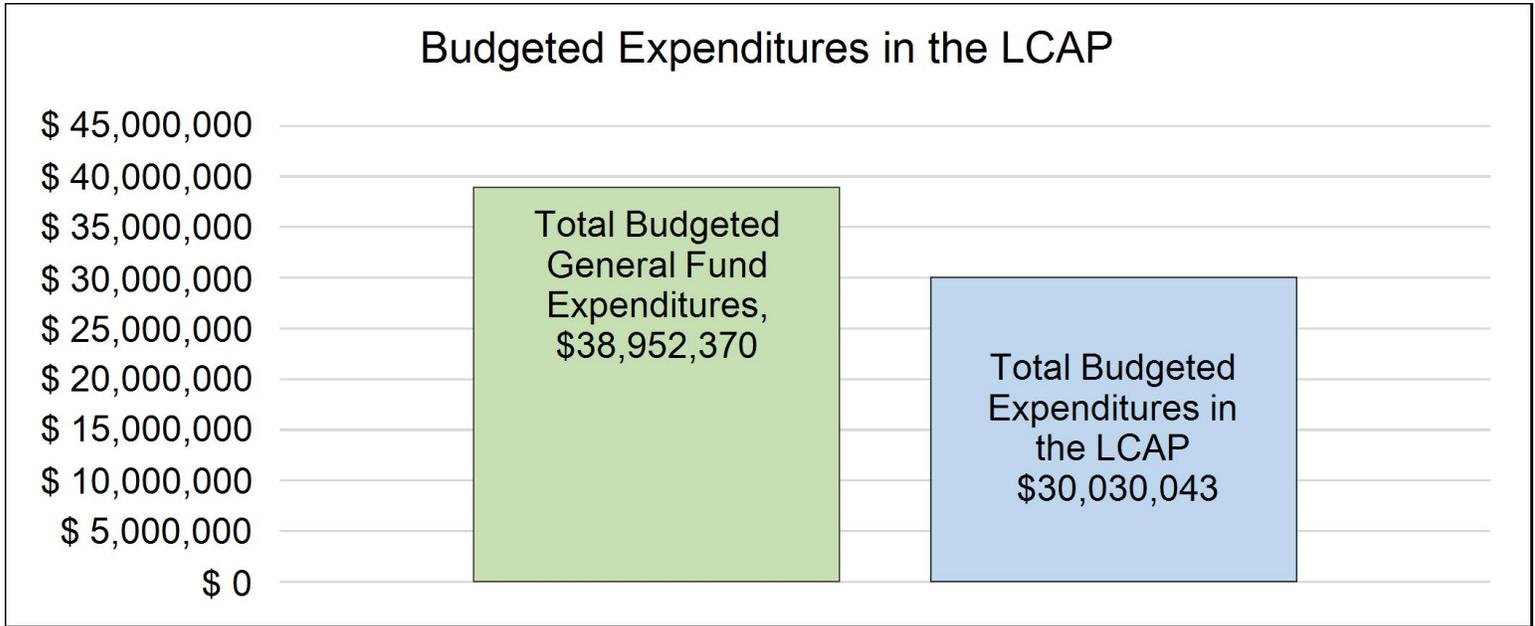


This chart shows the total general purpose revenue Savanna Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Savanna Elementary School District is \$35,561,406, of which \$25,082,437 is Local Control Funding Formula (LCFF), \$8,254,851 is other state funds, \$1,048,129 is local funds, and \$1,175,989 is federal funds. Of the \$25,082,437 in LCFF Funds, \$6,565,418 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 Savanna Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Savanna Elementary School District plans to spend \$38,952,370 for the 2025-26 school year. Of that amount, \$30,030,043 is tied to actions/services in the LCAP and \$8,922,327 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

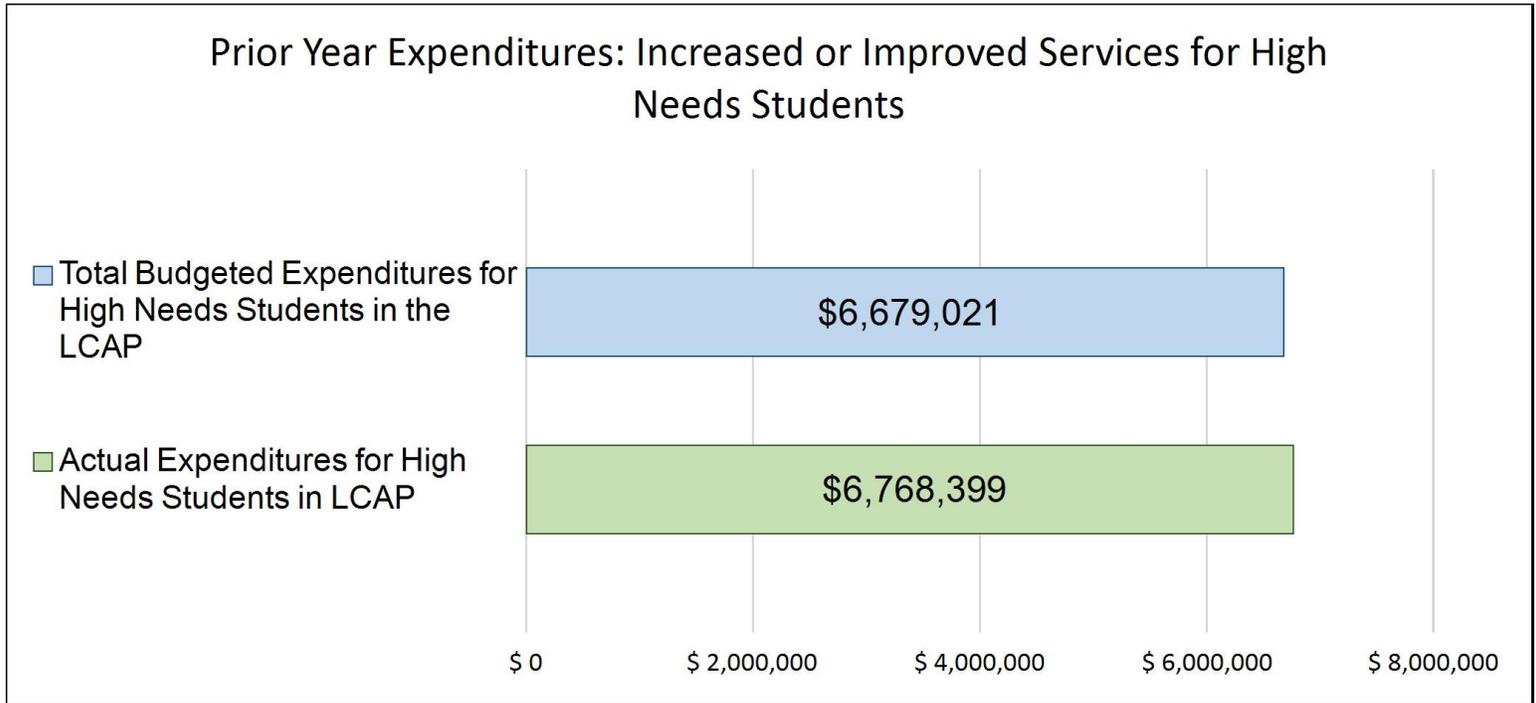
Expenditures not tied to specific LCAP Goals and Actions, including general operating expenditures, utilities, service agreements, capital outlay, and other outgo.

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

In 2025-26, Savanna Elementary School District is projecting it will receive \$6,565,418 based on the enrollment of foster youth, English learner, and low-income students. Savanna Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Savanna Elementary School District plans to spend \$6,675,595 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Savanna Elementary School District's LCAP budgeted \$6,679,021 for planned actions to increase or improve services for high needs students. Savanna Elementary School District actually spent \$6,768,399 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$89,378 had the following impact on Savanna Elementary School District's ability to increase or improve services for high needs students:

it allowed the district to expand access to health and counseling services, providing additional support to meet students' physical, emotional, and mental health needs.

# 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
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805

## Plan Summary [2025-26]

### General Information

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

The Savanna School District caters to approximately 1,682 students from transitional kindergarten through sixth grade, serving students across four cities: Anaheim, Cypress, Stanton, and Buena Park. These students, coming from diverse ethnicities such as 60% Hispanic, 14% Asian, 9% Caucasian, 5% Filipino, and 4% African American, bring a rich cultural mix to our schools. A significant portion of our students, about 32%, are English Learners, while 85% face socioeconomic challenges, 11% experience homelessness, and 17% have special educational needs. Foster Youth make up a smaller fraction of our student body at 0.5%.

As a district, we embrace the challenges that come with supporting a diverse student population by providing tailored solutions. We are committed to enhancing communication with families and improving students' academic performance through effective language support programs. Additionally, we ensure that students facing socioeconomic challenges have access to essential resources like technology and extracurricular activities, enriching their educational experience. We also strive to provide stability and robust support for students experiencing homelessness, helping them stay engaged in school and focused on their academics. Addressing the achievement gaps that arise from socioeconomic disparities, language barriers, and instability can be challenging at times but we view it as an opportunity to innovate and uplift every student, ensuring all students have the chance to succeed.

Our District employs approximately 389 staff members and is comprised of four elementary schools: Cerritos School, Hansen School, Holder School, and Twila Reid School. With about 360 students, Cerritos School is the smallest in the district. Hansen School and Holder School have roughly 410 and 440 students respectively. The largest school in the district is Twila Reid School with an approximate enrollment of 470 students.

Our educational approach is anchored in high standards and diverse, effective teaching methodologies aligned with California's educational benchmarks. A special focus is placed on ensuring that our English learners can fully engage with the core curriculum while mastering the English Language Development (ELD) standards. During the 2022-2023 academic year, our educators were trained in the OCDE Project GLAD® model, which integrates theoretical knowledge with practical classroom applications, particularly benefiting students learning English or those who are emergent bilingual. Annual refresher workshops on GLAD strategies are offered each year to support continued implementation.

Responding to our students' varied backgrounds, we emphasize tailored curricular approaches. The Multi-Tiered Systems of Support (MTSS) continues to be a pivotal element in addressing each child's unique needs. Our staff participates in various curriculum-focused task forces to evaluate and recommend necessary changes and support mechanisms.

Technology integration is also a key focus. Thanks to community-backed bond measures, we've been able to modernize our four elementary schools. These upgrades include state-of-the-art technology infrastructure, facilitating 21st-century learning. Each school boasts a STEM Center, Technology Learning Centers, and classrooms equipped with desktop computers, individual student devices, and audio-visual systems. Students are provided with one-to-one iPads for use in the classroom to support daily instruction and learning. Additionally, students in grades 2 through 6 have the option to check out a Chromebook at no cost for home use.

In nurturing the whole child, we prioritize a secure and stimulating learning environment. Safety is paramount, as reflected in our closed campus policy with single entry points. Stringent volunteer screening, including fingerprinting and database checks, helps ensure our students' and staff's safety. We deeply value parental involvement and actively seek their collaboration in their children's education, as well as in developing our Local Control and Accountability Plan (LCAP) goals and actions.

## Reflections: Annual Performance

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

Savanna Elementary School District's Performance on the dashboard has provided the leadership team with valuable information and has given opportunities to celebrate and guide the focus for upcoming school years. Performance on state measures, using comparable statewide data, is represented by one of five colors on California Dashboard. The colors indicate progress within specific categories with red being the lowest followed by orange, yellow, green, and blue being the highest. Savanna School District made excellent progress in the 2023-2024 school year, scoring in the green performance level in English Learner Progress as well as Suspension Rate.

Scoring green in "Suspension Rates" shows that our team is making an effort to provide safe and secure learning environments for all students while keeping students on campus. The continued focus on social-emotional learning, positive behavior intervention supports and tiered interventions likely contributed to the reduction in exclusionary discipline practices.

The district also received a green rating in English learner progress, indicating that a significant proportion of English learners are making expected gains toward language proficiency. This success may be due to focus on designated daily English Language Development time in

all classrooms, targeted instructional strategies such as G.L.A.D. strategies, and ongoing professional development for educators focused on supporting English learners.

Our district received a yellow rating in chronic absenteeism, indicating a moderate level of concern. While there has been progress since the 2021–2022 school year—when the chronic absenteeism rate was 31.2%—the current rate of 18.5% remains above the state average. This suggests that, despite ongoing efforts, barriers such as lack of stable transportation and higher absenteeism rates among vulnerable student groups (e.g., foster youth, students experiencing homelessness) continue to impact regular attendance.

Math performance was also rated yellow. This suggests that student achievement in mathematics is still an area in need of focused support. Contributing factors may include gaps in foundational skills, a need for more differentiated instruction, and a need for intervention or enrichment opportunities. Continued efforts to strengthen math instruction and provide scaffolded support will be key to raising performance in this area. When looking at state test scores for students who are meeting or exceeding the standards, our district scored higher overall than the state average in math (+9.2%).

The district received an orange rating in ELA, indicating a significant need for improvement in this area. This suggests that overall proficiency levels are below the "Distance from Standard" which measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. When comparing our test scores to the state average, our district scored higher overall than the state average in ELA (+.66%). Targeted interventions and enhanced instructional strategies will be essential to address these challenges. Our LEA will continue to focus on supporting our students in English Language Arts, especially for those students who have a primary language other than English.

Overall, the 2023–2024 Dashboard results reflect both meaningful progress and clear areas for continued growth. The green ratings in suspension rates and English learner progress affirm the impact of our district’s targeted supports and commitment to equity. At the same time, the yellow and orange ratings in chronic absenteeism, mathematics, and English Language Arts highlight the ongoing need for strategic intervention, increased instructional support, and stronger family engagement. By building on our successes and addressing these key challenges with urgency and collaboration, we can create the conditions every student needs to thrive in all areas including academically, socially, and emotionally.

As required for the Annual Performance Reflection, the following student groups and schools were identified as scoring in the lowest performing performance areas on the 2023 Dashboard.

ELD:

Hansen Elementary School received the lowest performance level on the state indicator for English Learner Progress.

ELA:

District wide the student group, “Students with Disabilities,” received the lowest performance level in ELA, including at both Cerritos Elementary School and Twila Reid Elementary School.

Math:

The student group, "Students with Disabilities," received the lowest performance level in math at Twila Reid Elementary School.

### Chronic Absenteeism:

Two of our schools, Cerritos Elementary and Twila Reid Elementary, received the lowest performance level in “Chronic Absenteeism” reflecting a need for improvement. In addition, the student group, “Students with Disabilities” received the lowest performance level in Chronic Absenteeism at Twila Reid Elementary School. At Cerritos Elementary School, the student group, “Homeless Students” received the lowest performance level in the area of “Chronic Absenteeism”.

In compliance with Education Code Section 32526(c), The Learning Recovery Emergency Block Grant (LREBG) funds are currently being allocated to support student wellness and recovery efforts in the wake of pandemic related disruptions. These funds remain available to address a variety of challenges that impact student success, particularly for those disproportionately affected by COVID-19. We will be utilizing \$1,202,450 of the LREBG funds in the 2025-2026 school year.

The following 2 specific actions are being partially funded with LREBG funds:

Action 1.3 - Health Services - Provide health services for students who are in need of intervention. We chose to use LREBG funds to support this action because data from the CDC confirms that access to health services in schools is directly linked to better attendance, increased engagement, and higher academic achievement. Many students, especially those from underserved populations, face barriers to receiving timely health care. LREBG funds allow us to deliver proactive health interventions within the school setting, ensuring all students can receive care without missing instructional time (allocation: \$358,416).

Action 1.5 - Counseling Services - Provide counseling programs that provide resources for students in need of intervention and social emotional support to ensure students receive services during their regular school day. We chose to use LREBG funds to support this action because research from CASEL and other education organizations shows that students who receive regular social-emotional learning (SEL) and mental health support demonstrate improved academic performance, classroom behavior, and emotional regulation. By offering counseling services during the school day, we ensure equitable access for students in need of intervention, reduce barriers to participation, and create a stronger foundation for academic and behavioral success (allocation: \$844,034).

## Reflections: Technical Assistance

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

Not Applicable

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Not Applicable

## ***Support for Identified Schools***

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

Not Applicable

## ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Principals, Other School Personnel, Local Bargaining Units, and Parents.	The School Site Council & English Learner Advisory Committees meet at minimum 3 times a year. This year they met on or near the following dates: September 26, 2024, January 23, 2025, and May 1, 2025. Feedback for the 2025-2026 LCAP was requested at the January meetings and information was recorded in the meeting minutes. The 2025-2026 proposed LCAP was shared at the May meeting.
Teachers, Principals, Administrators, Other School Personnel, Local Bargaining Units, and Parents.	District Advisory & District English Learner Advisory Committees meet at minimum 3 times a year. This year they met on the following dates: October 3, 2024, January 29, 2025, and May 7, 2025. Feedback for the 2025-2026 LCAP was requested at the January meeting and information was recorded in the meeting minutes. The new proposed LCAP was shared with educational partners attending the May DAC/DELAC meeting.
Teachers, Principals, Administrators, Other School Personnel and Local Bargaining Units.	The California School Staff Survey is administered annually to staff and assesses the perceptions of staff related to school climate, student achievement and school safety. This survey was administered to certificated staff on November 13, 2024 during the school sites respective staff meetings. Classified staff participated in the survey beginning on November 13, 2024. The data from this survey was used to help set goals and plan actions in the LCAP.
Parents	The California Schools Parent Survey is administered annually to parents and assesses the perceptions of parents related to school climate, parent outreach, student achievement and school safety. This

Educational Partner(s)	Process for Engagement
	survey was emailed to parents on November 21, 2024. The data from this survey was used to help set goals and plan actions in the LCAP.
Students	The California Schools Healthy Kids Survey is administered annually to students at grades five and six. The survey enables the District to collect and analyze data regarding students health risks and behaviors, school connectedness, school climate, and school safety. This survey was administered to students with parent permission during the week of November 12, 2024. The data from this survey was used to help set goals and plan actions in the LCAP.
Teachers, Principals, Administrators, Other School Personnel, SELPA Administrator, Local Bargaining Units, Parents and Students.	The Savanna School District annually administers the District LCAP Survey. This year the surveys opened the week of March 3, 2025 for parents, the week of March 10, 2025 for staff, and the week of March 17, 2025 for students. This survey is a tool used to help set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. This survey inquires about successes and challenges and provides educational partners the opportunity to share ideas for what they would like to see in the future. The data from this survey was used to help set goals and plan actions in the LCAP.

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

The development of our goals and actions has been heavily influenced by input from our educational partners. This feedback, derived from state and local data as well as continuous dialogue through meetings and surveys, has been critical. Our partners place a high value on creating a safe and supportive learning environment that fosters student academic achievement, a principle that is woven throughout Goals 1 - 4.

Goal 1:

The primary focus of Goal 1 is to foster parent engagement and promote the academic success and active participation of students. This goal encompasses various strategies such as facilitating parental involvement in education, providing health and counseling services, and ensuring a safe educational setting. Data from the 2024-2025 LCAP, where 67% of parents, 56% of staff, and 57% of students emphasized the significance of parent involvement and student success, played a key role in shaping this goal. To foster parent engagement and enhance academic success, we have identified six key actions.

Action 1 focuses on providing parents with the opportunity to be involved and provide input in site level and District committees. This action is aligned with the results from the 2045-2025 LCAP survey, where 60% of parents, 59% of staff, and 67% of students emphasized the importance of providing parents the opportunity for involvement and input. We will measure the outcomes of this action through local data which includes attendance sheets for the following parent events: Saturday Academy Parenting Classes, The Annual Reach the Reader Event and SSC/ELAC and PTA meetings. Our goal is to encourage more parents to become involved in the school community.

Action 2 aims to support parents of diverse student groups like English learners, foster youth, and low-income families through the appointment of community liaisons. These liaisons are tasked with offering services such as language assistance, educational support for parents, and identifying unique student needs. In this area we are planning on increasing the services provided to families. This initiative is driven by the fact that 32% of our students are English Language Learners, and a significant number of their parents face language barriers. Furthermore, 85% of our students are from socioeconomically disadvantaged backgrounds, with 11% experiencing homelessness. This action will be measured by data from the CA parent survey in which parents are asked whether or not they feel welcome to participate at their designated school. Our goal is to increase the percentage of parents who feel that they are welcomed to participate in their school community.

Action 3 is to provide health services to all students needing intervention. The establishment of this goal was guided by feedback from educational partners in the 2024-2025 LCAP survey, where 69% of staff and 80% of students advocated for expanded health services for those in need. Our goal is to increase the number of students who receive health services and support from our health services team. This will be measured through local data by monitoring the percentage of students who are receiving health services each year.

Action 4 involves the implementation of Positive Behavior Interventions and Supports (PBIS) within the Multi-Tiered System of Supports (MTSS) to establish a secure and welcoming school environment. This approach focuses on providing tiered support for unduplicated students, including English learners, foster youth, and those from low-income backgrounds. This action responds to teachers' feedback from the 2024-2025 LCAP survey highlighting an increase in challenging student behaviors and mental health issues. In this survey, 72% of students and 66% of staff see the need for this secure and inclusive approach. This action will be measured through overall District suspension and expulsion rates. We hope that by improving services in this area it will result in a decrease of students being suspended.

Action 5 proposes counseling services during school hours for students requiring social-emotional support. This action is aligned with insights from the 2024-2025 LCAP survey, where 70% of parents, 83% of staff, and 68% of students emphasized the need for these services. Notably, this was the second highest-ranked area of importance for staff in the LCAP survey. We hope to increase counseling services for our unduplicated students which will be measured annually through local data and reports. Specifically, we will look at the percentage of students who are receiving counseling services across the District.

Action 6 focuses on providing communication tools such as websites and messaging systems to engage effectively with parents. The 2024-2025 LCAP survey underscores the value placed by parents and the community on these communication methods, with 87% preferring email, 73% text messages, and 57% phone calls. This action aligns with the findings of the 2024-2025 LCAP Survey, where 70% of parents and 62% of staff highlighted the importance of utilizing these types of communication resources to enhance parent involvement and engagement. We will measure this goal annually by using data from the CA parent survey in which parents are asked if the school keeps them well informed about school activities. We hope to increase the percentage of parents who feel that they are well informed by the school in regards to school events.

Goal 2:

The overarching focus of goal 2 aims to boost academic performance among all student groups. This will be achieved through a comprehensive and challenging educational program that covers a wide array of subjects. It intends to cultivate critical thinking and promote a deep understanding of these subjects. Moreover, the development of this goal has been significantly influenced by meticulous data analysis and the valuable feedback from our educational partners. Data from the 2024-2025 LCAP, where 50% of parents, 61% of staff, and 58% of students emphasized the significance of enhancing academic performance across all student groups, played a key role in shaping this goal. We have delved into academic performance data, identifying trends and areas in need of enhancement, while also gathering insights from educators, parents, and community members. Their perspectives have been instrumental in shaping a goal that is responsive to the needs of our diverse student population. In order to boost academic performance among all student groups we have identified six key actions for success.

Action 1 involves setting aside non-student days for certificated staff to access resources tailored to meet the diverse needs of students. The significance of this action is underscored by feedback from educational partners, with 70% of staff and 82% of students highlighting its importance. We will measure progress on this action by looking at data from the CA Dashboard. Specifically we measure the percentage of responses rated at least 3 or above on priority 2 (Implementation of State Academic Standards). We hope to increase from 74% to 87% by the 2025-2026 school year.

Action 2 is to provide professional development for educators on implementing SMART goals and differentiated instruction in small groups, especially for English learners. In ELD for the 2022-2023, our district received the orange performance level, due to a 4.4% decrease in English Learners making progress towards proficiency. In that same year Hansen Elementary School received the lowest performance level on the state indicator for English Learner Progress, due to a 11.9% decrease in making progress towards proficiency. Also in the 2022-2023 school year, on the ELPAC Summative Assessment, only 13.80% of our students District wide scored at level 4. We made progress on both of these goals in the 2023-2024 school year by receiving a green performance level in English Learners making progress towards proficiency by increasing 4.3%. In addition, Hansen improved by receiving a green performance level with an increase of 21.2%. We want to continue with this goal to continue making improvements. With 32% of our population being English Learners, we need to make sure that a higher percentage are progressing towards proficiency. Data from educational partners, where 77% of parents and 69% of students emphasized this need and influenced this action. To measure progress on this goal we will annually look at the Summative ELPAC results as well as the English Learner Progress Indicator (ELPI) for both the District and Hansen School. We hope to improve the services offered to our students and increase our percentage of students scoring at a level 3 or 4 and decrease the number of students scoring at a level 2 or 1.

Action 3 introduces and endorses professional development in the area of History Social Sciences. Recognizing the urgency for updating our curriculum, as the last adoption in this field was 18 years ago, this action represents a significant step towards modernizing and enhancing our educational offerings. This initiative aims to refresh one of the oldest curriculum across the District, ensuring relevance and engagement in social studies education. To measure progress on this action by looking at data from the CA Dashboard on local indicators under priority 2. Specifically we will measure the percentage of responses rated at least 3 or above in the professional development section. We hope to increase from 80% to 100% by the 2025 - 2026 school year.

Action 4 focuses on providing extra intervention resources and materials for unduplicated students, such as English learners, foster youth, and those from low-income backgrounds. In this area we hope to improve services for our unduplicated students. The formulation of this action is based on the iReady mid-year assessments from 2024-2025 showing that less than half of our students meet the grade-level standards in ELA and Math. Over half of our education partners, including 60% of parents, 66% of staff, and 66% of students, have identified

intervention as a critical area for attention. This action will be measured through iReady Mid-Year Data in which we measure the percentage of students who are meeting the overall standard in both ELA and math. In addition to looking at the overall scores, we will break down the data to specifically focus on the scores of English Learners in both ELA and Math. Looking at this data mid-year, will allow us to see if we are making appropriate progress towards our goals.

Action 5 focuses on maintaining reduced class sizes across various grade levels. This strategy is intended to enable teachers to provide more individualized attention and support, particularly to unduplicated students. By doing this we will be improving services for our unduplicated students by keep the staff to student ratio lower than required. This initiative is driven by state assessment results, which alarmingly indicate that less than half of our students are achieving or surpassing standards in core academic areas. The overwhelming support from 87% of parents, 90% of staff, and 54% of students for this approach highlights the community's acknowledgment of its importance. Notably, this was the highest-ranked area of importance for staff in the LCAP survey. We will measure our progress on this action through both local and state data. We will use the Average Class Size Reports to monitor class sizes. In addition we will look at our CAASPP Data to make sure that students are making progress annually in the areas of ELA, Math and Science.

Action 6 continues our commitment to strengthening the technological infrastructure, including both hardware and software support, aimed at decreasing the achievement gap among our unduplicated students. This group comprises English learners, foster youth, and economically disadvantaged students. The necessity of this goal is echoed by the voices of our educational partners, with 67% of parents, 66% of staff, and 72% of students consistently pointing out the need for robust technological support in our education system. By increasing services to students in this area we hope to increase the number of devices that are checked out to students annually. The progress on this action will be measured annually through local reports which monitor the number of devices checked out to students.

### Goal 3:

Goal 3 is dedicated to crafting an ideal learning environment for every student. This goal encompasses providing a comprehensive curriculum aligned with academic standards, recruiting and retaining highly capable educators, and ensuring our educational facilities are maintained at a high standard. The emphasis is on creating an atmosphere conducive to learning for all students, with materials and resources that meet their diverse needs. Data from the 2024-2025 LCAP survey, where 63% of parents, 71% of staff, and 74% of students emphasized the significance of providing an ideal learning environment for all students, played a key role in shaping this goal. In order to provide an ideal learning environment for every student we have identified nine key actions for success.

Action 1 involves a continuous effort to hire, place, and appropriately compensate highly qualified certificated and classified staff. This approach is geared toward fulfilling the diverse educational needs of our students. Endorsed by 80% of parents, 79% of staff, and 80% of students on the LCAP survey, this action reflects our commitment to staffing our schools with top-tier educators. This action will be measured through local data in which we will monitor the number teachers who are considered: Misassignments of English Learners, Total Teacher Misassignments, and vacant teacher positions. Our goal is to have 0 teachers to report in each of these categories in the future.

Action 2 prioritizes recruiting and compensating certificated and classified staff, particularly for students with high needs, including English learners, foster youth, those from low-income or homeless backgrounds, and those in special education. Supported on the LCAP survey by

70% of parents, 76% of staff, and 71% of students, this action underscores our commitment to providing exceptional care and education to our most vulnerable students. This action will be measured through local data in which we will monitor the number teachers who are considered: Misassignments of English Learners, Total Teacher Misassignments, and vacant teacher positions. Our goal is to have 0 teachers to report in each of these categories in the future.

Action 3 is the ongoing maintenance of classified staff dedicated to supporting instructional efforts in Transitional Kindergarten classrooms and other support areas. This action is critical in improving services and ensuring that our youngest learners receive the foundational support they need at this crucial stage in their educational journey. We will monitor progress in this area through local data by monitoring the percentage of transitional kindergarten classrooms that are fully staffed to meet the 12:1 students to staff ratio for 2024-2025 and the 10:1 ratio in 2025-2026. This was supported on the LCAP survey by 73% of parents, 71% of staff, and 62% of students, this action underscores our commitment to provide the much needed classified staff members who are dedicated to supporting instructional efforts in Transitional Kindergarten classrooms and other support areas.

Action 4 focuses on providing specialized support through Title I teachers at schools funded by Title I. Acknowledged on the LCAP survey as a sustained need by 67% of our staff, this action is essential in ensuring targeted support and resources are available where they are most needed. At each of our Title 1 schools, we will provide two Title 1 teachers to provide specialized support to our at risk students. We will monitor progress of this action by monitoring the percentage of sub groups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments in English Language Arts and math. Specifically, we will monitor the scores for our English Learners, Homeless, and Socioeconomically Disadvantaged. Our goal is to see a 1% increase of students meeting or exceeding the standard each year for each sub group listed.

Action 5 focuses on offering professional development and support to certificated staff for the effective integration of technology into our curriculum. Recognized by 53% of parents and 62% of students on the LCAP survey as a necessary area of focus, this action aims to equip all students with the technological skills and knowledge needed in today's digital age. To meet this goal, our District will provide a Technology Teacher On Special Assignment (T.O.S.A.) to support educators in the area of technology. We will monitor progress for this action through local data by evaluating the number of teachers who participate in targeted professional development. Our goal is to increase the number of teachers who participate in professional development opportunities focused on the effective use of technology across the curriculum.

Action 6 is about providing professional development for certificated staff, focusing on meeting the unique needs of English learners. This action, which 63% of students on the LCAP survey have identified as crucial, aims to enhance the educational experience and outcomes for our second language learners. To meet this goal, our District will provide an English Language Development T.O.S.A. to support educators in the area of ELD. We will monitor progress for this action through local data by evaluating the percentage of Redesignated Fluent English Proficient students meeting or exceeding standards on the Smarter Balanced Assessment for English Language Arts. Our goal is to increase the number percentage of students meeting or exceeding the standards each year.

Action 7 ensures that all students have access to Common Core State Standards-aligned instructional materials. Special emphasis is placed on providing unduplicated students with access to resources like a STEM Learning Center and supplemental materials, including Mystery Science, to encourage hands-on learning. Students with disabilities will benefit from a broad curriculum supported by specialized resources like the Soliday system. This comprehensive approach, highlighted on the LCAP survey as important by 58% of staff and 58% of students, focuses on inclusivity and engagement in learning. Students with disabilities will have access to a Broad Course of study through

supplemental curriculum such as Souday. We will monitor the progress of this goal by looking at the Local Indicators Section Titles "Basics: Teachers, Instructional Materials, Facilities." More specifically, we will monitor the number of students without access to their own copies of standard align instructional materials for use at school and home. We hope to have 0 students to report each year.

Action 8 involves maintaining safe, clean, and well-equipped facilities through consistent preventative maintenance and necessary repairs and upgrades. The LCAP survey results show that this goal is shared by 70% of parents, 71% of staff, and 75% of students. It reflects our commitment to providing a learning environment that is both conducive and welcoming. In order to monitor progress on this action we will look at our annual climate survey data which reports the percentage of students, parents, and staff that feel our facilities are in good repair. We hope to improve our percentages of educational partners who feel that are facilities are in good repair. We will also monitor our scores on the annual FIT Tool assessment. Additionally, we hope to continue to have 0 incidents to report on the number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies).

Action 9 commits to maintaining specialized educational support in all Special Day Classrooms for students with disabilities. This goal is important because in our LEA, student group, "Students with Disabilities" received the lowest performance level in ELA for both the 2022-2023 school year and the 2023-2024 school year. In addition, in the 2022-2023 school year Cerritos and Twila Reid, their student group, "Students with Disabilities" received the lowest performance level in ELA on the dashboard. In math, students with Disabilities also received the lowest performance level at Twila Reid Elementary. Acknowledged in the LCAP survey as an area of need by 60% of parents, 75% of staff, and 60% of students, this action is key to ensuring that students with disabilities receive the comprehensive support they need for their educational development. We will do this by providing instructional aides in all of our Special Day Classrooms in order to support small group and targeted instruction that can be tailored to our students' needs. We will monitor progress on this goal by evaluating the Smarter Balanced Assessment test scores of students who are currently receiving special education support at the District level as well as at Cerritos and Twila Reid. We hope to see score increases for our students with disabilities who are meeting or exceeding the standard in both ELA and Math each school year.

#### Goal 4:

Goal 4 aims to enhance student engagement and improve attendance rates by creating a stimulating and supportive educational atmosphere. This includes providing additional avenues for students to engage in extracurricular and school-related activities. Growth for these actions will be measured by local data, indicating a correlation between engagement, academic performance and attendance. Data from the 2024-2025 LCAP, where 67% of parents, 67% of staff, and 78% of students emphasized the significance of increasing student engagement and attendance, played a key role in shaping this goal. To achieve this, we have identified five key actions for success.

Action 1 involves offering free transportation for students. Improving services in this area is crucial for ensuring safe and reliable daily transit to and from school. This initiative is rooted in the 2024-2025 LCAP survey results, where 76% of staff, 77% of parents and 80% of students recognized its significance. This service is vital for many families, particularly those who might otherwise struggle with transportation logistics. By improving services and providing students with reliable transportation we hope to see a significant drop in our chronic absenteeism rates each year as well as a rise in our average daily attendance. The progress for this action will be measured annually by our chronic absenteeism rates on the CA Schools Dashboard and through local reports of our average daily attendance rates.

Action 2 is the implementation of attendance incentives such as Saturday Academy. This program is specifically designed for at-risk students, offering them additional academic reinforcement and maintaining attendance incentives. The program also extends outreach to low-income students, English learners, and foster youth. The LCAP survey has shown that 80% of parents and 80% of students view this as a necessary endeavor. For this action we will be improving services and monitoring progress through local data reports in which we measure the percentage of students attending Saturday Academy. We hope to see the number of students attending Saturday Academy increase annually. In addition, we will also be measuring this action through the analysis of our average daily attendance rates, which we also hope to see an improvement each year.

Action 3 concentrates on providing after-school care and academic support for all students. The 2024-2025 LCAP survey data shows 77% of parents, 77% of staff, and 82% of students recognizing its need, this program is integral in offering extended learning opportunities and support in a safe environment. We will measure progress on this action annually through local data which includes a report on the attendance rates of students who are enrolled in the after school program for the ASES funded school sites.

Action 4 is the establishment of a Summer Academy. This initiative aims to extend academic support beyond the regular school year, focusing on skill reinforcement and closing the achievement gap. It pays special attention to the needs of our unduplicated students, including English learners, foster youth, and those from low-income backgrounds, as highlighted by 67% of parents, 70% of staff, and 54% of students in the LCAP survey. By increasing services in this area we hope to see an increase of students participating in our Summer Academy Program. The data will be measured annually through the percentage of students attending Summer Academy.

Action 5 offers arts and music programs to provide enrichment opportunities for unduplicated students, including English learners, foster youth, and those from low-income families. These programs serve as creative outlets not otherwise available outside regular school hours. According to LCAP survey data, 77% of parents, 85% of staff, and 78% of students view this as an essential area of focus. Currently, only 8% of our students benefit from our music program, highlighting the need for expanded opportunities. We will measure annual progress in this program by tracking the percentage of students participating in district-provided arts and music programs. We plan to roll out a new Arts and Music program for the 2025-2026 school year.

Action 6 involves SARB teams at each school site who will establish a system for the timely identification of students at risk of frequent absences in order to reduce the chronic absenteeism rate. This goal is in place because District Wide we have 18.5% chronic absenteeism rate. In addition, in the 2022-2023 school year two of our schools received the lowest performance level in Chronic Absenteeism, indicating a need for improvement in this area. In 2022-2023, Twila Reid School had a 30% chronic absenteeism rate for their sub group of students with disabilities. Cerritos School had a 35% chronic absenteeism rate for their sub group of homeless students. We will monitor these sub groups at each of the sites listed to ensure progress is being made throughout the three year period of this LCAP. This action will be measured by M4.1 and M4.2.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Facilitate opportunities for parent engagement and feedback through collaborative partnerships between home, school, and the community, aimed at enhancing student success and involvement both socially and emotionally, within a safe and nurturing educational setting.	Broad Goal

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

A review of the California School Parent Survey over the past four years shows a steady decline in the percentage of parents who feel the school encourages their active involvement. In 2019-2020, 100% of parents reported feeling welcomed as partners. That figure dropped to 95% in 2021-2022, 90% in 2022-2023, and 88% in 2023-2024. This trend underscores the importance of making parent engagement a priority to support student success. Additionally, the 2024-2025 California Parent Survey reveals that only 66% of parents believe the school seeks their input before making key decisions, pointing to a clear area for growth. Feedback from the 2024-2025 LCAP process also highlights a strong desire to expand parent participation, with 56% of staff, 57% of students, and 67% of parents agreeing that this should be a focus for the District.

Our goal is to create a safe and nurturing educational setting for all educational partners, including parents and students. We will achieve this by strengthening our network of supports and providing opportunities to support the development of parents and students, guided by the ongoing data and metrics outlined below. To do so, we need to focus on providing increased resources for our families, including resources for social, emotional, and physical health for both parents and students. Our community liaisons are a critical resource for parents as they offer personalized guidance, connect families with essential services, and facilitate communication between the school and home. Through these efforts, we hope to increase parent participation and engagement in our schools.

To improve the emotional and physical health of our students, we will work on increasing our health and counseling services, which are currently in high demand. Additionally, we will focus on our positive behavior intervention and supports to provide a structured, consistent environment designed for our students to feel safe and supported at school. Once students feel safe and secure in their school setting, we can then begin to focus on fostering a positive school climate where students are excited to come to school. This positive environment will encourage academic engagement, social interaction, and overall well-being, contributing to their success and happiness.

By implementing these measures, we aim to ensure that all parents, including those of English learners, foster youth, low-income families, and students with special needs, feel invited, supported, and valued in all parental engagement activities. This inclusive approach will foster a stronger, more connected community where every family has the opportunity to thrive. As a result, we anticipate enhanced collaboration between parents and educators, leading to improved student outcomes and a more resilient school environment.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Data - attendance sheets for the following parent events: 1) Saturday Academy Parenting Classes 2) Annual Reach The Reader Event 3) Parent Participation in SSC, ELAC and PTA meetings.	<p>2023-2024 School Year</p> <p>On Average 7 parents attended the Saturday Academy Parenting Classes. *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A</p> <p>20% of parents attended the Annual Reach The Reader Event. *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A</p> <p>4 of 4 school sites have parent representation on site committees including; SSC, ELAC, and PTA. *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A</p>	<p>2024-2025 School Year</p> <p>On Average 5 parents attended the Saturday Academy Parenting Classes. *Parents of EL: TBD *Parents of Foster Youth: TBD *Parents of SED: TBD</p> <p>20% of parents attended the Annual Reach The Reader Event. *Parents of EL: TBD *Parents of Foster Youth: TBD *Parents of SED: TBD</p> <p>4 of 4 school sites have parent representation on site committees including; SSC, ELAC, and PTA.</p>		<p>2026-2027 School Year</p> <p>On Average 10 parents attended the Saturday Academy Parenting Classes. *Parents of EL= 25% *Parents of Foster Youth = 10% *Parents of SED = 25%</p> <p>23% of parents attended the Annual Reach The Reader Event. *Parents of EL = 50% *Parents of Foster Youth = 10% *Parents of SED = 50%</p> <p>4 of 4 school sites have parent representation on site committees including; SSC, ELAC, and PTA.</p>	<p>Saturday Academy Parent Classes = - 2 *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A</p> <p>Reach The Reader Parent Attendance = 0 *Parents of EL: N/A *Parents of Foster Youth: N/A *Parents of SED: N/A</p> <p>Parent Representation on School Site Committees = 0 *Parents of EL: N/A *Parents of Foster Youth: N/A</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Parents of EL: TBD *Parents of Foster Youth: TBD *Parents of SED: TBD  TBD Data will be collected beginning in the 2025-2026 School Year.		*Parents of EL = 50% *Parents of Foster Youth = 2% *Parents of SED = 50%	*Parents of SED: N/A
1.2	CA School Parent Survey	2023-2024 CSPS  90% of parents feel welcome to participate at this school.	2024-2025 CSPS  88% of parents feel welcome to participate at this school.		2026-2027 CSPS  93% of parents feel welcome to participate at this school.	CSPS  percentage of parents who feel welcome to participate at this school. = -2%
1.3	CA School Parent Survey	2023-2024 CSPS  92% of parents feel the school keeps me well informed about school activities.	2024-2025 CSPS  89% of parents feel the school keeps me well informed about school activities.		2026-27 CSPS  95% of parents feel the school keeps me well informed about school activities.	CSPS  percentage of parents who feel the school keeps me well informed about school activities. = -3%
1.4	CA School Parent/Student/Staff Surveys	2023-2024 CHKS, CSPS, CSSS School is a safe place for students  Parents- 97% Staff- 98%	2024-2025 CHKS, CSPS, CSSS School is a safe place for students  Parents- 89% Staff- 88%		2026-2027 CHKS, CSPS, CSSS School is a safe place for students  Parents- 98% Staff- 98%	School is a safe place for students  Parents = -8% Staff = -10% Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students: Grade 5 = 97% Grade 6 = 94%	Students: Grade 5 = 93% Grade 6 = 91%		Students: Grade 5 = 98% Grade 6 = 98%	Grade 5 = -4% Grade 6 = -3%
1.5	CA School Parent/Student/Staff Surveys	2023-2024 CHKS, CSPS, CSSS School has adults who really care about students  Parents- 98% Staff- 98% Students: Grade 5 = 98% Grade 6 = 96%	2024-2025 CHKS, CSPS, CSSS School has adults who really care about students  Parents- 95% Staff- 98% Students: Grade 5 = 97% Grade 6 = 95%		2026-2027 CHKS, CSPS, CSSS School has adults who really care about students  Parents- 99% Staff- 99% Students: Grade 5 = 99% Grade 6 = 99%	School has adults who really care about students  Parents = -3% Staff = 0% Students: Grade 5 = -1% Grade 6 = -1%
1.6	Local Data - Health Services Reports  Percentage of students receiving health services across the District.	2022-2023 School Year  All Students = 86% English Learners = 84%	2023-2024 School Year  All Students = 87% English Learners = 86%		2026-2027 School Year  All Students = 89% English Learners = 87%	All Students = 1% English Learners = 2%
1.7	Local Data - Counseling Services Records  Percentage of students who received services from school site counselors.	2022-2023 School Year  All Students = 17.9% Homeless = No Baseline Data English Learners = No Baseline Data Foster Youth = No Baseline Data Socioeconomically Disadvantaged = No Baseline Data	2023-2024 School Year  All Students = 26% Homeless = 35% English Learners = 18% Foster Youth = 46% Socioeconomically Disadvantaged = 20%		2025-2026 School Year  All Students = 30% Original Homeless = 20% Adjusted Homeless = 39%  English Learners = 20% Foster Youth = 48%	All Students = 8.1% Homeless = N/A English Learners = N/A Foster Youth = N/A Socioeconomically Disadvantaged = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Socioeconomically Disadvantaged = 22%	
1.8	CA School Dashboard Expulsion Rate	2022-2023 CA Dashboard Pupil Expulsion Rate  All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%	2023-2024 CA Dashboard Pupil Expulsion Rate  All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%		2025-2026 CA Dashboard Pupil Expulsion Rate  All Students = 0% English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 0%	CA Dashboard Pupil Expulsion Rate  All Students = 0 English Learners = 0 Homeless = 0 Socioeconomically Disadvantaged = 0
1.9	CA School Dashboard Suspension Rate	2023 CA Dashboard Suspension Rate  All Students = 1% (green) English Learners = 1.3% Homeless = 1.1% Socioeconomically Disadvantaged = 1.1%	2024 CA Dashboard Suspension Rate  All Students = 0.6% (green) English Learners = 0.6% Homeless = 0.9% Socioeconomically Disadvantaged = 0.6%		2026 CA Dashboard Suspension Rate  All Students = <1% (blue) English Learners = 1% Homeless = <1% Socioeconomically Disadvantaged = <1%	CA Dashboard Suspension Rate  All Students = -0.4% (blue) English Learners = -0.7% Homeless = -0.2% Socioeconomically Disadvantaged = -0.5%
1.10	Local Data - LCAP Parent Survey  Percentage of parents who feel providing community liaisons to assist parents of	2024-2025 LCAP Parent Survey  Providing community liaisons to assist parents of unduplicated students to help their	2024-2025 LCAP Parent Survey  Providing community liaisons to assist parents of unduplicated		2026-2027 LCAP Parent Survey  Providing community liaisons to assist parents of unduplicated	LCAP Parent Survey  Providing community liaisons to assist parents of unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	unduplicated students to help their children succeed in school is important.	children succeed in school is important. Parents of English Learners = N/A Parents of Foster Youth = N/A Parents of Socioeconomically Disadvantaged = N/A	students to help their children succeed in school is important. Parents of English Learners = 67% Parents of Foster Youth = 0% Parents of Socioeconomically Disadvantaged = 50%		students to help their children succeed in school is important. Parents of English Learners = 75% Parents of Foster Youth = 50% Parents of Socioeconomically Disadvantaged = 75%	students to help their children succeed in school is important. English Learners = N/A Parents of Foster Youth = N/A Parents of Socioeconomically Disadvantaged = N/A

## Goal Analysis [2024-25]

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

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

Overall implementation of the planned actions was carried out as intended, with no substantive differences between the original plan and actual implementation. All key initiatives moved forward as designed, allowing for consistent progress toward our goals.

However, implementation did come with both challenges and notable successes.

One of the ongoing challenges continues to be strengthening parent-school partnerships. Based on parent survey data from the past two years, there has been a noticeable decline in parent engagement. Contributing factors include limited availability due to work schedules, transportation barriers, language differences, and a general decrease in parental involvement. Additionally, promoting the use of counseling and health services requires ongoing effort, as some families decline these supports due to stigma or misconceptions about their purpose and benefits.

Despite these challenges, the district has made meaningful strides in several areas. Savanna School District continues to offer a wide range of opportunities for parents to engage with schools, such as Back to School Night, Open House, PTA, School Site Council, Reach the Reader, school dances, and other community-building events. These activities are designed to be welcoming, inclusive, and aligned with our goal of strengthening family engagement. Furthermore, both counseling and health services have expanded across the district, allowing more students to access the support they need. This increased availability has contributed to improved student wellness and helped create a more supportive learning environment.

In summary, while certain barriers to engagement persist, the district has remained consistent in its actions and responsiveness to addressing needs, making notable progress in both family outreach and student support services.

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

For Goal #1, the following action items had a variance of 10% or more, either over or under the budgeted amount:

Action 1.3 - Health Services - we had an overage of approximately 71% due to hiring additional LVN's than we initially had anticipated.

Action 1.5 - Counseling Services - we had an overage of approximately 30% due to hiring more counselors than we initially anticipated to meet the needs of our referrals for students.

Action 1.6 - Parental and Community Communication - we had an overage of approximately 158% this year, we transitioned to ParentSquare for our parent communication system and implemented Qualtrics as our new survey system. There was also an increase in our website management fees. The additional costs associated with these upgrades were not included in the initial budget.

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

The specific actions implemented to support this goal have all proven effective in making measurable progress across several key areas.

Action 1.1 – Parent Opportunities:

This action has been effective in fostering meaningful parent engagement. Each school site successfully secured full parent participation on site committees, and we also saw active parent involvement in Saturday Academy parenting classes. These outcomes reflect a strong partnership between schools and families, contributing to a more connected and supportive school environment.

Action 1.2 – Community Liaisons:

Our two community liaisons (one fluent in Spanish and one in Vietnamese) continues to significantly improved outreach to families with language or access barriers. These liaisons have been instrumental in connecting with parents who might otherwise face challenges engaging with school sites, enhancing equity and communication across the district.

Action 1.3 – Health Services:

Providing two Registered Nurses and three Licensed Vocational Nurses to rotate across school sites has expanded access to critical health services. As a result, the percentage of students receiving health services increased by 1% overall and by 2% among English Learners, indicating improved reach and support for student well-being.

Action 1.4 – Positive Behavioral Interventions and Supports (PBIS):

Ongoing implementation of PBIS supports and incentives has contributed to improved school climate and behavior. The district-wide suspension rate has declined across all student groups, including a .4% drop overall and even greater reductions among English Learners, homeless students, and socioeconomically disadvantaged students.

#### Action 1.5 – Counseling Services:

This action has shown strong effectiveness, with a 9.9% increase in students receiving counseling services. The expanded support has helped address student behavior, strengthen social-emotional learning, and support both restorative and preventative practices. These outcomes reflect growing student trust in available resources and a more proactive approach to student wellness.

#### Action 1.6 – Parental and Community Communications:

The transition to more accessible platforms, including ParentSquare for direct communication (email, text and phone calls), Qualtrics for surveys, and updates made to our District website, has significantly strengthened communication with families and stakeholders. These tools have enabled broader outreach and engagement, helping more families stay informed and involved in the school community.

In just one year, for the most part we have seen measurable improvements across multiple indicators. We continue to have parent participation on our school site committees. Our health and counseling services reached more students than in previous year. Suspension rates have declined, particularly among historically underserved groups. These results underscore the overall effectiveness of our targeted actions and validate the strategies put in place to support student and family engagement, wellness, and school culture. We hope to see continuous improvement over the next two-years as we monitor our goals and actions in the three year plan.

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

After a thorough review and reflection on prior practices, we have made one addition to the actions for the coming year by adding Action 1.7, Community Resource Officer. Our goal is to provide a part time Community Resource Officer to help foster a safe and supportive school environment by building positive relationships with students, families, and staff. This officer will maintain a consistent presence on campuses, attend school events, assist with safety planning, and serve as a liaison between the school and local law enforcement. The position is designed to support student well-being, enhance conflict resolution efforts, and provide early intervention when needed. This action was added in response to a notable decline in perceptions of school safety, as reflected in the CA Schools Staff and Parent Survey. Specifically, the percentage of parents who agreed that school is a safe place for students dropped by 8 percent, while staff responses declined by 10 percent.

We made minor changes to the wording of the goals for 1.3 and 1.5 in order to clarify that these services will be provided to unduplicated students including English learners, foster youth and low-income.

Additionally, we have made a few revisions to the metrics. Starting with Metric 1.1 for the 2025-2026 school year, we have added tracking of the percentage of the parent participation for the following sub-groups: English Learners, Foster Youth, and Socioeconomically Disadvantaged. We also made a revision to our targeted outcome for Metric 1.7, which tracks the percentage of students receiving services from school site counselors. Due to the absence of baseline data from the 2022 to 2023 school year, we initially set our target based on an informed estimate, projecting that 20 percent of homeless students would access counseling services, with room for growth. After reviewing data from the current year, we found that approximately 35 percent of our homeless student population received services. This indicated that our original projection significantly underestimated actual need and utilization. As a result, we have adjusted the outcome to a more accurate

and aspirational target of 39 percent receiving counseling services by the 2025 to 2026 school year. Finally we added Metric 1.10 to the LCAP this year to better reflect the effectiveness and need for our Community Liaisons.

As a new requirement for the 2025-2026 school year, LEA's with unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions supported by the LREBG funds within the LCAP. In addition, they must:

- 1) Identify the action as an LREBG action
- 2) Include and explanation of how reserach supports the selected action
- 3) Identify the metric being used to monitor the impact
- 4) Identify the amount of LREBG funds being used to support the action.

Action 1.3 - Health Services - was updated to reflect that it is a LREBG action with \$358,416 of the LREBG funds being used to support this action for the 2025-2026 School Year.

Action 1.5 - Counseling Services - was updated to reflect that it is a LREBG action with \$844,034 of the LREBG funds being used to support this action for the 2025-2026 School Year.

No changes have been made to the overall planned goal for the coming year. This decision reflects a strong alignment between our current strategic direction and the results observed over the past year.

As part of our reflection process, we analyzed both qualitative and quantitative feedback, tracked progress against baseline data, and evaluated the effectiveness of current strategies. These insights affirmed that our existing plan remains relevant, achievable, and well calibrated to our overarching objectives. While we recognize the importance of continuous improvement, current data suggests that our framework is working as intended and does not require major modification at this time.

We remain committed to ongoing evaluation and will stay responsive to emerging insights or needs. At this stage, maintaining consistency in our approach will allow us to build on the momentum and progress already established.

**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	Parent Input Opportunities	Provide all parents the opportunity for involvement and input through site level and district committees that foster parental engagement and promote the success of every student.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Community Liaisons	Provide community liaisons to support the parents of students with disabilities as well as the parents of unduplicated students, such as English learners, foster youth, and those from low-income backgrounds, in aiding their children's academic success. This support includes language translation, parental education, and assistance in recognizing the specific needs of students.	\$65,069.00	Yes
1.3	Health Services	<p>LREBG Action</p> <p>Provide health services for unduplicated students including English learners, foster youth and low-income, who are in need of intervention.</p> <p>Research supports that providing school-based health services improves student well-being, attendance, and academic performance. According to the Centers for Disease Control and Prevention (CDC), students who receive physical and mental health support at school are more likely to attend regularly and perform better academically. Early health interventions can also prevent more serious issues down the line, ensuring all students, especially those who are at risk or in need, have the foundation to succeed in both health and learning.</p> <p>Metric being used to monitor the action: Metric 1.6</p> <p>LREBG Funds supporting this action: \$358,416 for the 2025-2026 School Year</p>	\$778,688.00	Yes
1.4	Positive Behavioral Interventions and Supports	Provide a safe and welcoming school environment through the implementation of PBIS-Positive Behavior Interventions and Supports as part of the MTSS Framework to provide tiered supports for unduplicated students including English learners, foster youth and low-income.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Counseling Services	<p>LREBG Action</p> <p>Provide counseling programs that provide resources for for unduplicated students including English learners, foster youth and low-income, in need of intervention and social emotional support to ensure students receive services during their regular school day.</p> <p>Research supports that integrating counseling and social-emotional support into the regular school day increases student access to services, improves academic outcomes, and reduces behavioral issues. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), students who participate in school-based SEL programs demonstrate improved classroom behavior, better stress management, and an average 11 percentile-point gain in academic achievement. Providing these services during the school day ensures equitable access and allows for timely intervention, particularly for students who might not receive support outside of school.</p> <p>Metric being used to monitor the action: Metric 1.7</p> <p>LREBG Funds supporting this action: \$844,034 for the 2025-2026 School Year</p>	\$1,043,052.00	Yes
1.6	Parental and Community Communication	Provide communication resources (website, messaging system, etc) to communicate effectively with parents.	\$34,000.00	No
1.7	Community Resource Officer	Provide a part-time Community Resource Officer to promote a safe and supportive school environment through positive relationship-building with students, families, and staff. The officer will provide a consistent presence on campuses, attend school events, assist with safety planning, and serve as a bridge between the school and local law enforcement.	\$40,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Enhance academic performance across all student groups by delivering a well-rounded, rigorous educational program that encompasses a broad range of subjects, fosters critical thinking, and encourages in-depth understanding.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The analysis of the 2023-2024 CAASPP data reveals that around 47.7% of our students met or exceeded the ELA standards. However, it's particularly concerning that just 23.97% of our English Learners are achieving these standards. In mathematics, the situation is similar: 44.75% of students are meeting or exceeding the standards as per the 2023-2024 CAASPP data. For English Learners in mathematics, the percentage who met or exceeded the standard is 25.19%. Feedback from educational partners involved in the LCAP process highlights a persistent emphasis on improving student performance. This is a priority area, as indicated by 50% of parents, 58% of students and 61% of staff who took the 24-25 annual LCAP survey.

Providing professional development will enhance the skills and knowledge teachers need to deliver a well-rounded, rigorous educational program. Specifically, professional development in the area of ELD will help teachers focus on English learners. By incorporating SMART goals and small group differentiated instruction, teachers can tailor their approaches to meet the diverse needs of these students. This targeted support will ensure that English learners make significant progress in language acquisition and academic achievement, ultimately contributing to their overall success in the classroom.

The piloting and implementation of a new History Social Science curriculum will ensure that our students receive instruction utilizing the new framework, providing a rigorous educational program that encompasses a broad range of subjects. Intervention is crucial to ensuring that our English learners, foster youth, and socioeconomically disadvantaged students receive the support they need to overcome barriers to learning. By offering targeted interventions and resources, we can address the unique challenges these students face, promote equity, and help them achieve academic success alongside their peers.

Targeted intervention in lower class sizes provides the best learning environment for closing the achievement gap. Providing technology to students in need addresses the disparity in access to technology at home, significantly impacting students' ability to learn and keep up with educational demands. Additionally, we added metrics 2.9 and 2.10 to monitor the percentage of current EL students making progress towards English language proficiency or maintaining the highest level at both the District Level and at Hansen School. These metrics were added because our students with disabilities at Hansen Elementary School scored in the red tier for the 2022-2023 school year, and it is important to monitor this data for growth over the next few years.

In conclusion, by enhancing professional development, implementing a new curriculum, offering targeted interventions, and providing necessary technology, we can create an equitable and supportive educational environment. These efforts will ensure that all students, especially those facing additional challenges, have the resources and support they need to succeed and thrive academically.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard Local Indicators (Self Reflection Tool) Priority 2 - Implementation of State Academic Standards:  Percentage of total responses rated at least 3 (initial implementation) or above.	2022-2023 School Year  74%	2023-2024 School Year  74%		2025-2026 School Year  87%	0
2.2	ELPAC Summative Test Results	2022-2023 ELPAC Summative Results  Level 4 (Well Developed) = 13.80% Level 3 (Moderately Developed) = 39.52% Level 2 (Somewhat Developed) = 30.49% Level 1 (Beginning to Develop) = 16.18%	2023-2024 ELPAC Summative Results  Level 4 (Well Developed) = 16.37% Level 3 (Moderately Developed)= 33.63% Level 2 (Somewhat Developed) = 29.32%		2025-2026 ELPAC Summative Results  Level 4 (Well Developed) = 17% Level 3 (Moderately Developed)= 43% Level 2 (Somewhat Developed) = 27% Level 1 (Beginning to Develop) = 13%	ELPAC Summative Results  Level 4 (Well Developed) = +2.57% Level 3 (Moderately Developed)= -5.89% Level 2 (Somewhat Developed) = -1.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 1 (Beginning to Develop) = 20.68%			Level 1 (Beginning to Develop) = +4.5%
2.3	CA Dashboard Local Indicators (Self Reflection Tool) Priority 2 - Implementation of State Academic Standards  Sub Category: Professional Development Percentage of responses rated at a minimum of 3 (initial implementation) or above.	2022-2023 School Year  80%	2023-2024 School Year  80%		2025-2026 School Year  100%	0
2.4	iReady Mid-Year Data  Percentage of students who are at or above the standard on the mid-year iReady assessment for English Language Arts.  Percentage of students who are at or above the standard on the mid-year iReady assessment for Mathematics.	2023-2024 iReady Mid-Year Data  English Language Arts All Students = 49% English Learner = 31%  Mathematics All Students = 38% English Learners = 23%	2024-2025 iReady Mid-Year Data  English Language Arts All Students = 47% English Learners = 30%  Mathematics All Students = 40% English Learners = 26%		2026-2027 iReady Mid-Year Data  English Language Arts All Students = 52% English Learners = 37%  Mathematics All Students = 41% English Learners = 29%	iReady Mid-Year Data  English Language Arts All Students = -2% English Learners = -1%  Mathematics All Students = +2% English Learners = +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Local Data (Average Class Size Reports)	2023-2024 Average Class Sizes K-3 = 22.06 4-6 = 23.78	2024-2025 Average Class Sizes K-3 = 23.72 4-6 = 25.23		2026-2027 Average Class Sizes K-3 = Average below 26 4-6 = Average below 28	Average Class Sizes K-3 = 1.66 4-6 = 1.45
2.6	Percentage of students utilizing District technology devices for educational access and use outside of school.	2022-2023 School Year All Students = 11% Homeless = 16%	2023-2024 School Year All Students = 28% Homeless = 12%		2025-2026 School Year All Students = 20% Homeless = 25%	All Students = 17% Homeless = -4%
2.7	CAASPP Data - Overall percentage of students Meeting or Exceeding Standards on the Smarter Balanced Summative Assessments for English Language Arts, math and science.	2022-2023 - ELA All Students = 48.63%  2022-2023 - Math All Students = 42.74%  2022-2023 - CAST All Students = 39.73%	2023-2024- ELA All Students = 47.7%  2023-2024 - Math All Students = 44.75%  2023-2024 - CAST All Students = 29.43%		2025-2026- ELA All Students = 54%  2025-2026 - Math All Students = 48%  2025-2026 - CAST All Students = 45%	ELA All Students = -.93%  Math All Students = 2.01%  CAST All Students = -10.3%
2.8	English Learner Reclassification Rate	2022-2023 EL Reclassification Rate  3.8%	2023-2024 EL Reclassification Rate  4%		2025-2026 EL Reclassification Rate  6%	Reclassification Rate  .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	CA Dashboard English Learner Progress - DISTRICT DATA  Percentage of current EL students making progress towards English language proficiency or maintaining the highest level.	2022-2023 English Learner Progress  42.6%	2023-2024 English Learner Progress  46.9%		2025-2026 English Learner Progress  48%	English Learner Progress  4.3%
2.10	CA Dashboard English Learner Progress - SCHOOL SITE DATA (For only those schools who scored red on the 2023 CA Dashboard)  Percentage of current EL students making progress towards English language proficiency or maintaining the highest level.	2022-2023 English Learner Progress  Hansen School = 32.9%	2023-2024 English Learner Progress  Hansen School = 54%		2025-2026 English Learner Progress  Hansen School = 43%	English Learner Progress  Hansen School = 21.1%

## Goal Analysis [2024-25]

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

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

Savanna School District has focused on enhancing academic performance across all student groups. In order to provide a well-rounded, rigorous educational program Savanna employs highly trained teachers and offers professional development opportunities throughout the school year. The adopted core program that is aligned to state standards is supplemented by a variety of academic programs that is data driven and targets student needs. Savanna School District has embedded a strong technology focus that is student centered. All students

are provided with high quality devices that can access a variety of resources safely. Many of these supplemental programs provide teachers with valuable data that reflect student growth. In addition, schools each have two technology learning centers and a STEM center designed to maximize higher level thought processes and critical thinking. Savanna focuses on student outcomes and allocates time and resources for teachers to analyze data. Each year teachers have time and programs that provide data on student progress. Using this data teachers create SMART goals, create small groups for targeted instruction and collaborate with colleagues to increase academic performance. Support staff and services are thoughtfully placed to ensure students have all the resources and support needed to achieve their goals.

Although there are many opportunities for growth within our plan for enhanced academic progress, there have been many challenges to address. Providing high-quality, consistent technology comes with the challenge of maintenance and a constant reflection to ensure student data is protected and student access is safe. Additionally, although time is allocated for data analysis, more time could always be used for collaboration, planning and analysis. Our support staff that has been very impactful, has also provided an additional challenge because of staff turn-over and training. The varying levels of support at schools cause a difference in how students are supported from site to site. In an effort to provide resources and access to a well-rounded program, optional professional development is offered often, however staff attendance is low.

Our plan provided actions that our district set forth has been adhered to and we have not deviated or had any substantive differences.

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

There were no material differences greater than 10% between Budgeted Expenditures and Estimated Actual Expenditures. All variances remained within an acceptable range and did not significantly impact planned services or outcomes.

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

The actions taken to date have all been effective in making meaningful progress toward the goal across multiple areas.

##### Action 2.1 - Professional Development:

The implementation of professional development was effective, as we provided three professional development days for staff. These days allowed for dedicated time to support instructional growth and collaboration across grade levels

##### Action 2.2 – Professional Development ELD:

The professional development offered for ELD was effective, with multiple sessions provided for staff to attend. These sessions were designed to build capacity in supporting English learners and were well-attended throughout the year. The percentage of current EL students making progress towards English language proficiency or maintaining the highest level went up 4.3% this year. Our English Learner Reclassification Rate went up .02%.

##### Action 2.3 - History-Social Science Implementation:

The implementation of History-Social Science was effective through the creation of a pilot team. This team successfully piloted new materials and brought forward a curriculum recommendation, which was presented to the Board and approved for implementation in the 2025–2026 school year.

#### Action 2.4 – Intervention:

The intervention work was effective with the implementation of the iReady program. This program supported progress monitoring and provided targeted instruction to meet student needs in both reading and math. While the percentage of students who are at or above the standard on the mid-year iReady assessment for English Language Arts went down by 2% for all students and 1% for English Learners, the percentage of students who are at or above the standard on the mid-year iReady assessment for Mathematics went up 2% for all students and 3% for English Learners.

#### Action 2.5 - Lower Class Size:

The effort to maintain lower class sizes was effective, enabling teachers to better support unduplicated students, including English learners, foster youth, and low-income students. The average class size was 23.72 students in grades K–3 and 25.23 students in grades 4–6.

#### Action 2.6 – Technology:

The expansion of technology access was effective, as we provided devices for home use in grades 2–6. The number of students checking out devices for home use increased from 11% in the 2022–2023 school year to 28% this year, more than doubling access for students and families.

Overall, each action area has been effectively implemented and has contributed to measurable progress toward the overarching 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.

Following a comprehensive review of our current data, we determined that no revisions were necessary to our existing goals, metrics, target outcomes, or planned actions for the coming year. Our analysis of current data and past performance indicates that the established plan remains effective and aligned with our desired direction.

While the reflection process remains a critical part of our continuous improvement cycle, all indicators suggest that the current structure is functioning well and supporting progress as expected. Rather than implement changes for the sake of change, we've chosen to move forward with consistency and intentionality, trusting the process we've already put in place.

We will continue monitoring progress closely and remain open to adjustments should the need arise, but at this time, the existing plan stands unchanged.

**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
<b>2.1</b>	Professional Development	Provide non-student days for certificated staff members with resources to meet the needs of all students.	\$151,414.00	No
<b>2.2</b>	Professional Development ELD	Provide professional development for teachers to continue to implement SMART goals and small group differentiation instruction for English learners to assure English learners receive support in accessing standards.	\$3,500.00	Yes
<b>2.3</b>	History Social Science Implementation	Pilot, implement and provide professional development in the area of History Social Sciences.	\$211,023.00	No
<b>2.4</b>	Intervention	Provide supplemental intervention programs and materials to meet the needs of unduplicated students including English learners, foster youth and low-income and students in need of intervention.	\$75,000.00	Yes
<b>2.5</b>	Lower Class Sizes	Maintain lower class sizes across grade levels and enable teachers to focus on unduplicated students including English learners, foster youth and low-income.	\$714,788.00	Yes
<b>2.6</b>	Technology	Continue to provide technology infrastructure (hardware and software) support for intervention to address the achievement gap to support unduplicated students including English learners, foster youth and low-income.	\$10,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Provide an ideal learning environment for every student by offering a wide-ranging curriculum with materials aligned to academic standards, employing well-qualified educators, and upholding the high quality and conditions of our educational facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through analysis of standards aligned materials, teaching staff and facilities, we found that optimal learning conditions and facilities are imperative for children to thrive and succeed. Our administrative team uses a self-reflection tool to make sure CDE approved, district adopted curriculum is accessible to all students.

After the 2020-2021 school year, we struggled to place a fully credentialed teacher in some of our specialized programs. Despite challenges in staffing specialized programs with fully credentialed teachers, our commitment to staff excellence remains a top priority for our educational partners with 63% of parents, 71% of staff and 74% of students indicating this should continue to be an area of focus on the 2024-2025 LCAP survey.

With so many digital resources available, 46% of staff, 53% of parents and 62% of students saw the importance of continuing to have the opportunities to learn, practice, and collaborate to ensure the efficient use of our technology across the curriculum. Technology-based interventions cater to our diverse student body, offering personalized instruction and targeting missing skills.

There is a significant need to address the low percentage of students meeting or exceeding standard that are English Learners, receive special education support, are homeless or are socioeconomically disadvantaged. Our specialized support teachers constantly adapt strategies to meet the varied academic and emotional needs of these students. Educational partner feedback emphasizes the importance of maintaining high standards in our facilities, which are consistently well-maintained. The LCAP process highlights the need to focus on these key areas to lay a solid foundation for student success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.	2023-2024 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0	2024-2025 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0		2026-2027 School Year Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0	Misassignments of English learners = 0 Total teacher misassignments= 0 Vacant teacher positions= 0
3.2	Percentage of transitional kindergarten classrooms that are fully staffed to meet the 12:1 student to staff ratio.	2023-2024 School Year 100%	2024-2025 School Year 100%		2026-2027 School Year 100%	0
3.3	Percentage of subgroups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts and math.	2022-2023 - ELA English Learners = 25.09% Homeless = 38.16% Socioeconomically Disadvantaged = 45.5% Foster Youth = Data not available (less than 11 students)  2022-2023 - Math English Learners = 23.82% Homeless = 27.85%	2023-2024 - ELA English Learners = 23.97% Homeless = *data not disclosed due to low enrollment Socioeconomically Disadvantaged = 45.35% Foster Youth = Data not available (less than 11 students)  2023-2024 - Math		2025-2026 - ELA English Learners = 28% Homeless = 41% Socioeconomically Disadvantaged = 48% Foster Youth = Data not available (less than 11 students)  2025-2026 - Math	ELA English Learners = -1.12% Homeless = n/a Socioeconomically Disadvantaged = -.15% Foster Youth = Data not available (less than 11 students)  Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged = 39.00% Foster Youth = Data not available (less than 11 students)	English Learners = 25.19% Homeless = *data not disclosed due to low enrollment. Socioeconomically Disadvantaged = 42.23% Foster Youth = Data not available (less than 11 students)		English Learners = 26% Homeless = 30% Socioeconomically Disadvantaged = 42% Foster Youth = Data not available (less than 11 students)	English Learners = 1.37% Homeless = n/a Socioeconomically Disadvantaged = 3.23% Foster Youth = Data not available (less than 11 students)
3.4	Local Data - Attendance sheets for Professional Development related to technology.  Number of teachers who participated in optional targeted professional development opportunities focused on the effective use of technology across the curriculum.	2023-2024 School Year  46 teachers	2024-2025 School Year  67 teachers		2026-2027 School Year  55 teachers	21 teachers
3.5	Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standards on the Smarter Balanced Summative Assessments for English Language Arts.	2023-2024 School Year  ELA = 91%	2024-2025 School Year  ELA = 85%		2026-2027 School Year  ELA = 93%	ELA -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	CA Dashboard - Local Indicator - Basics: Teachers, Instructional Materials, Facilities  Percent of students without access to their own copies of standard aligned instructional materials for use at school and home.	2023-2024 School Year  0%	2024-2025 School Year  0%		2026-2027 School Year  0%	0
3.7	Annual Climate Surveys: 1) CA School Healthy Kids 2) CA School Parent Survey 3) CA School Staff Climate Surveys  Percentage of students, parents and staff that feel facilities are in good repair.	2023-2024 Climate Surveys  5th grade students = 93% 6th grade students = 97% Parents = 94% Staff = 94%	2024-2025 Climate Surveys  5th grade students = 96% 6th grade students = 95% Parents = 98% Staff = 97%		2026-2027 Climate Surveys  5th grade students = 96% 6th grade students = 97% Parents = 97% Staff = 97%	Climate Surveys  5th grade students = 3% 6th grade students = -2% Parents = 4% Staff = 3%
3.8	DISTRICT DATA Percentage of students currently receiving special education support meeting or exceeding standards on the Smarter Balanced Summative Assessment in English Language Arts and math.	2022-2023 - ELA SWD = 15.65%  2022-2023 - Math SWD = 13.92%	2023-2024 - ELA SWD = 14.95%  2025-2026 - Math SWD = 16.04%		2025-2026 - ELA SWD = 17%  2025-2026 - Math SWD = 15%	ELA SWD = -.7%  Math SWD = 2.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	<p>SCHOOL SITE DATA (For only those schools who scored red on the 2023 CA Dashboard)</p> <p>Percentage of students currently receiving special education support meeting or exceeding standards on the Smarter Balanced Summative Assessment in English Language Arts and math.</p>	<p>2022-2023 - ELA</p> <p>Cerritos School - SWD = 14.89%</p> <p>Twila Reid School - SWD = 10.34%</p> <p>2022-2023 - Math</p> <p>Twila Reid School SWD = 3.45%</p>	<p>2023-2024 - ELA</p> <p>Cerritos School - SWD = 18.52%</p> <p>Twila Reid School - SWD = 4.76%</p> <p>2023-2024 - Math</p> <p>Twila Reid School SWD = 15%</p>		<p>2025-2026 - ELA</p> <p>Cerritos School - SWD = 16%</p> <p>Twila Reid School - SWD = 12%</p> <p>2025-2026 - Math</p> <p>Twila Reid School SWD = 5%</p>	<p>ELA</p> <p>Cerritos School - SWD = 3.63%</p> <p>Twila Reid School - SWD = -5.58%</p> <p>Math</p> <p>Twila Reid School SWD = 11.55%</p>
3.10	<p>Local Indicator Priority 7 Access to a Broad Course of Study</p> <p>Percentage of students who have access to a broad course of study, including Unduplicated student groups and Students with Exceptional Needs.</p>	<p>2022-2023</p> <p>100%</p>	<p>2023-2024</p> <p>100%</p>		<p>2025-2026</p> <p>100%</p>	<p>0</p>
3.11	<p>Percentage of students and teachers who have access to standards and materials in the following areas: ELA/ELD, Mathematics, History/SS, Science, Health, Physical Education, Visual and</p>	<p>2022-2023</p> <p>100%</p>	<p>2023-2024</p> <p>100%</p>		<p>2025-2026</p> <p>100%</p>	<p>0</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performing Arts, and Technology.					
3.12	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).	2022-2023 FIT Report 0	2023-2024 FIT Report 0		2025-2026 FIT Report 0	FIT Report 0

## Goal Analysis [2024-25]

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

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

Implementation of the planned actions under Goal 3 has been consistent with our original objectives, with no substantive deviations from the intended scope or focus of each action. Across all areas, we remained aligned with our commitment to staffing classrooms with fully credentialed and highly qualified personnel, ensuring equitable access to instructional materials, and maintaining safe and supportive learning environments for all students.

Key successes include maintaining full staffing with qualified personnel, increasing teacher participation in professional development, ensuring universal access to standards-aligned materials, and consistently maintaining school facilities in good repair. These outcomes reflect a high level of operational effectiveness and strong alignment between planning and execution.

Title I, II, and III supports were implemented as designed. Each program effectively contributed to student learning and staff development, with Title I supporting targeted instruction for English Learners, Title II increasing teacher participation in technology-focused professional development, and Title III enhancing staff capacity for designated and integrated ELD instruction. A small decline in English Language Arts performance for English Learners indicates an area for additional focus, though growth in math achievement shows positive impact.

Classified personnel were effectively allocated to support Special Day Classrooms as planned. While English Language Arts outcomes showed a slight dip, the improvement in math scores suggests targeted support is making an impact in some areas, with continued opportunity for refinement and growth in others.

The primary challenge noted was in sustaining gains in English Language Arts for English Learners and students receiving special education services. While the overall implementation was strong, these outcomes highlight the need for continued strategic focus and targeted intervention in these areas.

In summary, all actions were implemented with fidelity to the original plan. While minor academic challenges remain in specific student groups, the overall implementation was strong, with clear evidence of success in staffing, support services, learning conditions, and student access to essential resources.

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.

For Goal #3, the following action items had a variance of 10% or more, either over or under the budgeted amount:

Action 3.3 - Classified Personnel Student Services Support - we experienced an overage of approximately 11% due to the hiring of additional classified staff and the implementation of a retroactive wage increase for classified employees, which had not been included in the initial budget.

Action 3.7 - Materials Provided - we had an expenditure shortfall of approximately 26% because actual spending on curriculum-related materials was lower than initially anticipated.

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

Overall, all of our actions to date have been largely effective in supporting student success, staffing stability, and safe learning environments, with clear evidence of progress in key areas and identified opportunities for continued growth.

Action 3.1 – Highly Qualified Staff:

We continue to prioritize the recruitment and retention of highly qualified staff across all campuses. Our efforts have resulted in a stable and experienced team, contributing to consistent instructional quality and student support.

Action 3.2 – Fully Credentialed and Highly Qualified Staff:

We have been effective in ensuring that all teaching staff remain fully credentialed and appropriately assigned. We maintained 0 teacher misassignments, including those assigned to English learners, and reported no vacant teacher positions. This reflects strong systems for hiring, credential monitoring, and staff placement.

Action 3.3 – Classified Personnel Student Services Support:

We successfully staffed 100% of our transitional kindergarten classrooms to meet the 12:1 student-to-staff ratio requirement. This has supported the early learning environment and ensured adequate adult support for our youngest learners.

Action 3.4 – Title I Support:

Title I support continued to provide targeted services for English Learners at Title I schools. While English Language Arts scores decreased slightly by 1.09%, math scores increased by 1.37%, indicating a positive trend in one core area and identifying a potential area for increased focus in the other.

Action 3.5 – Title II Support:

Title II funding was effectively used to build teacher capacity through professional development in technology integration. We saw an increase of 21 additional teachers attending training compared to the previous year, expanding our instructional toolkit and digital readiness.

**Action 3.6 – Title III Support:**

Professional development supported through Title III funding has strengthened staff ability to meet both designated and integrated ELD needs. This ongoing investment continues to be critical for equitable instruction for English Learners.

**Action 3.7 – Materials Provided:**

All students continue to have access to Common Core State Standards (CCSS)-aligned instructional materials for both school and home use. Our percentage of students without access remains at 0%, ensuring consistent instructional quality across grade levels.

**Action 3.8 – Facilities in Good Repair:**

Maintaining facilities in good repair remains a high priority. We recorded 0 instances of facilities not meeting the “good repair” standard on our annual FIT report. Parent and staff feedback reinforces this, with 98% of parents and 97% of staff agreeing that facilities are in good condition, supporting a safe and secure learning environment.

**Action 3.9 – Classified Personnel Special Education Support:**

Our support for Special Day Classrooms has contributed to academic progress for students receiving special education services. While there was a slight decrease of 0.7% in English Language Arts proficiency, there was a 2.12% gain in math, indicating effective support in that subject area and informing areas for future growth.

In summary, the actions taken under Goal 3 have demonstrated meaningful progress in staffing, instructional support, facilities, and services for targeted student groups, with outcomes indicating overall effectiveness and a strong foundation for continued improvement.

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

After reflecting on outcomes from the current cycle, we concluded that the current plan continues to meet our needs effectively. As such, there have been no adjustments to our planned goals, success metrics, target outcomes, or strategic actions for the upcoming year.

The reflection process included a review of key performance indicators, implementation feedback, and alignment with broader priorities. All findings confirmed that the existing plan provides a strong foundation and that we are on track to meet our objectives without requiring modification.

Our focus this year will be on maintaining that trajectory, deepening impact through consistency, and continuing to evaluate along the way to ensure we remain responsive and relevant.

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	Highly Qualified Staff	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff to meet the needs of all students.	\$13,111,791.00	No
3.2	Fully Credentialed and Highly Qualified Staff	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students including English learners, foster youth, low-income, homeless and special education.	\$5,543,175.00	Yes
3.3	Classified Personnel Student Services Support	Maintain classified staff assigned to assist with classroom instructional support for students in TK classrooms and other support areas as needed.	\$290,985.00	No
3.4	Title I Support	Provide Title I teacher support at Title I funded sites.	\$472,505.00	No
3.5	Title II Support	Provide professional development and support in the effective use of technology across the curriculum for all students.	\$67,223.00	No
3.6	Title III Support	Provide professional development to support certificated staff in meeting the designated and integrated needs of English learners.	\$107,095.00	No
3.7	Materials Provided	Every student will have CCSS aligned instructional materials. Our unduplicated students will have access to a STEM Learning Center and supplemental instructional materials such as Mystery Science, to provide hands on learning opportunities for this student group. Students with disabilities will have access to a Broad Course of study through supplemental curriculum such as Sonday.	\$145,080.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.8</b>	Facilities in Good Repair	Provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment.	\$2,564,584.00	No
<b>3.9</b>	Classified Personnel Special Education Support	Maintain classified special education instructional support in all Special Day Classrooms to provide small group and targeted instruction for students with disabilities. This action will be measured by M3.8 and M3.9.	\$584,340.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Increase student engagement and attendance by fostering a motivating and supportive learning environment while providing additional opportunities for students to participate in extra curricular school related activities.	Broad Goal

**State Priorities addressed by this goal.**

Priority 5: Pupil Engagement (Engagement)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

At the end of the 2021–2022 school year, our chronic absenteeism rate stood at 31.2%. While we've made significant progress since then, bringing that number down to 18.5%, and achieving an average daily attendance rate of 94.7%, there's still work to be done. Consistent attendance is essential for building strong academic foundations and setting students up for long-term success, which is why it's a focus for us every single day.

To support this goal, we have aligned our efforts with our educational partners to increase student attendance. We also want to remove any barriers that might prevent students from attending school regularly. To address this, we will provide free transportation to ensure students can get to school safely and on time. This initiative was directly informed by community feedback, with 76% of staff, 77% of parents and 88% of students identifying transportation as a top priority.

We're also expanding supports and incentives to encourage regular attendance. Programs like Saturday Academy offer students a chance to make up missed instructional time while reinforcing core skills. Our after-school program extends learning beyond the classroom, providing access to enrichment activities; including sports, clubs, music, and homework support that, which take place in a safe, structured environment. To help prevent learning loss during the summer months, we'll also be offering a summer academy focused on strengthening foundational skills and keeping students engaged during the break.

Offering a wide range of artistic experiences helps uncover students' unique strengths and interests, encouraging them to explore new passions and build valuable skills. These opportunities are designed to boost motivation and strengthen students' connection to school, ultimately supporting better attendance and deeper engagement. Our goal is to foster a vibrant, inclusive environment where every student feels inspired, valued, and eager to participate in their learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard Chronic Absenteeism Rate - DISTRICT DATA	2022-2023 School Year All Students = 22.6% English Learners = 21.3% Socioeconomically Disadvantaged = 24.4% Homeless = 29.6%	2023-2024 School Year All Students = 18.5% English Learners = 17.5% Socioeconomically Disadvantaged = 20.4% Homeless = 32.3%		2025-2026 School Year All Students = 11.5% English Learners = 10.5% Socioeconomically Disadvantaged = 12% Homeless = 15%	All Students = -4.1% English Learners = -3.8% Socioeconomically Disadvantaged = -4% Homeless = 2.7%
4.2	California Dashboard Chronic Absenteeism Rate - SCHOOL SITE DATA (For only those schools who scored red in any sub groups on the 2023 CA Dashboard)	2022-2023 School Year Cerritos School sub group homeless = 35% Twila Reid School sub group SWD = 30%	2023-2024 School Year Cerritos School sub group homeless = 32.5% Twila Reid School sub group SWD = 38.8%		2025-2026 School Year Cerritos School sub group homeless = 17% Twila Reid School sub group SWD = 15%	Cerritos School sub group homeless -2.5% Twila Reid School sub group SWD = 8.8%
4.3	Local Data - Percentage of students attending Saturday Academy. (Saturday Academy End Of The Year Attendance Report- Aeries).	2023-2024 School Year All Students = 37% English Learners = 41%	2024-2025 School Year *As of December 19, 2024 All Students = 35% English Learners = 39%		2026-2027 School Year All Students = 40% English Learners = 44%	All Students = -2% English Learners = -2%
4.4	Local Data - Annual attendance rate of students enrolled in our after school program for	2022-2023 School Year Hansen School = 84% Holder School = 87.2%	2023-2024 School Year Hansen School = 79.5%		2025-2026 School Year Hansen School = 89%	Hansen School = -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	our ASES funded school sites.	Twila Reid School = 71.4%	Holder School = 88% Twila Reid School = 81%		Holder School = 92% Twila Reid School = 76%	Holder School = .8% Twila Reid School = 9.6%
4.5	Local Data - Percentage of students attending Summer Academy in grades TK - 5th (attendance report).	2023 Summer Academy All Students = 31% English Learners = 32%	2024 Summer Academy All Students = 33.5% English Learners = 30.7%		2026 Summer Academy All Students = 34% English Learners = 35%	All Students = 2.5% English Learners = -1.3%
4.6	Local Data - Percentage of students participating in a District provided arts/music program.	2023-2024 School Year 5%	2024-2025 School Year 8%		2026-2027 School Year 100%	3%
4.7	Local Data - Month 8 Average Daily Attendance Rate.	2022-2023 School Year All Students = 93.4% English Learners = 93.5%	2023-2024 School Year All Students = 94.7% English Learners = 95.4%		2025-2026 School Year All Students = 96% English Learners = 96%	All Students = 1.3% English Learners = 1.9%

## Goal Analysis [2024-25]

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

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

Overall implementation of student engagement and attendance-focused actions has been largely successful, with a wide range of programs and initiatives offered to support students and families across the district. Five out of the six planned actions were implemented as intended, with no substantive differences between what was planned and what was carried out. These efforts have contributed to stronger school connections, increased attendance, and more meaningful engagement from both students and families.

A variety of enrichment programs and community partnerships were launched to support this goal. The Pacific Symphony provided string instruction to approximately 150 students district-wide, while Big Brothers/Big Sisters offered mentorship to around 80 students through high school buddy pairings. Phoenix House delivered weekly lessons to third and fifth grade students and hosted a comprehensive 10-week parent program, which included shared meals, separate student and parent sessions, and structured family bonding activities.

Local law enforcement partnerships also brought programs like PACE and Above the Influence, both aimed at equipping students with strong decision-making skills and promoting positive behavior. Eleven sessions of Saturday Academy were held to help students recover nearly 2,000 attendance days, while additional Saturday offerings in CyberPatriots and Strings provided further opportunities for engagement. The WINGS program and before-school childcare continued to play a key role in daily attendance, with high demand and a growing waitlist underscoring their importance.

Summer Academy participation also showed positive momentum, with a 2.5% increase in student attendance from summer 2023 to summer 2024. These efforts, combined with ongoing family engagement events and supports, contributed to rising attendance and stronger school-home partnerships.

One action, the implementation of the Arts and Music Program, was intentionally postponed to the 2025–2026 school year. This decision was made to allow for more thorough planning, staffing coordination, and infrastructure development, ensuring the program is launched with the support and sustainability needed to be successful long-term.

Overall, families have continued to respond positively to these offerings, reflecting growing trust and investment in district programs. As a result of these collective efforts, the district’s average daily attendance rate increased from 93.4% in 2022–2023 to 94.7% in 2023–2024. We remain on track toward meeting our goal of a 96% attendance rate by the 2025–2026 school year.

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

For Goal #4, the following action items had a variance of 10% or more, either over or under the budgeted amount:  
Action 4.3 - After School Program - we experienced an overage of approximately 16% due to the hiring of additional staff members to meet our enrollment needs at all 4 school sites.  
Action 4.5 - Arts and Music - we had an expenditure shortfall of 100% because we postponed the roll-out of our Arts and Music Program to the 2025-2026 school year.

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

The actions implemented under this goal have largely been effective in making measurable progress, particularly in improving attendance rates and reducing chronic absenteeism among key student groups.

Action 4.1 – Transportation:

This action has had a significant impact on reducing chronic absenteeism. By providing free transportation to our most vulnerable students, we addressed a major barrier to consistent school attendance. As a result, chronic absenteeism decreased by 3.8% for English Learners, 4% for Socioeconomically Disadvantaged students, and 4.1% overall. These improvements reflect the effectiveness of targeted supports in addressing equity gaps, especially among foster youth and students experiencing homelessness—groups who continue to show elevated rates of absenteeism and remain a priority for ongoing intervention.

#### Action 4.2 – Attendance Incentives:

The implementation of attendance incentives has also proven effective, with a steady year-over-year increase in the district’s average daily attendance rate: from 91.5% in 2021–2022 to 93.4% in 2022–2023, and up to 94.7% in 2023–2024. These gains suggest that positive reinforcement strategies are helping shift attendance behaviors and improve student engagement.

#### Action 4.3 – After School Program:

Our after-school programs at ASES funded sites have shown increased student participation. Holder School saw a 0.8% increase in annual attendance rate, while Twila Reid experienced a substantial 9.6% increase. These programs provide not only academic support but also enrichment and structure for students beyond the school day, contributing to stronger school connection and attendance.

#### Action 4.4 – Summer Academy:

The Summer Academy has also been effective in addressing academic gaps, particularly for unduplicated students. Participation in grades TK–5 increased by 2.5% from 2023 to 2024, reinforcing the importance of sustained support during out-of-school months to combat learning loss and promote equity.

#### Action 4.5 – Arts & Music Program:

This was the one area where implementation did not proceed as planned. The Arts and Music Program was postponed to the 2025–2026 school year to allow for more comprehensive preparation in terms of staffing, planning, and infrastructure. While the delay represents a short-term setback, it positions the program for a more sustainable and impactful launch in the coming year.

#### Action 4.6 – Early Identification of Chronic Absenteeism:

Our School Attendance Review Board (SARB) teams successfully implemented early identification systems at each school site. This proactive approach led to timely interventions and contributed to improved outcomes—most notably a 1.3% increase in average daily attendance across all students and a 1.9% increase for English Learners. Correspondingly, district-wide chronic absenteeism declined by 4.1% for all students, 3.8% for English Learners, and 4% for Socioeconomically Disadvantaged students.

Overall, the effectiveness of the majority of actions taken under this goal is clearly reflected in the improved attendance rates and reduced chronic absenteeism across multiple student groups. The data supports that these strategies are contributing meaningfully to student engagement and access, even as continued efforts are needed to support the most vulnerable populations and prepare for the successful rollout of future programs.

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.

As a result of reflections on prior practice, one adjustment was made to our planned actions for the coming year. Action 4.5 – Arts and Music, was not implemented in the 2024-2025 school year as the rollout of the Arts and Music Program was intentionally postponed to the 2025–2026 school year.

This decision was made after assessing implementation readiness, resource allocation, and program sustainability. The postponement will allow for more thorough planning, staffing coordination, and infrastructure support to ensure a stronger and more effective launch. All other goals, metrics, target outcomes, and actions remain unchanged, as current progress aligns with our overall strategic vision.

We remain committed to implementing the Arts and Music Program with fidelity and impact, and the additional planning time is expected to enhance the program’s long-term success.

In addition, we made minor changes to the wording of the goals for 4.1 and 4.5 in order to clarify the student groups that would be served. For 4.1 we included that these services will be provided to unduplicated students including English learners, foster youth and low-income. For 4.5 we clarified that the Arts and Music Program would be offered to all students.

**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	Transportation	Provide free transportation for unduplicated students including English learners, foster youth and low-income, to ensure their ability to get to and from school each day on time and in a safe and secure manner.	\$767,573.00	Yes
4.2	Attendance Incentives	Provide Saturday Academy to include reinforcement for at risk students and maintain attendance incentives with additional outreach for low-income, English learners and foster youth.	\$26,188.00	Yes
4.3	After School Program	Provide after school care and academic support for all students.	\$2,750,201.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.4</b>	Summer Academy	Provide Summer Academy as an extension of academic support to reinforce skills and close the achievement gap, preserving the needs of our unduplicated students including English learners, foster youth and low-income.	\$147,654.00	Yes
<b>4.5</b>	Arts & Music Program	Provide arts and music programs to ensure enrichment opportunities for all students.	\$320,115.00	No
<b>4.6</b>	Early Identification of Chronic Absenteeism	The SARB teams at each school site will establish a system for the timely identification of students at risk of frequent absences in order to reduce the chronic absenteeism rate. This action will be measured by M4.1 and M4.2.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,565,418	\$810,731.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.003%	0.000%	\$0.00	36.003%

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
1.2	<p><b>Action:</b> Community Liaisons</p> <p><b>Need:</b> 32% of our students are English Language Learners (ELL), which means there is a higher percentage of parents who are English Language Learners. 85% of our students face socioeconomic challenges and 11% experience homelessness.</p>	Community liaisons would benefit the families of our English Language Learners by facilitating effective communication and cultural understanding between the schools and their diverse families. The liaisons can bridge language barriers, ensuring that important information about students' education and school resources reaches all parents clearly. Community Liaisons are crucial for fostering an inclusive environment where ELL students and their families feel supported and engaged in the educational process. Community	<p>Local Data - Attendance Sheets For Parent Participation (Metric 1.1) and CA School Parent Survey (Metric 1.2). *Metric 1.2 discontinued for the 2025-2026 School Year.</p> <p>Local Data (LCAP parent survey) - Percentage of</p>

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
	<p><b>Scope:</b> LEA-wide</p>	<p>liaisons would benefit the families of our students who are socioeconomically challenged or experiencing homelessness as they have access to many community resources and support services such as meal program, food banks, shelters, and medical services. By increasing services in this area we will be able to provide resources and support to the families in need, they have the opportunity to build strong relationships with our families and help encourage parent participation in our school and community events. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	<p>parents who feel providing community liaisons to assist parents of unduplicated students to help their children succeed in school is important (Metric 1.10)</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Health Services</p> <p><b>Need:</b> For the 2023-2024 school year, 87% of our students received health services from our school sites. The establishment of this goal was guided by feedback from educational partners in the 2024-2025 LCAP, where 69% of staff and 80% of students advocated for providing health services for those in need.</p> <p><b>Scope:</b> LEA-wide</p>	<p>If health issues are not addressed promptly and effectively, it can lead to decreased attendance and engagement in school, affecting students' academic performance. Our goal is to increase the number of health services being offered to students, going from 86% to 89% over a 3-year period of time. This goal not only addresses the immediate need for health support but also emphasizes a proactive approach to student health, which can have far-reaching positive effects on their overall educational experience. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools. While Health Services are available to all students who need them, this action is identified as a contributing action for English learners because data shows they face disproportionate health-related barriers that can impact attendance, focus, and overall academic performance. These may include limited access to healthcare outside of school, language barriers in navigating services,</p>	<p>Local Data - Health Services Reports Percentage of students receiving health services across the District. (Metric 1.6)</p>

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
		<p>and higher rates of socio-emotional needs related to acculturation or trauma.</p> <p>The action is principally directed toward English learners by ensuring staff are trained to support their unique needs, providing translated materials, and prioritizing outreach to EL families. By addressing these factors, the action helps create conditions for improved learning outcomes among English learners, consistent with the definition of a contributing action under LCFF.</p>	
<p><b>1.4</b></p>	<p><b>Action:</b> Positive Behavioral Interventions and Supports</p> <p><b>Need:</b> 80% of Teachers indicated on the annual LCAP survey that one of their challenges for the 2024-2025 school year was that they have seen an increase in difficult student behaviors and student mental health issues among our low income, English learners and foster youth student populations.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Implementing Positive Behavioral Interventions and Supports (PBIS) is beneficial for our school district as we are experiencing an increase in student behavioral issues and mental health concerns. PBIS provides a structured framework to proactively address these challenges. It emphasizes positive behavior reinforcement, creates consistent behavior expectations, and offers tailored support. Our goal is to improve services for our English learners, foster youth, and socioeconomically disadvantaged students in order to help them improve the overall school climate, reduce behavioral problems, and support students' mental well-being, leading to a more conducive learning environment. Our hope is that this focus will directly affect the success and engagement for students and create a safe and welcoming environment for all other educational partners including staff and parents. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	<p>CA School Dashboard Expulsion and Suspension Rates (Metric 1.8 and 1.9)</p>

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
<p><b>1.5</b></p>	<p><b>Action:</b> Counseling Services</p> <p><b>Need:</b> Based on the 2024-2025 LCAP survey, which revealed that 77% of staff emphasized the need for these services, we are making this goal a priority. This area of importance was the second highest-ranked by staff in the LCAP survey. Given that 85% of our students are classified as unduplicated, addressing their needs has become a critical objective driven by our students' requests.</p> <p><b>Scope:</b> LEA-wide</p>	<p>School counseling services are essential to the social emotional health of our at risk students. Counselors provide vital support for students' mental and emotional well-being, addressing issues such as stress, anxiety, and depression, which are crucial for maintaining a healthy learning environment. This support directly contributes to academic success, as emotional well-being is closely linked to students' ability to focus and achieve in school. Counselors play a key role in helping students develop important life skills, including problem-solving, decision-making, and coping strategies, which are essential for both their immediate and long-term success.</p> <p>The overwhelming consensus among parents, staff, and students, as highlighted in the feedback from our educational partners, further underscores the critical importance of these services in the educational community, reflecting a broad recognition of their value in supporting the holistic development of students. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p> <p>Increased counseling services are identified as a contributing action because English learners, foster youth, and socioeconomically disadvantaged students often face unique and compounding challenges that impact their academic, social, and emotional well-being.</p> <p>English learners may experience stress related to language acquisition, cultural adjustment, and academic demands. Foster youth often face</p>	<p>Local Data - Counseling Services Record (Metric 1.7)</p>

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
		<p>trauma, instability, and frequent school transitions. Socioeconomically disadvantaged students may experience chronic stress tied to financial insecurity, housing instability, or unmet basic needs. These factors can significantly affect focus, behavior, and mental health.</p> <p>By providing increased counseling support, the district is intentionally addressing these barriers. The action is principally directed toward these student groups by training counselors on their specific needs, prioritizing access, and monitoring outcomes tied to these populations, in alignment with LCFF requirements for contributing actions.</p>	
2.2	<p><b>Action:</b> Professional Development ELD</p> <p><b>Need:</b> Only 16.37% of our English Language Learners scored at a level 4 on their annual ELPAC Summative Assessment in the 2023-2024 school year.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Savanna School District has a significant ELL (English Language Learner) population, constituting 32%, which means focusing on professional development in English Language Development is crucial. This specialized training equips teachers with effective strategies and methodologies to support ELL students' language acquisition and academic success. By improving services and educators' skills in this area, the district ensures that a substantial portion of its student body receives more tailored and effective instruction, ultimately leading to improved educational outcomes and better integration of these students into the school community. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	<p>ELPAC Summative Test Results (Metric 2.2), English Learner Reclassification Rate (Metric 2.8), English Learner Progress Indicator - District Data (Metric 2.9), English Learner Progress Indicator - School Site Data (Metric 2.10)</p>
2.4	<p><b>Action:</b> Intervention</p> <p><b>Need:</b></p>	<p>Being that over half of the students are not meeting grade-level standards we need to implement an intervention program in order to provide targeted, specialized support to those</p>	<p>iReady Mid-Year Data (Metric 2.4)</p>

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
	<p>Our students annually participate in benchmark assessments through the iReady platform as a way to monitor progress. The overall data for 2024-2025 mid-year assessments shows that less than half of our students are meeting their grade level standards. There is an even larger gap of English Learners who are not meeting grade level standards. The percentage of students meeting grade level standards on the mid-year iReady assessment in ELA and Math is as follows: Overall ELA = 47%, Overall Math = 40% ELA English Learners = 30%, Math English Learners = 26%</p> <p><b>Scope:</b> LEA-wide</p>	<p>struggling. Implementing such a program allows for the identification and addressing of specific learning gaps, enabling tailored instruction that can better meet individual student needs. By improving services for our English learners, foster youth, and socioeconomically disadvantaged students this area we can use a targeted approach which is crucial for elevating academic performance and ensuring that all students have the necessary resources and support to meet grade-level educational standards. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	<p>Percentage of students who are at or above the standard on the mid-year iReady assessment for English Language Arts.</p> <p>Percentage of students who are at or above the standard on the mid-year iReady assessment for Mathematics.</p>
<p><b>2.5</b></p>	<p><b>Action:</b> Lower Class Sizes</p> <p><b>Need:</b> On our annual state assessments, less than half of our students are meeting or exceeding the standard in ELA and Math. The learning gap is much larger for our subgroups. The percentage of students meeting or exceeding the standards in each subject area is as follows: Overall: ELA = 47.7% English Learners = 23.97% Homeless = N/A Socioeconomically Disadvantaged = 45.35%</p>	<p>With more than half of our students not meeting state standards in ELA and Math, we will focus on smaller class sizes to provide improved services and personalized and effective instruction. Smaller classes allow teachers to dedicate more individual attention to each student including those who are English learners, foster youth, and socioeconomically disadvantaged, to better identify and address learning gaps, and tailor their teaching methods to meet diverse educational needs. This personalized approach is particularly crucial for students struggling to meet academic benchmarks, as it can significantly enhance learning outcomes and help more students reach and exceed state standards. This is being implemented on an LEA-wide basis to ensure</p>	<p>Local Data - District Average Class Size Reports (Metric 2.5)</p> <p>CAASPP Scores - Percentage of subgroups who are meeting or exceeding standards on the Smarter Balanced Summative Assessments for English Language Arts and math. (Metric 3.3)</p>

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
	<p>Overall Math = 44.75%  English Learners = 25.19%  Homeless = N/A  Socioeconomically Disadvantaged = 42.23%</p> <p>With the majority of our students classified as unduplicated, these students need differentiated, target instruction, which can be done more effectively in a classroom with less students.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>consistency and equity in educational quality and resources across all schools.</p>	
<p><b>2.6</b></p>	<p><b>Action:</b>  Technology</p> <p><b>Need:</b>  Given that 85% of our students are facing socioeconomic challenges, it's important to note that access to technology at home for educational purposes cannot be taken for granted. This reality shapes our understanding of the needs and circumstances of our student body. The necessity of this action is echoed by the voices of our educational partners in our 2024-2025 annual LCAP survey, with 67% of parents, 66% of staff, and 72% of students consistently pointing out the need for robust technological support in our education system.</p> <p><b>Scope:</b>  LEA-wide</p>	<p>The importance of providing free devices to students in a school district, particularly where 85% are facing socioeconomic challenges, is multi-faceted. First, the disparity in access to technology at home can significantly impact students' ability to learn and keep up with educational demands. Given the high percentage of students facing socioeconomic challenges, it's likely that many cannot afford the necessary technology. Providing free devices ensures that all students have equal access to the tools they need for their education. Second, in the modern world, digital literacy is as crucial as traditional literacy. Students need to be comfortable with technology not just for their current education but also to prepare for future opportunities in a digital-first world. Lack of access at home can leave students at a significant disadvantage. As you can see from the data, the LCAP survey results indicate a clear recognition among parents, staff, and students of the need for technological support. This</p>	<p>Local Data - District Technology Report (Metric 2.6)</p> <p>Percentage of students checking out devices for home use.</p>

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
		<p>consensus suggests that the community understands the role of technology in education and its importance for student success. Finally, the increasing integration of technology into the curriculum, homework and extended learning often require the use of a computer. Without access to devices, students may struggle to complete assignments and may fall behind their peers. Addressing these challenges and increasing services for our students, ensures all students have access to technology. This is a significant step towards leveling the educational playing field and preparing students for future success in a rapidly evolving world. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	
<p><b>3.2</b></p>	<p><b>Action:</b> Fully Credentialed and Highly Qualified Staff</p> <p><b>Need:</b> This initiative stems from the challenges we faced in recruiting fully credentialed staff after the 2021-2022 academic year, highlighting the pressing need for highly qualified educators. Teachers who have undergone comprehensive coursework and credentialing bring a wealth of practice and knowledge to our schools. They benefit from hands-on classroom experience, constructive feedback from supervisors, and a deeper comprehension of the demands and stresses inherent in teaching. As a result, there tends to be lower turnover among these well-prepared educators. This initiative has garnered substantial support, as evidenced by the 2024-</p>	<p>According to the Economic Policy Institute, the teacher shortage issue is more severe than previously thought, especially when considering key factors of teacher quality such as certification, relevant training, and experience. This shortage is most pronounced in high-poverty schools, posing a significant challenge to the educational system's aim of delivering equitable, high-quality education to all students. Ensuring that staff members are fully credentialed and correctly assigned is critical, particularly for supporting students with high needs. Teachers with high qualifications are crucial in fostering a strong desire to learn and succeed in students. Conversely, students' educational potential can be significantly hindered by underqualified or underperforming teachers. Our goal in assigning fully credentialed and well-suited teachers to our unduplicated students is to improve instruction and narrow the achievement</p>	<p>Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions. (Metric 3.1)</p>

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
	<p>2025 LCAP survey results: 80% of parents, 76% of staff, and 71% of students favor it. Given that 85% of our students are classified as unduplicated, we extrapolate that the student percentage from all students on the LCAP survey is reflective of the needs of our unduplicated students. This action reflects our our commitment to providing exceptional care and education while meeting the needs of our most vulnerable students including those who are English learners, foster youth, and low income.</p> <p><b>Scope:</b> LEA-wide</p>	<p>gap in critical areas such as reading and math across various student subgroups, including those identified as English language learners, from low-income backgrounds, and foster youth. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	
<p><b>4.1</b></p>	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Although our district spans less than 20 square miles, we've seen how a lack of reliable transportation can significantly affect student attendance. In the 2023–2024 school year, 18.5% of all students were classified as chronically absent. A closer look at the data reveals even greater disparities among specific student groups: 17.5% of English Learners, 20.4% of Socioeconomically Disadvantaged students, 32.3% of students experiencing homelessness, and a concerning 43.5% of foster youth were chronically absent. These numbers highlight the urgent need to address transportation challenges and provide targeted support to our most vulnerable students. These rates disproportionately</p>	<p>This initiative, widely embraced by our community, ensures that students not only arrive at school in time for breakfast but also have reliable transportation back home or to local centers like the Boys and Girls Club after school. While the district does not currently disaggregate absenteeism data by specific cause, input from site staff, families, and community partners suggests that unreliable transportation is a recurring barrier for many unduplicated students, particularly those who are socioeconomically disadvantaged. This challenge may contribute to higher rates of chronic absenteeism within this student group. The district will continue to monitor attendance patterns and explore strategies to reduce transportation-related barriers that may impact access to consistent instruction. We want to support our community with consistent academic instruction and take the stress of transportation away. Given the rise in</p>	<p>California Dashboard Chronic Absenteeism Rate (Metric 4.1 - District) and (Metric 4.2- School Site)</p>

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
	<p>impact their education creating a need for targeted interventions to address the barriers these groups face in regularly attending school. The first step of an engaged student body is making sure our students are in their classrooms on a daily basis. This important move towards safe and reliable school transportation aligns with insights from the LCAP survey, where 77% of parents, 76% of staff and 88% of students acknowledged its importance. With the majority (85%) of our students classified as unduplicated, prioritizing students identified as English learners, foster youth, and socioeconomically disadvantaged ensures that our most vulnerable populations have access to this resource.</p> <p><b>Scope:</b> LEA-wide</p>	<p>homelessness in our community, which notably intersects with students' walking routes to school, providing transportation has become important for both student safety and attendance rates. By offering free transportation, we aim to improve services by addressing safety concerns and improving our higher-than-average chronic absenteeism rate, which is currently about 3.5% above the county's chronic absenteeism rates. Free transportation services are expected to encourage regular school attendance. Prioritizing students identified as English Learners, Foster Youth, Socioeconomically Disadvantaged, and those with special needs ensures that our most vulnerable populations have access to this resource. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	
<p><b>4.2</b></p>	<p><b>Action:</b> Attendance Incentives</p> <p><b>Need:</b> In 2019–2020 our month 7 average daily attendance rate was 97.2%. As a result of Covid, the following year, our average daily attendance rate dropped to 91.5%. In 2022–2023, we made some improvement by going up to 93.4%. For the 2023–2024 school year our Month 8 average daily attendance rate was 94.7%. We are still struggling to get back to our pre-Covid attendance rates but are hopeful it can happen within the next year as we are making slow but steady progress. By providing additional learning opportunities we</p>	<p>Improving attendance incentives is a strategic approach to support at-risk students, such as low-income, English learners, and foster youth, by encouraging regular school attendance and fostering positive educational habits. These incentives not only motivate students to consistently participate in school activities but also help in bridging educational gaps. By recognizing and rewarding their presence, schools create a supportive environment, boosting students' self-esteem and sense of belonging. Additionally, consistent attendance allows for early identification and intervention of any academic or personal challenges, aiding in the overall development and success of these students. This approach also promotes parental involvement and strengthens</p>	<p>Local Data - Percentage of students attending Saturday Academy (attendance report). (Metric 4.3)</p> <p>Local Data - Month 8 Average Daily Attendance Rate. (Metric 4.7)</p>

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
	<p>can improve student outcomes and boost engagement especially for those students identified as English learners, foster youth, and socioeconomically disadvantaged. Since 85% of our students are classified as unduplicated the average daily attendance rates are reflective of the unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>the school-community relationship, emphasizing the school's commitment to each student's well-being and education. By providing additional learning opportunities we can improve student outcomes and boost engagement. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.</p>	
<p><b>4.4</b></p>	<p><b>Action:</b> Summer Academy</p> <p><b>Need:</b> State testing results indicate that a significant portion of our unduplicated students are not meeting academic standards. Coupled with our chronic absenteeism rates, there's an evident need to address learning gaps in these key areas for our English learners, foster youth, and socioeconomically disadvantaged students. Providing additional opportunities to extend the learning year and the need for Summer Academy is underscored by the feedback from our LCAP survey, where 67% of parents, 70% of staff, and 54% of students have expressed support for this program.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Offering the Summer Academy program to our students is crucial as it directly addresses the pressing issue of academic disparities. By providing tailored interventions, enrichment activities, and comprehensive academic support, the program specifically aims to bridge the educational divide, ensuring that our unduplicated students receive the focused attention they need. The program's importance is underscored by its focus on students who are often marginalized, including English Learners, Foster Youth, and those from socioeconomically disadvantaged backgrounds. By prioritizing these students for enrollment, we're not just addressing their immediate educational needs; we're investing in their long-term academic and personal development. Increasing services for the Summer Academy program is an important step in helping these students not only catch up but excel, closing the achievement gap that hinders their full potential. By doing so, we are not only elevating individual students but also strengthening the educational foundation of our entire community, paving the way for a more inclusive and equitable</p>	<p>California Dashboard Chronic Absenteeism Rate - DISTRICT DATA (Metric 4.1). Local Data - Percentage of students attending Summer Academy in grades TK - 5th (attendance report) (Metric 4.5).</p>

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
		academic environment. This is being implemented on an LEA-wide basis to ensure consistency and equity in educational quality and resources across all schools.	

**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
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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.

Not Applicable

**Additional Concentration Grant Funding**

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

The Savanna School District is using the additional concentration grant add-on funding to increase the number of teachers providing direct services to students on all school campuses. The additional concentration grant add-on funding is also being used to increase the number of instructional assistants providing direct services to students on all school campuses. Every school in the Savanna School District has an unduplicated pupil percentage (UPP) of low-income, English Learners, and/or foster youth greater than 55%. Our district average is 85%. This corresponds directly with LCAP goal #2 and action item # 2.5, Lower Class Sizes.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:36
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

# 2025-26 Total 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	18,235,874	6,565,418	36.003%	0.000%	36.003%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,204,413.00	\$5,552,387.00	\$97,254.00	\$1,175,989.00	\$30,030,043.00	\$25,844,118.00	\$4,185,925.00

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	Parent Input Opportunities	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Community Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$65,069.00	\$0.00	\$65,069.00	\$0.00	\$0.00	\$0.00	\$65,069.00	
1	1.3	Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$735,188.00	\$43,500.00	\$58,145.00	\$690,543.00	\$30,000.00	\$0.00	\$778,688.00	
1	1.4	Positive Behavioral Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.5	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,040,772.00	\$2,280.00	\$67,980.00	\$975,072.00	\$0.00	\$0.00	\$1,043,052.00	
1	1.6	Parental and Community Communication	All	No			All Schools	Ongoing	\$0.00	\$34,000.00	\$34,000.00	\$0.00	\$0.00	\$0.00	\$34,000.00	
1	1.7	Community Resource Officer	All	No			All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	
2	2.1	Professional Development	All	No			All Schools	Ongoing	\$151,414.00	\$0.00	\$151,414.00	\$0.00	\$0.00	\$0.00	\$151,414.00	
2	2.2	Professional Development ELD	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$3,500.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	
2	2.3	History Social Science Implementation	All	No			All Schools	Ongoing	\$0.00	\$211,023.00	\$211,023.00	\$0.00	\$0.00	\$0.00	\$211,023.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$75,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$75,000.00	
2	2.5	Lower Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$714,788.00	\$0.00	\$714,788.00	\$0.00	\$0.00	\$0.00	\$714,788.00	
2	2.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
3	3.1	Highly Qualified Staff	All	No			All Schools	Ongoing	\$13,111,791.00	\$0.00	\$13,091,732.00	\$0.00	\$0.00	\$20,059.00	\$13,111,791.00	
3	3.2	Fully Credentialed and Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,363,416.00	\$2,179,759.00	\$4,903,790.00	\$167,010.00	\$0.00	\$472,375.00	\$5,543,175.00	
3	3.3	Classified Personnel Student Services Support	All	No			All Schools	Ongoing	\$290,985.00	\$0.00	\$290,985.00	\$0.00	\$0.00	\$0.00	\$290,985.00	
3	3.4	Title I Support	All	No			Specific Schools: Hansen, Reid	Ongoing	\$472,505.00	\$0.00	\$0.00	\$0.00	\$0.00	\$472,505.00	\$472,505.00	
3	3.5	Title II Support	All	No			All Schools	Ongoing	\$67,223.00	\$0.00	\$0.00	\$0.00	\$0.00	\$67,223.00	\$67,223.00	
3	3.6	Title III Support	All	No			All Schools	Ongoing	\$107,095.00	\$0.00	\$0.00	\$0.00	\$0.00	\$107,095.00	\$107,095.00	
3	3.7	Materials Provided	All	No			All Schools	Ongoing	\$0.00	\$145,080.00	\$145,080.00	\$0.00	\$0.00	\$0.00	\$145,080.00	
3	3.8	Facilities in Good Repair	All	No			All Schools	Ongoing	\$1,519,824.00	\$1,044,760.00	\$2,564,584.00	\$0.00	\$0.00	\$0.00	\$2,564,584.00	
3	3.9	Classified Personnel Special Education Support	Students with Disabilities	No			All Schools	Ongoing	\$584,340.00	\$0.00	\$0.00	\$480,354.00	\$67,254.00	\$36,732.00	\$584,340.00	
4	4.1	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$609,535.00	\$158,038.00	\$767,573.00	\$0.00	\$0.00	\$0.00	\$767,573.00	
4	4.2	Attendance Incentives	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$24,188.00	\$2,000.00	\$1,000.00	\$25,188.00	\$0.00	\$0.00	\$26,188.00	

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										
4	4.3	After School Program	All	No			All Schools	Ongoing	\$2,550,901.00	\$199,300.00	\$0.00	\$2,750,201.00	\$0.00	\$0.00	\$2,750,201.00	
4	4.4	Summer Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$133,904.00	\$13,750.00	\$3,750.00	\$143,904.00	\$0.00	\$0.00	\$147,654.00	
4	4.5	Arts & Music Program	All	No			All Schools	Ongoing	\$301,180.00	\$18,935.00	\$0.00	\$320,115.00	\$0.00	\$0.00	\$320,115.00	
4	4.6	Early Identification of Chronic Absenteeism	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18,235,874	6,565,418	36.003%	0.000%	36.003%	\$6,675,595.00	0.000%	36.607 %	<b>Total:</b>	\$6,675,595.00
								<b>LEA-wide Total:</b>	\$6,675,595.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.2	Community Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,069.00	
1	1.3	Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,145.00	
1	1.4	Positive Behavioral Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.5	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,980.00	
2	2.2	Professional Development ELD	Yes	LEA-wide	English Learners	All Schools	\$3,500.00	
2	2.4	Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
2	2.5	Lower Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$714,788.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.2	Fully Credentialed and Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,903,790.00	
4	4.1	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$767,573.00	
4	4.2	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
4	4.4	Summer Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,750.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$27,580,708.00	\$28,794,575.00

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	Parent Input Opportunities	No	\$0.00	\$0.00
1	1.2	Community Liaisons	Yes	\$63,994.00	\$66,833.00
1	1.3	Health Services	Yes	\$508,874.00	\$869,315.00
1	1.4	Positive Behavioral Interventions and Supports	Yes	\$5,000.00	\$5,000.00
1	1.5	Counseling Services	Yes	\$749,969.00	\$974,853.00
1	1.6	Parental and Community Communication	No	\$16,500.00	\$42,500.00
2	2.1	Professional Development	No	\$153,135.00	\$151,332.00
2	2.2	Professional Development ELD	Yes	\$3,500.00	\$3,500.00
2	2.3	History Social Science Implementation	No	\$0.00	\$0.00
2	2.4	Intervention	Yes	\$75,000.00	\$75,000.00
2	2.5	Lower Class Sizes	Yes	\$1,367,056.00	\$1,417,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Technology	Yes	\$10,000.00	\$10,000.00
3	3.1	Highly Qualified Staff	No	\$11,995,697.00	\$12,199,805.00
3	3.2	Fully Credentialed and Highly Qualified Staff	Yes	\$4,796,744.00	\$4,835,499.00
3	3.3	Classified Personnel Student Services Support	No	\$271,489.00	\$300,722.00
3	3.4	Title I Support	No	\$578,194.00	\$627,400.00
3	3.5	Title II Support	No	\$105,074.00	\$113,412.00
3	3.6	Title III Support	No	\$133,341.00	\$139,338.00
3	3.7	Materials Provided	No	\$183,014.00	\$135,686.00
3	3.8	Facilities in Good Repair	No	\$2,388,678.00	\$2,569,902.00
3	3.9	Classified Personnel Special Education Support	No	\$551,842.00	\$582,042.00
4	4.1	Transportation	Yes	\$804,535.00	\$773,031.00
4	4.2	Attendance Incentives	Yes	\$19,488.00	\$26,174.00
4	4.3	After School Program	No	\$2,343,491.00	\$2,727,988.00

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)
4	4.4	Summer Academy	Yes	\$135,991.00	\$147,843.00
4	4.5	Arts & Music Program	No	\$320,102.00	\$0.00
4	4.6	Early Identification of Chronic Absenteeism	No	\$0.00	\$0.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,641,964	\$6,679,021.00	\$6,768,399.00	(\$89,378.00)	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	1.2	Community Liaisons	Yes	\$63,994.00	\$66,833.00		
1	1.3	Health Services	Yes	\$15,000.00	\$161,934.00		
1	1.4	Positive Behavioral Interventions and Supports	Yes	\$5,000.00	\$5,000.00		
1	1.5	Counseling Services	Yes	\$171,156.00	\$67,940.00		
2	2.2	Professional Development ELD	Yes	\$3,500.00	\$3,500.00		
2	2.4	Intervention	Yes	\$75,000.00	\$75,000.00		
2	2.5	Lower Class Sizes	Yes	\$1,367,056.00	\$1,417,400.00		
2	2.6	Technology	Yes	\$10,000.00	\$10,000.00		
3	3.2	Fully Credentialed and Highly Qualified Staff	Yes	\$4,159,030.00	\$4,183,011.00		
4	4.1	Transportation	Yes	\$804,535.00	\$773,031.00		
4	4.2	Attendance Incentives	Yes	\$1,000.00	\$1,000		
4	4.4	Summer Academy	Yes	\$3,750.00	\$3,750		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18,462,582	6,641,964	0.000%	35.975%	\$6,768,399.00	0.000%	36.660%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## **Instructions**

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

### ***Total Planned Expenditures Table***

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

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

## ***LCFF Carryover Table***

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

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

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

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

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

## **LCFF Carryover Table**

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

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

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

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

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

California Department of Education  
November 2024