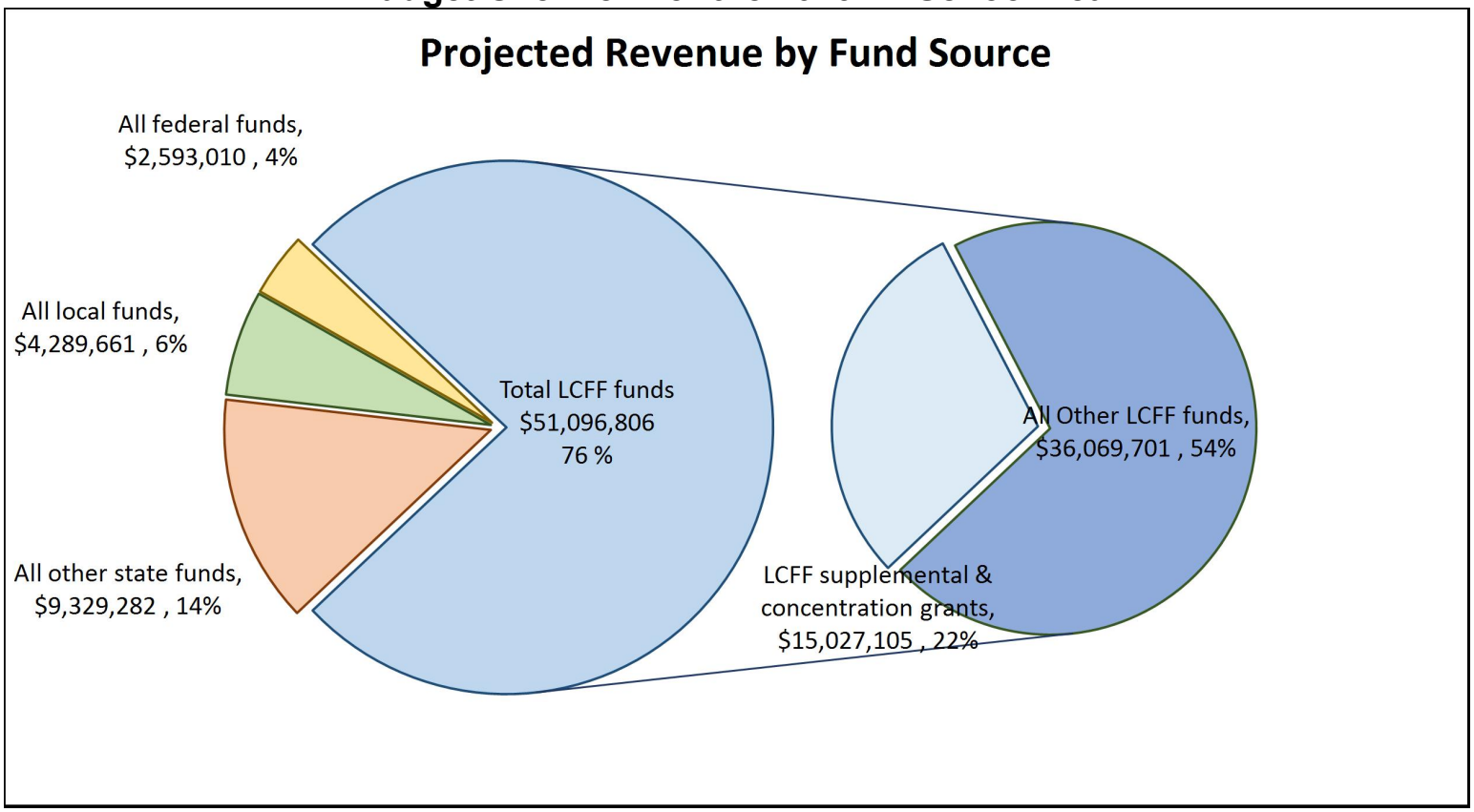
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corcoran Joint Unified School District
CDS Code: 16638910000000
School Year: 2026-27
LEA contact information:
Andre Pecina
Superintendent
apecina@corcoranunified.com
(559) 992-8888

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

Budget Overview for the 2026-27 School Year

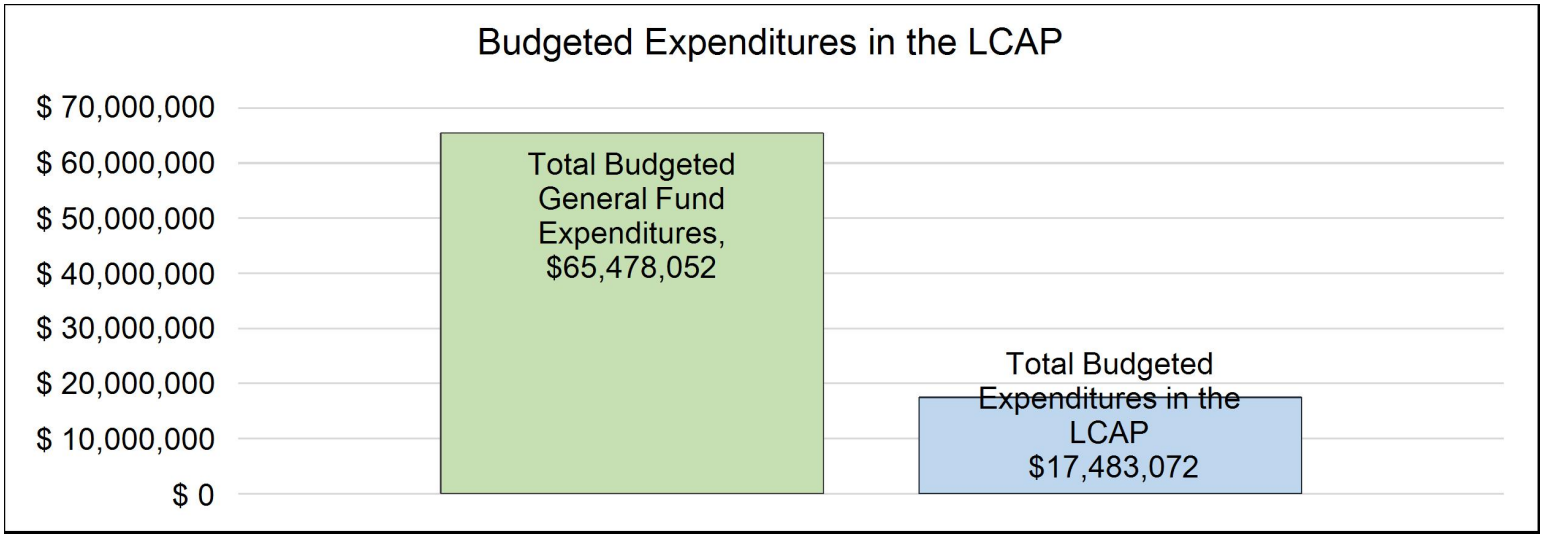


This chart shows the total general purpose revenue Corcoran Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corcoran Joint Unified School District is $67,308,759, of which $51096806 is Local Control Funding Formula (LCFF), $9329282 is other state funds, $4289661 is local funds, and $2593010 is federal funds. Of the $51096806 in LCFF Funds, $15027105 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 Corcoran Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

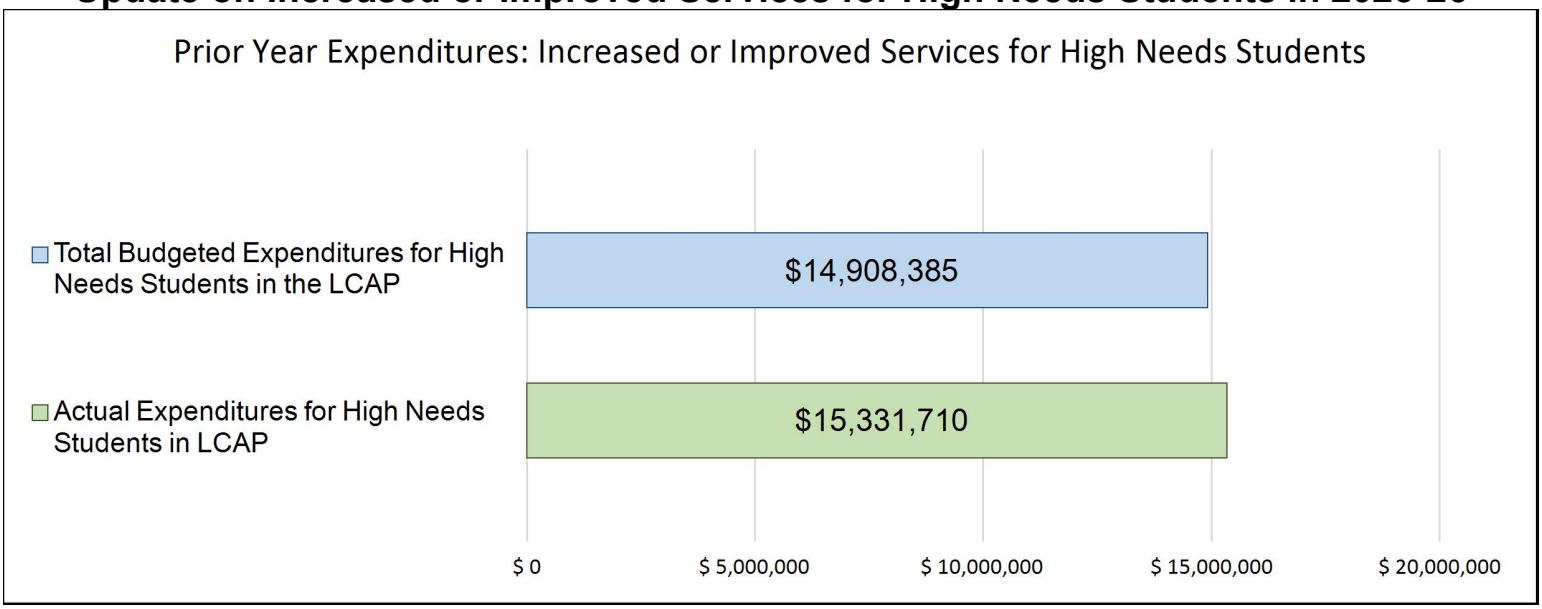
The text description of the above chart is as follows: Corcoran Joint Unified School District plans to spend $65478052 for the 2026-27 school year. Of that amount, $17483072 is tied to actions/services in the LCAP and $47,994,980 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Corcoran Joint Unified School District is projecting it will receive $15027105 based on the enrollment of Foster Youth, English learner, and low-income students. Corcoran Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corcoran Joint Unified School District plans to spend $15746494 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Corcoran Joint Unified School District's LCAP budgeted $14908385 for planned actions to increase or improve services for high needs students. Corcoran Joint Unified School District actually spent $15331710 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corcoran Joint Unified School District	Andre Pecina Superintendent	apecina@corcoranunified.com (559) 992-8888

Plan Summary [2026-27]

General Information

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

Welcome to the Corcoran Joint Unified School District (CJUSD). Corcoran, California is a cohesive, small town in an agricultural area of Kings County. Corcoran's population is approximately 23,000 people, which includes approximately 12-13,000 inmates being housed in the two California state prisons located in the outlying area. The prisons and corporate farming support the local economy. Corcoran is a diverse learning community united in a single purpose—realizing its full potential through quality education. The District consists of approximately 3,156 students with 91.8% Hispanic, 91.98% Socioeconomically disadvantaged, and 16% English Language Learners. Students in the district qualify for the universal meal program, the "Community Eligibility Provision" (CEP), which allows our schools to provide meal service to all students at no charge, regardless of economic status. 22.7% of the parents did not earn a high school diploma and students are provided Internet access at home, if requested. Educational opportunities in Corcoran include a state-funded preschool, a TK-12 educational program, and an adult school to assist people in obtaining an adult school graduation diploma. College of the Sequoias and Lemoore College are available for Corcoran students to pursue additional educational choices.

The District believes nothing can compete with the positive influences of highly effective teachers and schools. The District refuses to accept low expectations and mediocrity for all students including low-income and underprivileged students. Corcoran Joint Unified School District provides an academic setting where children are educated through a collaborative effort among faculty, staff, students, parents, and the community.

Corcoran Joint Unified School District's Vision is to become "A destination district where people are drawn to Corcoran due to the quality, reputation and accomplishments of our students and schools on the community". Additionally, our Corcoran Joint Unified School District's

Mission states, "We are relentless in creating a positive, safe and stimulating environment for all to improve mind, character, and body." The 'all' in the Mission statement refers to every employee as well as every student. Our core values focus on the belief that these aspects of education are non-negotiable: High Expectations, Respect, Accountability and Teamwork.

The District is pleased to offer every student access to high-tech educational tools via the One2One Technology Learning Program. CJUSD schools are united in our effort to provide high-quality educational programs, which promote student success. We aspire to give all of our students a solid academic and social foundation that will send them out into the world feeling confident and well-prepared. The Corcoran community has a reputation for working with one another toward goals that benefit the entire community. Our vision of becoming a "Destination District" is becoming a reality thanks to our staff members who work hard to create a positive environment that encourages innovation and personal growth, resulting in a culture of excellence for our students.

Three of our schools were identified as eligible for the LCFF Equity Multiplier funding. They include: Kings Lake Education Center, Mission Community Day School, and Corcoran Academy.

Reflections: Annual Performance

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

CJUSD has incorporated multiple student services and improved others over the past four years. Prior to the pandemic, the District had seen continuous growth in student achievement in the areas of language arts. Careful planning, research, and strategic decision-making led to actions and services that supported the goals developed for improved student outcomes. Many actions implemented through the LCAP, including incorporating Kagan Cooperative Learning into lessons, utilizing assessment tools, providing Universal Access time, providing credit recovery, developing intervention programs, and reinforcing a solid technology infrastructure with our One2One Program all contributed to continuous improvement in English language arts.

According to the California Dashboard, our greatest area of need is in English Learner Progress, all students group reflected as "Orange" with 48.2% making progress. There was a decline of 7.5%. Student groups who also had the performance level of Orange included Long-Term English Learners.

In English Language Arts, all students group reflected as "Yellow" being 43 points below standard. The district increased with a change of 9.9 points. Student groups who also had the performance level of Red included African American, Long-Term English Learners, and Students with Disabilities. There were two groups identified by the performance level of "Orange." They included English Learners and Homeless.

In Mathematics, all students group reflected as "Yellow" being 83.7 points below standard. The district increased with a change of 14.3 points. Student groups who also had the performance level of Red included African American, Long-Term English Learners, and Students with Disabilities. There was one group identified by the performance level of "Orange." It included Homeless.

In Suspension Rate, which is 6.4% of students suspended at least one day. The district decreased by 0.8%. The performance level for All Students is "Yellow." Other identified groups that also had "Orange" as their performance level included: English Learners. Groups identified as "Red" included African American, Foster Youth, Homeless, Long-Term English Learners, and Students with Disabilities. Groups identified as "Yellow" included the student groups Hispanic, Socioeconomically Disadvantaged, and White. Our Long-Term English Learners student

group had the greatest number of suspensions at 18.5% suspended at least one day. This is an increase of 5.4% from the prior year.

The College and Career Indicator reflected that 60.7% of All Students are prepared. The district increased by 14.3%. All student group reflected the performance level of “Blue.” One student group that also had "Orange" included the Long-Term English Learners. The only other significant student groups that had a performance level designated was Socioeconomically Disadvantaged and Hispanic with an identified level of "Blue." All other groups had no performance level due to the group size.

Chronic absenteeism is also an area where improvement is needed. It is high with 20% chronically absent. This is an improvement from the year before, which was 21.9%. However, most student groups fell either in the"Red," “Yellow,” or “Orange” performance levels. In detail, “Red” student groups included: African American and Long-Term English Learners. “Orange” student groups included Foster Youth, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. "Yellow" student groups included English Learners and Hispanic.

A success identified on the Fall 2025 Dashboard was CJUSD's graduation rate which increased by 5.5%. This graduation rate for CJUSD for All Students was 92.4%. This indicator explores the percent of students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. One student group was designated as "Green" which included Long-Term English Learners. "Blue" student groups included Hispanic and Socioeconomically Disadvantaged. All other groups had no performance level due to the group size.

Listed below is a summary of CJUSD’s student groups and/or school(s) who received the lowest performance level on the Fall 2023 Dashboard, otherwise known as “Red”:

District Student Groups that have Red Dashboard Indicators:
ELA: African American, EL, Homeless (DA)
Math: Homeless (DA)
Suspension Rate: Homeless (DA), SWD, White

School Sites with Red Dashboard Indicators for ALL Students:
Kings Lake: Graduation Rate, College and Career
John Muir Middle School: Suspension Rate
Mark Twain Elementary: Suspension Rate

School Sites with Student Groups with Red Dashboard Indicators
Kings Lake: College and Career- Hispanic, SED; Graduation Rate- Hispanic, SED
Corcoran High: Suspension Rate- SWD
John Muir Middle School: ELA-EL; Math- EL; Suspension Rate- EL, SED, SWD
Mark Twain Elementary: ELA-EL; Suspension Rate-Hispanic, SED, SWD
John C. Fremont Elementary: ELA-EL ; ELPI
Bret Harte: ELPI

The District has taken a proactive approach during the 2025-2026 school year to address key needs. The District has partnered with Solution Tree to continue work around Positive Behavior Intervention and Supports (PBIS) to address discipline and suspension rates. In addition, the district is actively engaged in strengthening instructional best practices through a structured cycle of continuous improvement. Across all schools, teams are analyzing student data, identifying areas of need, and implementing targeted instructional strategies grounded in evidence-based practices. Professional Learning Communities (PLCs) play a central role in this work, as educators collaboratively plan, monitor student progress, and adjust instruction in real time. Ongoing professional development, coaching, and feedback cycles support staff in refining Tier 1 instruction to ensure high-quality learning experiences for all students. This systemic approach fosters consistency, accountability, and a shared commitment to improving student outcomes across the district.

LREBG-funded actions may be found in Goal 1, Actions 1.1, 1.4, 1.10 and Goal 2, Action 2.2. The needs assessment substantiated findings from the 2025 Dashboard related to academic progress, social-emotional and behavioral needs, and chronic absenteeism.

- A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and Foster Youth (FY). Based on this, Goal 1, Action 1.1 and 1.4 directly addresses the need to provide more academic support through interventions, increasing the amount of instructional time or services provided to pupils, professional development to improve instruction, or by providing access to instruction for credit deficit pupils.
- State and local data also indicate significant behavioral needs among SED, SWD, Homeless, White, and AA students. Based on this, Goal 1 Action 1.10 directly address the need to provide increased social-emotional supports, create behavior plans, work with staff members to identify and address behavior skill deficits.
- Finally, state and local data also show a significant attendance need among SWD, Homeless, White, FY, and AA students. Based on this, Goal 1 Action 1.10 and Goal 2, Action 2.2 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) to intervene immediately when students demonstrate a pattern of chronic absenteeism. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs.

LREBG funds will be expended in 26-27 and 27-28 utilizing evidence-based strategies identified under the following sources:

- ERIC: Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status: A Systematic Review and Meta-Analysis (Goal 1, Action 1.1)
- Harvard-Summer Programs Can Help Kids Catch Up after COVID (Goal 1, Action 1.1)
- IES: Success after Graduation (Goal 1, Action 1.4)
- Healthy People 2030 (Goal 1, Action 1.4)
- Collaborative for Academic, Social, and Emotional Learning (CASEL) [Goal 1, Action 1.10]
- Attendance Works-Research (Goal 2, Action 2.2)

Reflections: Technical Assistance

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

Based on the Fall 2024 Dashboard, CJUSD was not eligible for differentiated assistance for the next cycle (2025-2027).

CJUSD was identified for Differentiated Assistance (DA) based on the Fall 2025 Dashboard. The student groups identified included Long-Term English Learners (LTELs) in the areas of Chronic Absenteeism, Suspension Rates, and the English Learner Progress Indicator; Students with Disabilities (SWD) in English Language Arts (ELA), Mathematics, and Suspension Rates; and African American (AA) students in ELA, Mathematics, and Chronic Absenteeism. In response, CJUSD has continued its strong partnership with the Kings County Office of Education (KCOE) to refine and strengthen systems, structures, and instructional practices to address these areas of need.

A central component of this work has been the development of an LCAP/SPSA Alignment Matrix to ensure coherence between district and site-level planning. Through this process, CJUSD is strengthening core instruction and access for all students by aligning ELA and Math curriculum, expanding inclusive practices across general education, special education, and programs such as physical education, and increasing student access to electives and rigorous content areas including science and social science. Additionally, there is an intentional focus on implementing culturally relevant and engaging instructional materials, such as high-interest texts and hands-on learning opportunities, to improve student engagement and achievement.

CJUSD has also prioritized building systems for coaching and collaboration across all sites. This includes the implementation of consistent instructional coaching cycles, the use of walkthrough and feedback tools, and the strengthening of Professional Learning Communities (PLCs) with intentional integration of special education. These structures are designed to support high-quality instructional delivery, meaningful data analysis, and ongoing teacher development.

To ensure that efforts lead to measurable outcomes, the district is leveraging data systems and targeted supports to drive decision-making. Key assessment and progress monitoring tools, including Freckle, ESGI, and STAR, are used to conduct regular data reviews, identify student needs, and refine interventions. The district is also strengthening progress monitoring practices through structured interventions such as UFLI, improved case management continuity, and expanded credit recovery opportunities.

As part of its focused improvement efforts in English Language Arts, CJUSD has developed a comprehensive action plan centered on three key areas. First, the district is investing in professional learning and capacity building through targeted opportunities such as Standards Institute, QTEL, Quality Interactions training, and leadership retreats to strengthen instructional practices, language development, and feedback. Second, CJUSD is implementing coherent instructional systems by aligning districtwide structures, including instructional leadership teams, the GLEAM framework, assessment calendars, coaching cycles, PLCs, and walkthrough processes to ensure consistency across all sites. Third, the district is leveraging data for impact by utilizing assessments, coaching and observational feedback, Data Days, and screening tools to monitor progress and inform instructional decision-making.

In collaboration with KCOE, CJUSD has established clear AIM statements to guide this work. By December 2026, the district aims to decrease the Distance From Standard (DFS) gap in ELA by 5 points for African American students (from -85.5 to -80.5) and for Students with Disabilities (from -127.1 to -122.1). Additionally, CJUSD aims to reduce suspension rates by 2.0% for LTELs (from 18.5% to 16.5%) and by 4% for SWD (from 12% to 8%).

Looking ahead, CJUSD will continue its partnership with KCOE through upcoming Analytical Partnership Meetings. During these sessions, the district will review and refine the Strategy Roadmap and Action Plan for English Language Arts, evaluate and strengthen the Strategy Roadmap and Action Plan for Suspension, and introduce a Problem-Solving Template to further support structured continuous improvement efforts.

The district's administrative team continues to meet regularly to monitor progress, analyze data, and make informed decisions to address identified areas of need. Site principals are actively collaborating with School Site Councils and staff to ensure alignment of these efforts, which will be reflected in the 2026–2027 Single Plans for Student Achievement. These actions demonstrate CJUSD's ongoing commitment to continuous improvement through strategic alignment, strong instructional systems, and data-driven decision-making to improve outcomes for all student groups.

Comprehensive Support and Improvement

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

Schools Identified

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

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
Parents and Families Input Meetings held: 1/21/26, 3/4/26, 4/15/26 Survey Available: March 9, 2026 through May 8, 2026 Family input Posters for LCAP Services: April 27, 2026 (BH), April 28, 2026 (JMMS), April 29, 2026 (MT), May 1, 2026 (JCF), April 28, 2026-May 6, 2026 (After school programs Grades TK-8)	The district maintains an Educational Partner Advisory Committee (EPAC) that provides input into the districts' programs and services for students. The district's PAC meet regularly throughout the school year. Each school site council elected a parent for the district EPAC from their School Site Councils. The Superintendent, Assistant Superintendent, Director of Categorical Programs, Chief Business Officer, and Principals also attended these meetings. The purpose of the EPAC is to engage parents in the LCAP review and planning process, to elicit their input into the district’s programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members are active participants in the district’s comprehensive strategic planning since they are informed about the district’s programs and services beyond programs and services in the LCAP. Parents who are members in the EPAC are representatives of their school sites. Members of the EPAC also included parents of unduplicated pupils and parents of Students with Disabilities. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include LCFF. Three meetings

Educational Partner(s)	Process for Engagement
	were held to discuss or showcase services in the LCAP and to get Educational Partner feedback/input this year. LCAP Surveys were also utilized to gather input from parents and families. Feedback from these surveys provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds. A total of 554 Parent/Family surveys were completed. To supplement engagement efforts and address limited attendance at EPAC meetings, district staff conducted targeted outreach at school sites during morning drop-off, afternoon pick-up, and after-school program hours. Staff utilized a visual poster display outlining all current LCAP priorities and associated actions to facilitate meaningful dialogue with parents and community members. Participants were asked to identify their top three (3) services they wished to see continued or expanded at their school sites. This approach broadened the reach of the educational partner engagement process, ensuring that family and community voices were meaningfully represented in the development of the LCAP beyond those who are able to attend formal meetings.
District English Learner Advisory Committee Input Meetings held: 12/05/25, 1/30/26, 3/06/26, 4/10/26 Survey Available: March 9, 2026 through May 8, 2026	The District English Language Advisory Committee or DELAC consists of parents of students who are English learners and representatives from each school site's English Language Advisory Committee (ELAC). The DELAC meets regularly to advise district officials on English learner programs and services with the overall goal of helping English learners attain English proficiency and achieve academic success. Members of the DELAC are representatives of their school sites. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the

Educational Partner(s)	Process for Engagement
	needs of our students through programs and services the District implements using funds that include both LCFF and LREBG funds.
Student Advisory 6-8, 9-12 Input Meeting with Middle School: 4/13/2026 Input Meeting with High School: 4/14/2026 Input Meeting with Alternative Education: 4/17/2026 (LCFF Equity Multiplier)	Students were introduced to the concept and purpose of the LCAP. Feedback and input sessions were then conducted, allowing students to share their thoughts, concerns, and suggestions regarding various aspects of the LCAP. District leadership encouraged students to voice their opinions on topics such as academic programs, extracurricular activities, student support services, and school climate. We ensured that student voices were actively considered. We reviewed the feedback and input gathered from students and identify common themes, priorities, and areas of consensus before ending the session with the students and ensured that their voices were adequately transcribed in the notes. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include both LCFF and LREBG funds.
Administrators and Principals Input Meetings held: 1/21/26, 3/4/26, 4/15/26 Survey Available: March 23, 2026 through May 8, 2026	Administrators and Principals helped aid in the development of the LCAP during Principal and Administrator Council (PAC) meetings. They helped develop the goals, actions, and what metrics were to be utilized under what goal. Principals are also active participants in the Educational Partner Advisory Committee that provides input into the districts' programs and services for students. Members of the EPAC provide ongoing input into the district’s services and programs at these meetings verbally. Administrators were also invited to complete LCAP Staff Surveys. Input was utilized to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include both LCFF and LREBG funds.
Teachers and Other School Personnel Input Meetings held: 1/21/26, 3/4/26, 4/15/26 Survey Available: March 23, 2026 through May 8, 2026 Input Meeting with Alternative Education: 4/17/2026 (LCFF Equity Multiplier)	Teachers and other Educators are members of the Educational Partner Advisory Committee (EPAC) that provides input into the districts' programs and services for students. The district's EPAC met regularly throughout the school year to provide input into the district’s programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members were active

Educational Partner(s)	Process for Engagement
	participants in the district's 2026-27 comprehensive strategic planning since they were informed about the district's programs and services beyond programs and services in the LCAP. LCAP Surveys were also utilized to gather input from teachers and other educators. Feedback from these surveys provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds. A total of 298 Teacher and Staff Surveys were completed.
Local Bargaining Units Input Meetings held: 1/21/26, 3/4/26, 4/15/26 Survey Available: March 23, 2026 through May 8, 2026	Local Bargaining Units were invited to participate in the Educational Partner Advisory Committee that provides input into the districts' programs and services for students. Members have provided ongoing input into the district's services and programs at these meetings verbally. Members of the EPAC provide ongoing input into the district's services and programs at these meetings verbally. Administrators were also invited to complete LCAP Staff Surveys. Feedback provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds.
Pupils in Grades 4-12: Surveys Survey Available: April 8, 2026 through May 8, 2026	Students in Grades 4-12 were asked to participate in an online survey where they were able to make recommendations on what types of programs or services they wanted to see in school. In addition, the survey provided a section to determine school climate and school connectedness. Students representing all of the district's student subgroups had the opportunity to participate in the survey. A total of 1,738 students completed the survey this year. Feedback provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds.
SELPA Consultation Advisory Meeting: May 13, 2026	The district engaged in ongoing consultation with Kings County SELPA throughout the 2025-26 school year. A formal review session was held on May 13, 2026 to evaluate the effectiveness of current services for students with disabilities. Consultation included: • Goal Alignment: Ensured that district-wide literacy and math initiatives include specific scaffolds for students with IEPs. • Resource Optimization: Reviewed the use of personnel and resources to ensure equity of access.

Educational Partner(s)	Process for Engagement
	• Data Review: Analyzed California School Dashboard indicators (specifically Chronic Absenteeism, Suspension rates, CTE completers, and Graduation rates) to outline how SWD are performing and how services are prioritized if they are underperforming compared to the All Student group.
Parent Advisory Committee Equity Multiplier Consultation April 15, 2026 Student and Teacher/Staff Advisory Equity Multiplier Consultation April 17, 2026	Met with the Advisory Committees for Kings Lake Education Center, Mission Community Day School, and Corcoran Academy for consultation on the LCFF Equity Multiplier. Advisory Committees * Audience: Parent members, students, principal, teachers, staff * Topics discussed: School-level data analysis (CA School Dashboard - College and Career Readiness, Suspension, Graduation Metrics); School Plan for Student Achievement; Equity Multiplier funds and required LCAP goal, metrics and actions; input was gathered for the Equity Multiplier funds
Opportunities for Public Comment Public Meeting: 6/17/2026 Board Approval Date: 6/24/26	The Local Control and Accountability Plan was presented and discussed at a regularly scheduled board meeting on June 17, 2026. A public comment period is provided during each meeting for any member of the public to provide feedback or input into the LCAP plan.
TRANSLATION SERVICES	Spanish interpretation was provided for all meetings attended by parents, families, or community members. Spanish translations were provided for all communications such as surveys, plans, and documents provided to parents and families in regards to this Local Control and Accountability Plan and all plans listed within.

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

Corcoran Joint Unified School District's process for engaging educational partners in the development of the LCAP includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Educational Partners, and posting the draft LCAP online that allows community members the opportunity to provide feedback.

After reviewing Goal 1 and Goal 2, Actions and Services and having discussions with the EPAC (Parents, Staff, Administrators, Local Bargaining Units, Administrators) and getting feedback from site visits, the trends that emerged from these meetings included:
Goal 1:
1. Academic Support & Intervention (~32%)

Academic support and intervention emerged as the top priority under Goal 1 across all school sites and sessions. Parents consistently placed high-priority dots on staffing for resource teachers, paraprofessionals, intervention teachers, Learning Directors, and MTSS structures like School City. This strong and sustained response across multiple poster sessions signals that families view individualized academic support as the cornerstone of student success — and that they want schools equipped to identify and address learning needs before they become barriers.

2. Student Health & Well-being (~28%)
Student health and well-being received among the highest dot density of any Goal 1 category across all sessions, with a wide variety of school colors represented. Parents expressed strong support for mental health clinicians, school psychologists, behavior counselors, school nurses, and LVN/CNA staff. The breadth of school participation in this category reflects a community-wide understanding that emotional, behavioral, and physical wellness are inseparable from academic achievement.

3. Class Size Reduction (~20%)
Class size was one of the most heavily dotted categories in the new poster sessions, with dots from nearly every school color represented and a strong concentration of priority 1 votes. Parents across the district are clearly signaling that smaller class sizes and having two teachers per grade level are essential to meaningful learning. This feedback — amplified significantly by the additional sessions — reinforces that adequate staffing ratios are seen as directly tied to student outcomes and teacher effectiveness.

4. Career & Technical Pathways (~10%)
Career and Technical Pathways drew meaningful engagement across the additional poster sessions, with dots distributed across agriculture, arts and entertainment, health sciences, business, and public services. Parents recognize the importance of preparing students for diverse career options and want CTE programs to be well-resourced and accessible across the district.

5. Enrichment & Broad Course of Study (~5%)
Enrichment programs — including outdoor education, visual and performing arts, and broader course offerings — received a notable increase in engagement from the additional sessions. Parents value well-rounded educational experiences that extend beyond core academics and support students' creative, social, and personal development.

6. English Learner Support (~3%)
Support for English learners remained a focused but consistent area of input across both sets of sessions, with parents noting the need for ELD teachers, an ELL District Coach, and bilingual classroom support. Ensuring language development is staffed and responsive is seen as critical to equity across school sites.

7. Academic Counseling & Library/Tech (~2%)
Academic counseling and library and technology programs received smaller but consistent input across sessions. Parents appreciate college and career counseling support and access to library and technology resources, viewing them as important components of a complete educational program even if they were not top-ranked priorities.

Goal 2:
1. Safe Environments (~52%)

Safe Environments was overwhelmingly the highest-priority theme across all poster sessions combined — and the volume of dots increased dramatically with the additional school sites. Dots from every school color were densely placed, with a heavy concentration of priority 1 votes. Parents across the district are unified in their call for yard duty personnel, behavior paraprofessionals, crosswalk staff, safety supervisors, monitoring equipment, and professional development focused on student safety. This level of community response makes clear that physical and emotional safety is viewed as the non-negotiable foundation upon which all learning and engagement must be built.

2. Parent Education & Involvement (~26%)
Parent Education and Involvement saw a significant increase in engagement from the additional sessions, rivaling Chronic Absenteeism for the second-highest priority under Goal 2. Parents placed priority dots for ParentSquare, Parent University, translation services, and District Liaisons across multiple school sites. This reflects a community eager to be more deeply engaged in their children's education and one that needs accessible, multilingual, and consistent bridges between home and school.

3. Reducing Chronic Absenteeism (~22%)
Chronic Absenteeism continued to draw strong community input across all sessions, with parents supporting attendance monitoring tools, Attendance2Attendance outreach, Community Contact staff, and community liaison programs. The sustained engagement across school sites reflects a shared understanding that showing up consistently is foundational to student success, and that families want proactive — not just reactive — systems in place to keep students connected and in school.

After reviewing Goal 1 and Goal 2, Actions and Services and having discussions with the DELAC, the trends that emerged from these meetings included:
Trends and key themes that arose during the DELAC meetings:
1. Support for English Learners and Language Development (24%)
DELAC participants consistently emphasized the importance of strong academic and language supports for English Learners. Parents highly valued ELD teachers, district ELD coaching support, intervention services, and instructional programs designed to help students develop English proficiency while achieving academic success. Participants expressed appreciation for targeted supports that ensure multilingual learners receive equitable access to rigorous instruction and opportunities for growth.

2. Student Wellness, Safety, and Support Services (20%)
A significant portion of feedback focused on maintaining safe, welcoming, and supportive school environments. Parents recognized the importance of counselors, nurses, mental health professionals, behavior supports, and campus safety personnel in supporting students' emotional well-being and academic success. DELAC members emphasized that students are more successful when schools prioritize both physical safety and social-emotional wellness.

3. Parent Education and Family Engagement (18%)
Parents strongly supported efforts to increase family engagement and communication between schools and families. Feedback highlighted appreciation for ParentSquare, translation services, parent education opportunities, and district liaisons that help families remain informed and connected to their child's education. Participants emphasized the importance of accessible communication in parents' home languages and opportunities for meaningful involvement in school decision-making.

4. Academic Interventions and Student Supports (15%)
DELAC participants expressed support for intervention teachers, paraprofessionals, resource teachers, and additional academic support systems that assist struggling students. Parents valued programs designed to provide individualized assistance and early intervention to help students remain academically successful and engaged in school.

5. College, Career, and Postsecondary Readiness (10%)
Parents highlighted the importance of preparing students for future success through academic counseling, Career Technical Education (CTE) pathways, and enrichment opportunities. Feedback reflected appreciation for programs that expose students to college and career pathways while helping students build real-world skills and long-term goals.

6. Attendance and Student Engagement (8%)
Participants discussed the importance of improving attendance and reducing chronic absenteeism through attendance monitoring systems, outreach efforts, and community engagement supports. Parents recognized the connection between regular attendance, academic achievement, and student success and supported continued efforts to strengthen student engagement and family communication.

7. Technology, Library, and Instructional Resources (5%)
DELAC members acknowledged the value of library services, technology resources, and instructional materials that support student learning. Parents expressed appreciation for access to educational technology and equitable learning resources that help students remain connected and engaged academically.

STUDENT ADVISORY 9-12
Trends and key themes that arose during the Corcoran High School Student Advisory meetings:
1. Student Safety, Attendance, and School Climate (28%)
Students consistently identified school safety, attendance, and campus climate as major priorities. Feedback emphasized the importance of campus supervisors, behavior paraprofessionals, attendance monitoring systems, and student supervision personnel. Students expressed that maintaining a safe and structured campus environment positively impacts engagement, attendance, and overall student success. Participants also highlighted the importance of proactive communication and interventions that help keep students connected to school.

2. Academic Counseling and Postsecondary Planning (22%)
A strong theme throughout the advisory meetings focused on academic counseling and preparation for college and careers. Students valued access to counselors who support academic planning, graduation requirements, college readiness, and career exploration. Feedback reflected appreciation for guidance services that help students set goals and navigate future opportunities after high school.

3. Career Technical Education and Career Readiness (18%)
Students demonstrated strong support for Career Technical Education (CTE) pathways and career-focused opportunities. Feedback highlighted interest in pathways related to agriculture, health sciences, arts and entertainment, public services, education, business, and

information technology. Students viewed these programs as valuable because they provide hands-on learning experiences and connect classroom instruction to real-world careers and workforce skills.

4. Family Engagement and Communication (12%)
Students emphasized the importance of strong communication between schools and families. Positive feedback was provided regarding ParentSquare, translation services, district liaisons, and attendance outreach efforts. Participants expressed that effective communication strengthens family involvement, supports student accountability, and helps students feel more supported academically and personally.

5. Student Wellness and Mental Health Supports (10%)
Students acknowledged the value of wellness services including counselors, mental health clinicians, school psychologists, and behavior supports. Feedback reflected recognition that emotional well-being and access to mental health resources are important components of student success. Students appreciated having access to trusted adults and support systems on campus.

6. Academic Interventions and English Learner Supports (7%)
Students recognized the importance of intervention teachers, resource teachers, paraprofessionals, and English Learner supports. Feedback emphasized the value of targeted academic assistance and instructional support systems that help students remain successful in their courses and meet graduation requirements.

7. Enrichment Opportunities and Student Experiences (3%)
Although discussed less frequently, students expressed appreciation for enrichment opportunities such as athletics, performing arts, outdoor education, and broad course offerings. Students viewed these programs as opportunities to strengthen school connectedness, leadership skills, and student engagement outside of traditional classroom settings.

STUDENT ADVISORY 6-8
Trends and key themes that arose during the John Muir Middle School Student Advisory meetings:
1. School Safety and Supervision (30%)
Students identified school safety and supervision as the strongest area of focus during the advisory meetings. Significant feedback emphasized the importance of campus supervisors, behavior paraprofessionals, crossing guards, student supervision personnel, and safety monitoring systems. Students expressed that maintaining a safe, structured, and supportive environment is essential to their ability to learn and feel connected on campus. The high level of participation in this area reflects a strong student desire for consistent supervision and positive school climate supports.

2. Career Pathways and Future Readiness (20%)
Students demonstrated strong interest in Career Technical Education (CTE) pathways and opportunities connected to future careers. Feedback highlighted appreciation for programs related to agriculture, arts and entertainment, education and child development, health sciences, information technology, public services, and communication pathways. Students valued opportunities that connect classroom learning to real-world experiences and future career exploration.

3. Academic Counseling and Student Guidance (15%)
Students emphasized the importance of academic counseling services that support college and career readiness, goal setting, and academic planning. Feedback reflected appreciation for access to counselors who provide guidance and help students navigate academic and personal challenges. Students recognized counseling services as an important support system contributing to both academic success and student well-being.

4. Smaller Class Sizes and Individualized Support (12%)
Students expressed support for smaller class sizes and increased individualized attention from teachers. Participants noted that smaller learning environments allow for stronger relationships with teachers, increased classroom engagement, and additional academic support. This theme reflected students' desire for learning environments where they feel seen, supported, and able to participate actively.

5. Student Attendance and Engagement Supports (10%)
Students identified attendance and engagement as important priorities. Feedback supported continued use of attendance monitoring systems, parent communication tools, and outreach efforts that help students remain connected to school. Students recognized the importance of consistent attendance in improving academic performance and school involvement.

6. Enrichment Opportunities and Student Experiences (8%)
Students expressed appreciation for enrichment opportunities including outdoor education, athletics, performing arts, and expanded elective offerings. Participants viewed these programs as valuable opportunities to increase student engagement, school connectedness, and personal growth beyond the classroom.

7. Student Wellness and Mental Health Supports (5%)
Although discussed less frequently, students acknowledged the value of mental health supports including counselors, psychologists, and wellness services. Students recognized the importance of maintaining emotional well-being and having access to trusted adults and support systems on campus.

LCAP Student Surveys: Big ideas/trends that emerged from the LCAP Student surveys were:
1. Academic Support and Guidance (45%)
Students across John Muir Middle School and Corcoran High School expressed a strong desire for increased academic support, clearer instruction, and greater access to guidance from teachers and staff. Students frequently mentioned wanting additional help understanding lessons, more individualized support, and stronger relationships with adults on campus. This feedback reflects students' appreciation for supportive educators and highlights the importance of timely academic assistance and meaningful connections that help students feel successful and supported in school.

2. College and Career Readiness (25%)
Students emphasized the importance of being prepared for life beyond graduation through increased college and career readiness opportunities. Many students requested more guidance related to future careers, college preparation, financial literacy, and practical life

skills. This demonstrates that students are thinking proactively about their futures and value learning experiences that connect classroom instruction to real-world opportunities and long-term success.

3. Teaching Quality and Engagement (15%)
Students expressed interest in more engaging, interactive, and hands-on learning experiences. Responses highlighted the importance of clear explanations, engaging teaching strategies, and lessons that are relevant and meaningful. Students appear motivated by instructional practices that actively involve them in learning and help make content more understandable and applicable to their lives.

4. Classroom Environment and Student Behavior (10%)
Student responses reflected the importance of maintaining respectful, safe, and productive learning environments. Students identified concerns related to classroom disruptions, peer behavior, and distractions that interfere with learning. This feedback reinforces the need for consistent behavioral expectations and positive school cultures where students can focus, feel respected, and thrive academically.

5. Social-Emotional Support and School Connectedness (3%)
Some students emphasized the importance of emotional support, encouragement, and positive relationships with school staff. Students value environments where they feel understood, supported, and connected to their school community. This highlights the continued importance of social-emotional supports and relationship-building efforts across school sites.

6. Curriculum and Real-World Learning Opportunities (2%)
A smaller group of students requested expanded elective offerings and additional opportunities to learn practical life skills through relevant coursework and activities. Students expressed interest in courses and experiences that connect directly to everyday life and future career pathways, demonstrating a desire for practical and applicable learning experiences.

LCAP Family/Community Surveys: Big ideas/trends that emerged from the LCAP Family/Community surveys were:
1. Student Safety and Supervision (28%)
Parents consistently emphasized the importance of student safety both during and outside of instructional time. Families expressed concerns regarding campus supervision before school, bullying, student behavior, bathroom cleanliness, playground safety, and the need for additional security staff. Several responses also highlighted the importance of transparent communication with families when incidents occur on campus. Overall, parents want schools to continue strengthening safe, supportive, and well-supervised learning environments.

2. Academic Support and Student Success (22%)
Families expressed a strong desire for increased academic support and intervention for students who may be struggling. Parents requested earlier communication when students are failing, additional academic assistance, smaller class sizes, and more individualized support from

teachers. Responses reflected the belief that strong academic monitoring and timely intervention can improve student confidence and achievement.

3. Communication and Parent Engagement (20%)
A major theme across responses was the need for stronger communication between schools and families. Parents want more timely responses from teachers and office staff, consistent communication across school sites, and more opportunities to provide feedback and participate in school activities. Families also expressed interest in strengthening relationships between parents, students, and schools through additional family engagement opportunities and collaborative events.

4. Positive School Climate and Appreciation for Staff (16%)
Many parents shared positive feedback about their experiences with school staff, leadership, and campus culture. Families expressed appreciation for dedicated teachers, supportive administrators, and welcoming school environments. Several parents noted that problems were handled effectively and thanked staff for their ongoing commitment to students and families.

Student Behavior and Consistent Discipline Practices (9%)
5. Parents identified concerns regarding student behavior, bullying, respect among students, and consistency in discipline procedures across schools. Families expressed interest in clearer behavioral expectations, equitable discipline practices, and stronger systems to support positive student behavior and accountability.

6. Expanded Student Activities and Enrichment Opportunities (6%)
Some parents expressed interest in additional extracurricular programs, athletics, field trips, and student enrichment opportunities. Responses highlighted the value families place on experiences that increase student engagement, build social connections, and create meaningful learning opportunities beyond the classroom.

LCAP Staff Surveys: Big ideas/trends that emerged from the LCAP Staff surveys were:
1. Student Support and Behavioral Needs (23%)
Staff members identified increasing student behavioral, social-emotional, and mental health needs as a major area of concern. Responses emphasized the importance of expanding counseling services, behavioral intervention systems, wellness supports, and consistent behavior expectations across school sites. Staff feedback reflected a strong interest in creating supportive learning environments that promote student self-regulation, engagement, and academic success while ensuring classrooms remain safe and conducive to learning.

2. Leadership, Communication, and Administrative Support (21%)
Many staff members expressed the need for stronger communication systems, increased transparency, and more consistent administrative support. Staff highlighted opportunities to strengthen collaboration, improve responsiveness to concerns, and create clearer expectations and follow-through. Survey responses reflected the importance of building trusting relationships between staff and leadership to foster a more positive and unified organizational culture.

3. Instructional Support and Professional Learning (18%)

Staff responses emphasized the need for ongoing instructional support, aligned curriculum resources, and meaningful professional development opportunities. Areas of focus included strengthening Tier I instruction, improving instructional strategies in English Language Arts and Mathematics, supporting English learners and struggling students, and increasing collaboration around best instructional practices. Staff demonstrated a commitment to continuous improvement and high-quality teaching and learning.

4. Class Size and Workload Concerns (Approximately 10%)
Staff noted concerns regarding large class sizes, increased workload demands, and the challenges associated with meeting the diverse needs of students. Responses reflected the need for manageable student-to-teacher ratios and additional support systems that allow staff to provide more individualized attention and intervention for students.

5. Staff Support and Additional Resources (Approximately 9%)
Respondents expressed interest in additional staffing and resources to better support students and classrooms. Suggestions included increasing access to counselors, intervention teachers, paraprofessionals, behavioral specialists, and other student support personnel. Staff feedback highlighted the belief that additional resources would strengthen both student outcomes and staff effectiveness.

6. Facilities and Working Conditions (6%)
Some staff responses identified concerns related to campus cleanliness, maintenance, classroom environments, and access to updated materials and resources. These comments reflected an understanding that safe, clean, and well-maintained facilities positively impact staff morale, student engagement, and overall school climate.

7. Positive School Culture and Collaboration (5%)
Staff also shared positive feedback regarding teamwork, collaboration among colleagues, and appreciation for programs and initiatives currently in place across the district. These responses reflected a strong foundation of professional commitment and collective dedication to supporting students and improving school communities.

8. Family and Community Communication (4%)
A smaller but meaningful portion of responses emphasized the importance of strengthening communication and partnerships with families and the broader community. Staff identified opportunities to improve outreach, increase family engagement, and enhance collaboration between schools and stakeholders to better support student success.

Kings Lake Education Center, Corcoran Academy, and Mission Community Day School: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Parents:
1. Student Safety and Safe School Environments (16.7%)
Parents identified safe school environments as an important priority and emphasized the value of student supervision, campus safety personnel, and behavior supports. Feedback reflected the belief that students are more successful when schools provide structured, welcoming, and secure learning environments where students feel physically and emotionally safe.

2. Attendance and Chronic Absenteeism Supports (16.7%)

Participants emphasized the importance of improving student attendance and reducing chronic absenteeism through attendance monitoring systems, outreach efforts, and community support services. Parents recognized the connection between regular attendance, student engagement, and academic success and supported continued intervention efforts.

3. Parent Education and Family Involvement (16.7%)
Parents highlighted the importance of strengthening communication and increasing opportunities for family involvement in schools. Feedback reflected appreciation for tools such as ParentSquare, translation services, and parent outreach efforts that help families stay informed and engaged in their child's education.

4. Academic Supports and Interventions (16.7%)
Participants recognized the importance of academic intervention programs and additional instructional supports that assist students who need targeted academic help. Parents valued staff and programs that provide individualized assistance and help students remain successful academically.

5. Career Technical Education and Career Readiness (16.6%)
Parents expressed support for Career Technical Education (CTE) pathways and programs that prepare students for future careers and workforce opportunities. Feedback reflected appreciation for hands-on learning experiences and career-focused programs that help students develop practical skills and future goals.

6. Student Wellness and Mental Health Supports (16.6%)
Participants acknowledged the importance of student wellness services including counselors, mental health professionals, and behavior supports. Parents recognized that emotional well-being and access to support services are critical components of student success and school engagement.

Kings Lake Education Center, Corcoran Academy, and Mission Community Day School: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Students and Staff:
1. Academic Supports and Student Achievement (25%)
Students consistently emphasized the importance of strengthening academic interventions and targeted supports. Strong feedback centered on Intervention Teachers, Resource Teachers, paraprofessionals, English Learner supports, academic counseling, and career pathways. Students valued programs that provide individualized assistance, smaller learning environments, and expanded opportunities for college and career readiness. There was a clear interest in ensuring all students have equitable access to academic support systems that improve achievement outcomes.

2. Student Safety, Wellness, and Mental Health (22%)
A significant portion of student feedback focused on maintaining safe, welcoming, and nurturing school environments. Students highly valued school counselors, mental health clinicians, behavior counselors, campus supervisors, restorative practices, and student wellness services. Participants expressed appreciation for investments in social-emotional supports and recognized the connection between student wellness, attendance, engagement, and academic success.

3. Attendance and Student Engagement (18%)
Students identified chronic absenteeism and student engagement as ongoing priorities. Discussions highlighted the importance of attendance monitoring systems, community liaisons, parent communication, and behavior supports to improve student participation and connectedness to school. Students supported continued efforts to identify barriers to attendance while building stronger relationships between students, staff, and families.

4. Family Engagement and Communication (15%)
Students emphasized the importance of strong communication between schools and families. Positive feedback was provided regarding translation services, ParentSquare, district liaisons, and parent engagement opportunities. Participants expressed a desire for continued transparency, timely communication, and accessible opportunities for families to stay connected and involved in the educational process.

5. College, Career, and Enrichment Opportunities (12%)
Students expressed strong support for enrichment opportunities and Career Technical Education (CTE) pathways. Feedback reflected appreciation for programs that expose students to college and career experiences, including dual enrollment, CTE courses, performing arts, athletics, outdoor education, and technology-related opportunities. Students viewed these programs as essential for increasing motivation, engagement, and future readiness.

6. Technology, Library, and Instructional Resources (8%)
Students acknowledged the value of technology resources, library services, instructional software, and access to updated educational materials. Participants recognized the importance of maintaining technology infrastructure and staffing that support student learning, communication, and access to instructional programs. There was continued interest in ensuring equitable access to technology resources and learning tools across school sites.

Description of the Aspects of the LCAP that were Influenced by Specific Input from Educational Partners:

For Goal 1: Academic Achievement

Educational partners across all advisory groups, surveys, and meetings consistently identified academic support and intervention as one of the highest priorities throughout the LCAP development process. Parents, students, staff, administrators, and DELAC participants emphasized the need for intervention teachers, paraprofessionals, resource teachers, MTSS structures, English Learner supports, and additional academic assistance to help students close learning gaps and remain successful academically. Students also expressed the need for clearer instruction, individualized academic support, stronger relationships with adults, and additional guidance from teachers and staff. Staff surveys further reinforced the importance of instructional support systems, aligned curriculum resources, and meaningful professional learning opportunities. Therefore, Goal 1, Action 1.1, Action 1.2, and Action 1.3 are a result of feedback from teachers, parents, administrators, students, DELAC, and educational partners who requested expanded interventions, instructional supports, MTSS systems, and services for struggling students and English Learners. Based on this educational partner input, the district chose to braid LREBG funds

into Action 1.1 to expand evidence-based literacy instruction, intervention services, and instructional supports for students demonstrating academic need, particularly English Learners, socioeconomically disadvantaged students, and Foster Youth. The use of LREBG funds reflects the priorities identified by educational partners for additional academic interventions and improved literacy outcomes.

Educational partners consistently emphasized the importance of maintaining strong supports for English Learners and language development. DELAC participants strongly supported ELD teachers, district ELD coaching support, bilingual classroom assistance, and intervention services designed to support English proficiency and academic achievement. Parents recognized that equitable access to rigorous instruction and language development opportunities is essential to student success. Staff also emphasized the need for instructional supports and strategies that improve services for English Learners. Therefore, Goal 1, Action 1.2 and Action 1.3 are a result of feedback from DELAC, staff, parents, and educational partners who requested continued and strengthened supports for multilingual learners.

Educational partners also identified student wellness, mental health services, and behavioral supports as critical priorities connected to student achievement and engagement. Parents, students, DELAC participants, and staff consistently highlighted the importance of mental health clinicians, school psychologists, counselors, nurses, behavior counselors, and wellness supports that promote students' emotional, behavioral, and physical well-being. Students recognized the value of having trusted adults and access to support systems on campus, while staff emphasized the growing need for social-emotional and behavioral interventions that create safe and supportive learning environments. Therefore, Goal 1, Action 1.10 is a result of feedback from teachers, parents, students, DELAC, and educational partners who requested expanded wellness services, social-emotional supports, and behavioral interventions to support student success. attendance as essential conditions for academic success. In response to the educational partner feedback, the district braided LREBG funds into Action 1.10 to support social-emotional learning, behavioral interventions, and attendance supports that remove barriers to learning and improve student engagement.

Educational partners also expressed strong support for maintaining smaller class sizes and increasing individualized support for students. Families and staff identified class size reduction as an important factor in improving academic achievement, classroom engagement, and teacher effectiveness. Middle school students shared that smaller learning environments help strengthen relationships with teachers and increase opportunities for individualized attention and academic support. Therefore, Goal 1, Action 1.5 is a result of feedback from teachers, parents, students, and educational partners who requested smaller class sizes and increased individualized instructional support.

Educational partners consistently emphasized the importance of college and career readiness opportunities and Career Technical Education (CTE) pathways. Students highlighted interest in agriculture, health sciences, arts and entertainment, education, information technology, business, public services, and other career-focused pathways that connect classroom instruction to real-world experiences. Parents and students also expressed appreciation for academic counseling services that support goal setting, graduation planning, college readiness, and career exploration. In addition, survey responses demonstrated a strong desire for more real-world learning experiences, practical life skills, and expanded enrichment opportunities. Therefore, Goal 1, Action 1.4, Action 1.6, and Action 1.8 are a result of feedback from students, parents, DELAC, staff, and educational partners who requested expanded counseling services, increased college and career readiness opportunities, and strengthened CTE pathways that prepare students for postsecondary success. Educational partner feedback emphasizing college and career readiness, real-world learning opportunities, and expanded academic supports also influenced the district's decision to braid LREBG funds into Action 1.4. LREBG resources will support evidence-based strategies that increase instructional opportunities, extend learning, and strengthen pathways that improve academic achievement and postsecondary readiness.

Educational partners also expressed appreciation for broad course offerings and enrichment opportunities that increase student engagement and school connectedness. Students and families highlighted the value of athletics, performing arts, outdoor education, expanded electives, and enrichment opportunities that support creativity, leadership development, and student involvement beyond the classroom. Educational partners recognized that these opportunities contribute to a more well-rounded educational experience and increase student motivation and engagement in school. Therefore, Goal 1, Action 1.6 and Action 1.8 are also a result of feedback from students, parents, and educational partners who requested expanded enrichment opportunities and a broad course of study.

Educational partners also acknowledged the importance of maintaining strong instructional programs, qualified staff, technology resources, library services, and instructional materials that support student learning. DELAC participants, students, and staff recognized the value of equitable access to educational technology, instructional software, library resources, and updated materials that support student achievement and engagement. Therefore, Goal 1, Action 1.7 support instructional resources, technology access, and academic programming continue to reflect educational partner feedback regarding the importance of equitable access to high-quality instructional resources and learning opportunities.

For Goal 2: School Environment and Engagement

Educational partners overwhelmingly identified school safety, supervision, and positive school climate as top priorities throughout the LCAP engagement process. Parents, students, DELAC participants, staff, and advisory groups consistently emphasized the importance of campus supervisors, yard duty personnel, crossing guards, behavior paraprofessionals, safety monitoring systems, campus security, and student supervision supports that help maintain safe and structured learning environments. Families also expressed concerns regarding bullying, student behavior, playground safety, bathroom cleanliness, and maintaining consistent supervision across campuses. Students emphasized that safe and supportive environments positively impact attendance, engagement, and overall student success. Therefore, Goal 2, Action 2.1 is a result of feedback from teachers, parents, students, DELAC, staff, and educational partners who requested increased safety protocols, supervision, and positive school climate supports at all school sites.

Educational partners additionally emphasized the importance of improving student attendance and reducing chronic absenteeism. Parents, students, DELAC participants, and advisory groups supported attendance monitoring systems, Attendance2Attendance outreach, community liaisons, and proactive communication systems that strengthen student engagement and school connectedness. Educational partners recognized the direct connection between regular attendance, academic achievement, and long-term student success and emphasized the importance of proactive intervention systems that identify barriers and support families before attendance issues escalate. Therefore, Goal 2, Action 2.2 supports attendance outreach, family communication, and student engagement continue to reflect educational partner feedback regarding the importance of reducing chronic absenteeism and strengthening student connectedness to school. Based on this input, the district strategically braided Literacy and Reading Education Block Grant (LREBG) funds into Goal 2, Action 2.2 to support evidence-based attendance interventions and student engagement strategies that address barriers to learning. LREBG resources will be used to strengthen attendance outreach, family communication, MTSS supports, and early intervention efforts that increase instructional access and reduce chronic absenteeism, recognizing that improved attendance is essential to improving literacy and academic outcomes.

Educational partners consistently emphasized the importance of improving communication, strengthening family engagement, and expanding parent education opportunities throughout the district. Parents, students, staff, and DELAC participants expressed appreciation for

ParentSquare, translation services, district liaisons, and parent outreach efforts that help families remain informed and connected to schools. Families requested more timely communication from schools, accessible communication in parents' home languages, and additional opportunities for meaningful involvement in school activities and decision-making. DELAC participants and families also emphasized the importance of Parent University supports, parent trainings, and educational workshops that help families better support their children academically, behaviorally, and socially. Educational partners expressed a desire for stronger collaborative relationships between schools and families, increased parent leadership opportunities, and expanded family involvement throughout the district. Students additionally recognized that strong communication between schools and families strengthens accountability and student support systems. Therefore, Goal 2, Action 2.3 is a result of feedback from teachers, parents, students, DELAC, staff, and educational partners who requested increased communication, translation services, outreach efforts, parent education opportunities, and stronger family engagement systems.

For Goal 3: LCFF Equity Multiplier Funds

Educational partners participating in the Kings Lake Education Center, Corcoran Academy, and Mission Community Day School Equity Multiplier advisory meetings identified the importance of strengthening college and career readiness supports, individualized academic assistance, attendance interventions, and student wellness services for students attending alternative education programs. Students and parents emphasized the need for academic counseling, intervention supports, Career Technical Education pathways, English Learner services, paraprofessional supports, and individualized guidance that help students remain engaged and successfully prepare for postsecondary opportunities.

Educational partners also emphasized the importance of addressing chronic absenteeism, strengthening student engagement, and improving safe and supportive school environments through attendance monitoring systems, community outreach, counseling supports, restorative practices, and student wellness services. Participants recognized that students attending alternative education settings benefit from individualized plans, mentoring, goal setting, and strong relationships with staff that help support both academic and social-emotional growth.

Therefore, Goal 3, Action 3.1 and Action 3.2 are a result of feedback from students, parents, and staff participating in the LCFF Equity Multiplier advisory meetings who requested expanded counseling services, attendance supports, academic interventions, wellness services, and college and career readiness opportunities to improve student outcomes, increase engagement, and support long-term success for students attending alternative education programs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop a broad-based educational program that incorporates multi-tiered systems of supports to enhance student's academic, social, and emotional growth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The following goal was created in line with the core values, vision and mission of the Governing Board and District. The number one goal, "Offer the best educational program and dramatically improve academic achievement," has been designated by the Governing Board in line with the core mission of Corcoran Joint Unified School District. It is the largest goal for our district as at its center is the implementation of instructional programs that we highlighted earlier in this Plan. The main objective is to ensure that our goals are well articulated and funded so that we may implement actions that will impact the academic achievement of our students. The data below clearly identifies and indicates the work that we must do to ensure that our students are making the academic progress in order to graduate College and Career ready. This goal was formed based on Fall 2025 Dashboard data.

CAASPP Data
As of 2025, 30.98% of third graders assessed scored Standard Met or Standard Exceeded on the CAASPP ELA assessment compared to the state average of 44.21%. By eleventh grade, the number of students scoring Standard Met or Standard Exceeded increased to 68.26%, which is a little over half of our students meeting the standard. The state average for 11th grade is 56.96%. Our district is continuing to draft a literacy plan and a guaranteed viable curriculum to better support students to become proficient readers at any age, because we understand that lack of literacy is a key driver of inequity, both within and beyond the world of education.

As of 2025, 18.86% of third graders assessed scored Standard Met or Standard Exceeded on the CAASPP Mathematics assessment compared to the state average of 46.30%. By eleventh grade, the number of students scoring Standard Met or Standard Exceeded increased to 42.61%. The state average for 11th grade is 30.49%. This is a little over a quarter of our students meeting the standard and is above the state average. Mathematics achievement is an area of need in the district and we understand that mathematical concepts and reasoning are key to students' success and provide a critical foundation for life skills.

ELPAC Data
As of 2025, 48.2% of our English Learners (ELs) made progress toward English proficiency as measured on the English Language Proficiency Assessment for California (ELPAC). This number is above the state average of 46.4%. We understand that language proficiency plays an important role in academic achievement. Therefore, ensuring language supports and reclassification for students who meet the criteria is amongst one of our priorities within this goal.

The actions outlined below are a result of the data analysis and planning process of both the Board Priority Goals and the LCAP development process. As a result of our actions, we expect to see a measurable improvement in our metrics around student achievement, especially among our unduplicated students (English Learners, Foster Youth, and Low-Income students).

LREBG-funded actions may be found in Goal 1, Actions 1.1, 1.4, and 1.10. The needs assessment substantiated findings from the 2025 Dashboard related to academic progress, social-emotional and behavioral needs, and chronic absenteeism.

- A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and Foster Youth (FY). Based on this, Goal 1, Action 1.1 and 1.4 directly addresses the need to provide more academic support through interventions, increasing the amount of instructional time or services provided to pupils, professional development to improve instruction, or by providing access to instruction for credit deficit pupils.
- State and local data also indicate significant behavioral needs among SED, SWD, Homeless, White, and AA students. Based on this, Goal 1 Action 1.10 directly address the need to provide increased social-emotional supports, create behavior plans, work with staff members to identify and address behavior skill deficits.
- Finally, state and local data also show a significant attendance need among SWD, Homeless, White, FY, and AA students. Based on this, Goal 1 Action 1.10 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) to intervene immediately when students demonstrate a pattern of chronic absenteeism. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs.

LREBG funds will continue to be expended through 27-28 utilizing evidence-based strategies identified under the following sources:

- ERIC: Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status: A Systematic Review and Meta-Analysis (Goal 1, Action 1.1)
- Harvard-Summer Programs Can Help Kids Catch Up after COVID (Goal 1, Action 1.1)
- IES: Success after Graduation (Goal 1, Action 1.4)
- Healthy People 2030 (Goal 1, Action 1.4)
- Collaborative for Academic, Social, and Emotional Learning (CASEL) [Goal 1, Action 1.10]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A. Teacher Credentialing Status Percentage of teachers fully credentialed B. Teacher Assignment -Number of teachers misassigned	2021-22 SARC: Fully Credentialed 83.08% B. Number of Teachers Misassigned: 1.66%	A. 2022-23 SARC: Fully Credentialed 83.62% B. Number of Teachers Misassigned: 5.57%	A. 2023-24 SARC: Fully Credentialed 79.45% B. Number of Teachers Misassigned: 7.73%	SARC: Fully Credentialed 95% B. Number of Teachers Misassigned: 1%	SARC: Fully Credentialed -3.63% B. Number of Teachers Misassigned: -6.07% For this measure, (+) is change in the right direction.
1.2	Instructional Materials Sufficiency Pupils in school district have sufficient access to the standards-aligned instructional materials (School Accountability Report Cards-SARC Reports)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)	No difference
1.3	School Facilities in at least 'good repair' (FIT Report)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)	No difference
1.4	Common Core State Standards Implementation Implementation Level of Common Core State Standards	Implementation of Standards in the Following Areas: ELA: 4 ELD: 4 Mathematics: 4	Implementation of Standards in the Following Areas: ELA: 4 ELD: 4 Mathematics: 4	Implementation of Standards in the Following Areas: ELA: 4 ELD: 4 Mathematics: 4	Implementation of Standards in the Following Areas: ELA: 4 ELD: 4 Mathematics: 4	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1- Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Data Source: Standards Implementation Survey (Local Indicator)	Science: 3 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	Science: 3 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	Science: 3 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	Science: 4 History/Social Science: 4 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	
1.5	Programs/Services enable ELs to access CA and ELD Standards (Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2024-25 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2025-26 Master Schedule)	100% ELs access and enrollment in ELD	No difference
1.6	Priority Statewide Assessments (ELA Academic Indicator) All students Subgroups	CAASPP-ELA Overall: All Students Performance Level: 50.7 points below standard **English Learners: EL Students Performance Level: 89.3 points below standard	CAASPP-ELA Overall: All Students Performance Level: 52.9 points below standard **English Learners: EL Students Performance	CAASPP-ELA Overall: All Students Performance Level: 43 points below standard **English Learners: EL Students Performance	CAASPP-ELA Overall: All Students and Student Groups listed: Increase 6 points annually (18 total points after 3 years) Dashboard	CAASPP-ELA Overall: All Students Performance Level: +7.7 **English Learners: EL Students Performance Level: +19.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: SED Performance Level: 56.4 points below standard Hispanic: Hispanic Students Performance Level: 51.2 points below standard White: White Students Performance Level: 27.1 points below standard **African American: African American Performance Level: 88.7 points below standard Students with Disabilities: SWD Performance Level: 95.8 points below standard Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: 119.3 points below standard (DA)	Level: 90.2 points below standard Socio-Economically Disadvantaged: SED Performance Level: 57.7 points below standard Hispanic: Hispanic Students Performance Level: 53.5 points below standard White: White Students Performance Level: 38.3 points below standard **African American: African American Performance Level: 82.4 points below standard Students with Disabilities: SWD Performance Level: 112.5 points below standard Foster Youth: Performance	Level: 69.4 points below standard Socio-Economically Disadvantaged: SED Performance Level: 47.7 points below standard Hispanic: Hispanic Students Performance Level: 42.2 points below standard White: White Students Performance Level: 32.7 points below standard **African American: African American Performance Level: 85.5 points below standard (DA) Students with Disabilities: SWD Performance Level: 127.1 points below standard (DA)	LTELS- Increase by 2% annually (discontinued) LTELS-Increase 16.1 points annually (NEW) CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA John C. Fremont -EL: Increase 25.8 points below standard (1-year) Mark Twain -EL: Change: +3.0 (1-year) John Muir -EL: 30 points from standard (1-year)	Socio-Economically Disadvantaged: SED Performance Level: +8.7 Hispanic: Hispanic Students Performance Level: +9 White: White Students Performance Level: -5.6 **African American: African American Performance Level: +3.2 (DA) Students with Disabilities: SWD Performance Level: -31.3 (DA) Foster Youth: Performance Level: No Performance Color or data last year **Homeless: Performance Level: +44.8 (DA)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		** Student groups that have red Dashboard Indicators (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2023) LTELS-3.28% Met or Exceeded (This student group has not been given points below standard indicators on the Dashboard- Fall 2023) CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: John C. Fremont -EL: 94.4 points below standard Mark Twain -EL: 83.6 points below standard John Muir -EL: 101.9 points below standard	Level: No Performance Color **Homeless: Performance Level: 115.6 points below standard LTELS-129.1 points below standard (NEW) ** Student groups that have red Dashboard Indicators (Fall 2023 Dashboard) (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2024) School Sites with Student Groups with Red Dashboard Indicators: John C. Fremont -EL: 76.2 points below standard	Foster Youth: Performance Level: 86.7 points below standard **Homeless: Performance Level: 74.5 points below standard (DA) LTELS-130.1 points below standard ** Student groups that have red Dashboard Indicators (Fall 2023 Dashboard) (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2025) School Sites with Student Groups with Red Dashboard Indicators: John C. Fremont		LTELS: Performance Level: -1 School Sites with Student Groups with Red Dashboard Indicators: John C. Fremont -EL: +41.9 Mark Twain -EL: +23.2 John Muir -EL: +7.2 For this measure, (+) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mark Twain -EL: 73.3 points below standard John Muir -EL: 124.6 points	-EL: 52.5 points below standard Mark Twain -EL: 60.4 points below standard John Muir -EL: 94.7 points below standard		
1.7	Metrics State Priority 4: Statewide Assessments (Math Academic Indicator) All students Subgroups	CAASPP-Math Overall: All Students Performance Level: 89.5 points below standard English Learners: EL Students Performance Level: 112 points below standard Socio-Economically Disadvantaged: SED Performance Level: 93.5 points below standard Hispanic: Hispanic Students Performance Level: 91.1 points below standard White: White Students Performance Level: 50.7 points below standard	CAASPP-Math Overall: All Students Performance Level: 98 points below standard English Learners: EL Students Performance Level: 116.5 points below standard Socio-Economically Disadvantaged: SED Performance Level: 101.5 points below standard Hispanic: Hispanic Students Performance Level: 98.9 points below standard	CAASPP-Math Overall: All Students Performance Level: 83.7 points below standard English Learners: EL Students Performance Level: 103.3 points below standard Socio-Economically Disadvantaged: SED Performance Level: 87.4 points below standard Hispanic: Hispanic Students Performance Level: 83.9 points below standard	CAASPP-Math Overall: All Students and Student Groups listed: Increase 5 points annually (15 total points after 3 years) Dashboard LTELS- Increase by 2% annually (discontinued) LTELS-Increase by 20 points annually (NEW) CAASPP-ETS School Sites with Student Groups with Red	CAASPP-Math Overall: All Students Performance Level: +5.8 English Learners: EL Students Performance Level: +8.7 Socio-Economically Disadvantaged: SED Performance Level: +6.1 Hispanic: Hispanic Students Performance Level: +7.2 White: White Students Performance Level: -12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: African American Performance Level: 110.5 points below standard Students with Disabilities: SWD Performance Level: 89.9 points below standard Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: 153.7 points below standard (DA) ** Student groups that have red Dashboard Indicators (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2023) LTELS-3.34% Met or Exceeded (This student group has not been given points below standard indicators on	White: White Students Performance Level: 87.2 points below standard African American: African American Performance Level: 105.5 points below standard Students with Disabilities: SWD Performance Level: 146.4 points below standard Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: 155.1 points below standard (DA) LTELS-189.2 points below standard (NEW) ** Student groups that have red Dashboard Indicators	White: White Students Performance Level: 63 points below standard African American: African American Performance Level: 114.9 points below standard (DA) Students with Disabilities: SWD Performance Level: 156.2 points below standard (DA) Foster Youth: Performance Level: 86.3 points below standard **Homeless: Performance Level: 109.7 points below standard (DA) LTELS-189.7 points below standard	Dashboard Indicators: Outcomes taken from school site SPSA John Muir -EL: 60 points from standard (1-year)	African American: African American Performance Level: -4.4 (DA) Students with Disabilities: SWD Performance Level: -66.3 (DA) Foster Youth: Performance Level: No Performance Color last two years. **Homeless: Performance Level: +44 (DA) LTELS: Performance Level: -0.5 School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: -0.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the Dashboard- Fall 2023) CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: 142.4 points below standard	(DA)-Differentiated Assistance Eligible Student Groups Dashboard (Fall 2024) School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: 165.2 points below standard	** Student groups that have red Dashboard Indicators (DA)-Differentiated Assistance Eligible Student Groups Dashboard (Fall 2025) School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: 142.8 points below standard		For this measure, (+) is change in the right direction.
1.8	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into the UC or CSU (CA Dashboard)	29.8% California Dashboard (Fall 2023)	30.5% California Dashboard (Fall 2024)	34.1% California Dashboard (Fall 2025)	35% California Dashboard	+4.3% For this measure, (+) is change in the right direction.
1.9	Percent of pupils who completed CTE Pathway CCI Indicator	All Students: 64.4% -EL: 28.6% -Foster Youth: * student group consists of 1-10 students which is below	All Students: 60.1% -EL: 44.1% -Foster Youth: * student group	All Students: 75.3% -EL: 53.8% -Foster Youth: * student group	70% Increase 1.86% annually within All Student and	All Students: +10.9% -EL: +25.2% -Foster Youth: n/a -SED: +11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the minimum size for any reporting -SED: 64.1% California Dashboard (Fall 2023)	consists of 1-10 students which is below the minimum size for any reporting -SED: 60.0% California Dashboard (Fall 2024)	consists of 1-10 students which is below the minimum size for any reporting -SED: 75.8% California Dashboard (Fall 2025)	Unduplicated Pupils California Dashboard	For this measure, (+) is change in the right direction.
1.10	Percentage of pupils who have completed both UC/CSU requirements and CTE Pathways CCI Indicators	26.4% California Dashboard (Fall 2023)	25.8% California Dashboard (Fall 2024)	30.9% California Dashboard (Fall 2025)	32% California Dashboard	+4.5% For this measure, (+) is change in the right direction.
1.11	EL's making Progress towards English proficiency-ELPAC English Learner Progress Indicator (ELPI)	EL: 46.5% made growth Dashboard (Fall 2023) LTEL: 66.3% made growth (New Added 25-26) Dashboard (Fall 2024) ELPAC Summative Scores-Status EL: Level 4: 13.10% Proficient Level 3: 33.13% Moderately Developed	55.7% made growth Dashboard (Fall 2024) ELPAC Summative Scores-Status Level 4: 18.17% Proficient Level 3: 31.60% Moderately Developed Educational Testing Service-ELPAC Reporting	EL: 48.2% made growth LTEL: 53.6% (DA) (New Added 25-26) Dashboard (Fall 2025) ELPAC Summative Scores-Status EL: Level 4: 14.03% Proficient Level 3: 38.31% Moderately Developed	EL: 52.5% making growth (Equivalent to 2% growth annually) LTEL: 68.3% (NEW) Dashboard ELPAC Summative Scores-Status 2% growth annually in Levels 3 and 4	EL: +1.7% LTEL: -12.7% (NEW) ELPAC Summative Scores-Status EL: Level 4: +0.93% Proficient Level 3: +5.18% Moderately Developed LTEL: Level 4: -1.65% Proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL: Level 4: 17.98% Proficient Level 3: 33.71% Moderately Developed (New Added 25-26) (DA) Educational Testing Service-ELPAC Reporting School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte 24.4% made growth John C. Fremont 34.4% made growth	School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte 17.7% made growth John C. Fremont 62.9% made growth	LTEL: Level 4: 16.33% Proficient Level 3: 40.82% Moderately Developed (DA) (New Added 25-26) Educational Testing Service-ELPAC Reporting School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte 38.8% made growth John C. Fremont 42% made growth	Educational Testing Service-ELPAC Reporting School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Bret Harte Increase by 10% (1-year) John C. Fremont Improve by 10% (1-year)	Level 3: +4.6% Moderately Developed (New Added 25-26) (DA) Educational Testing Service-ELPAC Reporting School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte +14.4% made growth John C. Fremont +7.6% made growth For this measure, (+) is change in the right direction.
1.12	EL Reclassification Rate	14.9%	20.4%	18.3%	Increase reclassification	+3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CALPADS Reports (2022-23 EOY 2.16 and Fall 1.1)	CALPADS Reports (2023-24 EOY 2.16 and Fall 1.1)	CALPADS Reports (2024-25 EOY 2.16 and Fall 1.1)	rate by 1.2% every year	For this measure, (+) is change in the right direction.
1.13	AP Exam pass rate Percent of pupils that pass AP exams with a score of 3 or higher (CA Dashboard-Additional Reports)	0%* To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	0%* To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	0%* To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	1% CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	No difference
1.14	Percentage of pupils who participate in or demonstrate college preparedness CCI Indicator	All Students: 48.5% -EL: 15.4% -Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 47.9% (C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students:	All Students: 46% -EL: 26.5% -Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 46.2% (C/C Levels & Measures Reports)	All Students: 60.7% -EL: 32% -Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 60.7% (C/C Levels & Measures Reports)	54.5% Increase by 2% annually within All Student and Unduplicated Pupils (C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students:	All Students: +12.2% -EL: +16.6% -Foster Youth: n/a -SED: +12.8% School Sites with Red Dashboard Indicators for All Students: Kings Lake +3.4% School Sites with Student Groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kings Lake 2.9% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 3.1% -SED: 3% -SED: 3.0%	School Sites with Red Dashboard Indicators for All Students: Kings Lake 0% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 0% -SED: 0% (Metric supports LREBG)	School Sites with Red Dashboard Indicators for All Students: Kings Lake 6.3% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 0% -SED: 6.7% (Metric supports LREBG)	Outcomes taken from school site SPSA Kings Lake 5% growth (1-year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Kings Lake -Hispanic: 5% growth -SED: 5% growth (1-year)	with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: -3.1% -SED: +3.7% For this measure, (+) is change in the right direction.
1.15	School attendance rates P2 Report	94% 2023-24	94% 2024-25	94.4% 2025-26	96% School Attendance Rate	+0.4%
1.16	Chronic absenteeism rates California Dashboard	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5%	All Students: 21.9% Chronically Absent (LREBG) SWD: 31.3% Homeless: 39.7% EL: 18.2% White: 28.3% Foster: 37.5%	All Students: 20% Chronically Absent (LREBG) SWD: 29.7% Homeless: 27.3% EL: 17.4% White: 20.3% Foster: 33.3%	Chronic Absenteeism Rates: All Students: 10% Chronically Absent SWD: 20% Homeless: 20% EL: 10%	All Students: -9.8% (LREBG) SWD: -9.7% Homeless: -30.5% EL: -8.9% White: -14.2% Foster: -6.7% African American: -1.6% (DA)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster: 40% African American: 33.9% California Dashboard (Fall 2023) LTEL: 22.4% (DA) (NEW-added 25-26) California Dashboard (Fall 2024)	African American: 32.1% California Dashboard (Fall 2024)	African American: 32.3% (DA) LTEL: 26.5% (DA) (NEW-added 25-26) California Dashboard (Fall 2025)	White: 15% Foster: 20% African American: 15% LTEL: 20% (NEW-added 25-26) California Dashboard (Fall 2023)	LTEL: +4.1% (DA) (NEW-added 25-26) For this measure, (-) is change in the right direction.
1.17	Middle school dropout rates	0.13% Source: CALPADS Reporting (District Analysis)	0.13% Source: CALPADS 1.14 Report	0% Source: CALPADS 1.14 Report	0% Source: CALPADS Reporting (District Analysis)	-0.13% For this measure, (-) is change in the right direction.
1.18	High school dropout rates	1.5% Source: CDE Dataquest Reporting	2.9% Source: CALPADS 1.14 Report	0.75% Source: CALPADS 1.14 Report	1.0% Source: CDE Dataquest Reporting	-0.75% For this measure, (-) is change in the right direction.
1.19	High school graduation rates	89.4% California Dashboard (Fall 2023) School Sites with Red Dashboard Indicators for All Students: Kings Lake 60% School Sites with Student Groups with	86.9% (LREBG) California Dashboard (Fall 2024) School Sites with Red Dashboard Indicators for All Students: Kings Lake 48.3%	92.4% (LREBG) California Dashboard (Fall 2025) School Sites with Red Dashboard Indicators for All Students: Kings Lake 68.4%	90.5% Graduation Rate (0.4 increase yearly) School Sites with Red Dashboard Indicators for All Students: Outcomes taken from school site SPSA	+3% (LREBG) School Sites with Red Dashboard Indicators for All Students: Kings Lake +8.4% School Sites with Student Groups with Red Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 60.5% -SED: 61.5%	School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 46.4% -SED: 48.3%	School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 64.7% -SED: 66.7%	Kings Lake 8% growth (1-year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Kings Lake -Hispanic: 7.5% growth -SED: 6.5% growth (1-year)	Indicators within the LEA: Kings Lake -Hispanic: +4.2% -SED: +5.2% For this measure, (+) is change in the right direction.
1.20	Pupil suspension rates	District: 6.9% Suspended at least once **SWD: 11.5% **Homeless: 23.4% (DA) EL: 4.7% **White: 10.6% Foster: 9.7% African American: 12.9% SED: 7.5% LTEL: 13.1% (DA) (NEW-added 25-26)	District: 7.1% Suspended at least once (LREBG) **SWD: 11% **Homeless: 11.2% (DA) EL: 5% **White: 8.1% Foster: 4.3% African American: 13% SED: 7.5%	District: 7.1% Suspended at least once (LREBG) **SWD: 12% (DA) **Homeless: 11.4% (DA) EL: 6.3% **White: 7.7% Foster: 18.2% African American: 17.4% SED: 6.8% LTEL: 18.5% (DA) (NEW-added 25-26)	4.5% Suspended at least once Decrease by 0.8% annually for all student groups Schools Sites with Red Dashboard Indicators for All Students within LEA: Outcomes taken from school site SPSA	District: +0.2% (LREBG) **SWD: -0.5% (DA) **Homeless: -12.4% (DA) EL: +1.6% **White: -2.9% Foster: +8.5% African American: +4.5% SED: -0.7% LTEL: +5.4% (DA) (NEW-added 25-26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Dashboard (Fall 2023) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 12.6% Mark Twain: 8.1% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: 14.3% John Muir -EL: 12.9% -SED: 13.4% -SWD: 22.4% Mark Twain -Hispanic: 8.1% -SED: 8.6% -SWD: 15.1%	California Dashboard (Fall 2024) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 13.9% Mark Twain: 4.8% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: 13.3% John Muir -EL: 13.3% -SED: 14.9% -SWD: 23.1% Mark Twain -Hispanic: 4.8%	California Dashboard (Fall 2025) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 10.2% Mark Twain: 5.2% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: 17.7% John Muir -EL: 13.2% -SED: 11.1% -SWD: 18.4%	John Muir: decrease by 2.6% Mark Twain: decrease by 0.3% (1year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Corcoran High -SWD: Reduce by 1.6% (1 year) John Muir -EL: decrease by 2.6% -SED: decrease by 2.6% -SWD: decrease by 2.6% (1 year) Mark Twain -Hispanic: decrease by 0.3% -SED: decrease by 0.3%	Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: -2.4% Mark Twain: -2.9% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: +3.4% John Muir -EL: +0.3% -SED: -2.3% -SWD: -4% Mark Twain -Hispanic: -3.4% -SED: 0% -SWD: -6.6% For this measure, (-) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-SED: 5.2% -SWD: 3.7%	Mark Twain -Hispanic: 4.7% -SED: 5.2% -SWD: 8.5%	-SWD: decrease by 0.3% (1 year)	
1.21	Pupil expulsion rates	0.20% Source: CDE Dataquest (2022-23)	0.21% Source: CDE Dataquest (2023-24)	0.15% Source: CDE Dataquest (2024-25)	0.1% Source CDE Dataquest	-0.05% For this measure, (-) is change in the right direction.
1.22	A. Students have access to a broad course of study B. Programs and Services provided to unduplicated pupils C. Programs and Services provided to individuals with exceptional needs	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by district and school-site schedules.	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education AERIES (2023-24)	as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World	as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World	as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Languages, PE, and Automobile Driver Education AERIES (2024-25)	Languages, PE, and Automobile Driver Education AERIES (2025-26)	Languages, PE, and Automobile Driver Education AERIES	
1.23	Pupil Outcomes: Local Benchmark Assessment-ELA	Met or Exceeds Standards on Local Benchmark Assessment-ELA Grade K All: 51% Grade K EL: 42% Grade 1 All: 53% Grade 1 EL: 35% Grade 2 All: 16% Grade 2 EL: 9% Grade 3 All: 6% Grade 3 EL: 1% Grade 4 All: 8% Grade 4 EL: 2% Grade 5 All: 33% Grade 5 EL: 12% Grade 6 All: 16% Grade 6 EL: 3% Grade 7 All: 54% Grade 7 EL: 16% Grade 8 All: 55% Grade 8 EL: 27% Grade 9 All: 58% Grade 9 EL: 0% Grade 10 All: 47% Grade 10 EL: 27% Grade 11 All: 42%	Met or Exceeds Standards on Local Benchmark Assessment-ELA (LREBG) Grade K All: 74% Grade K EL: 93% Grade 1 All: 60% Grade 1 EL: 53% Grade 2 All: 17% Grade 2 EL: 5% Grade 3 All: 1% Grade 3 EL: 0% Grade 4 All: 25% Grade 4 EL: 15% Grade 5 All: 38% Grade 5 EL: 21% Grade 6 All: 64% Grade 6 EL: 51% Grade 7 All: 9% Grade 7 EL: 0% Grade 8 All: 14% Grade 8 EL: 8% Grade 9 All: 38% Grade 9 EL: 0% Grade 10 All: 55% Grade 10 EL: 8%	Met or Exceeds Standards on Local Benchmark Assessment-ELA (LREBG) Grade K All: 72% Grade K EL: 63% Grade 1 All: 51% Grade 1 EL: 43% Grade 2 All: 19% Grade 2 EL: 12% Grade 3 All: 23% Grade 3 EL: 17% Grade 4 All: 17% Grade 4 EL: 9% Grade 5 All: 24% Grade 5 EL: 14% Grade 6 All: 31% Grade 6 EL: 0% Grade 7 All: 16% Grade 7 EL: 0% Grade 8 All: 32% Grade 8 EL: 16% Grade 9 All: 12% Grade 9 EL: 0% Grade 10 All: 30% Grade 10 EL: 0%	Local Benchmark--ELA Overall: All Students and Student Groups listed: Increase by 5% annually	(LREBG) Grade K All: +21% Grade K EL: +21% Grade 1 All: -2% Grade 1 EL: +8% Grade 2 All: +3% Grade 2 EL: +3% Grade 3 All: +17% Grade 3 EL: +16% Grade 4 All: +9% Grade 4 EL: +7% Grade 5 All: -9% Grade 5 EL: +2% Grade 6 All: +15% Grade 6 EL: -3% Grade 7 All: -38% Grade 7 EL: -16% Grade 8 All: -23% Grade 8 EL: -11% Grade 9 All: -46% Grade 9 EL: No change Grade 10 All: -17% Grade 10 EL: -27% Grade 11 All: -12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11 EL: 30% District Averages for Unduplicated Pupils who meet or exceed: Low Income (35%) English learners (16%) Foster Youth (31%) All Students (36%) School City (2023-24)	Grade 11 All: 67% Grade 11 EL: 8% Grade 12 All: 25% Grade 12 EL: 0% District Averages for Unduplicated Pupils who meet or exceed: Low Income (37%) English learners (23%) Foster Youth (10%) All Students (38%) School City (2024-25)	Grade 11 All: 30% Grade 11 EL: 0% Grade 12 All: 64% Grade 12 EL: 60% District Averages for Unduplicated Pupils who meet or exceed: Low Income (30%) English learners (18%) Foster Youth (18%) All Students (32%) School City (2025-26)		Grade 11 EL: -30% Grade 12 All: +39 Grade 12 EL: +60% District Averages for Unduplicated Pupils who meet or exceed: Low Income (-5%) English learners (+2%) Foster Youth (-13%) All Students (-4%) For this measure, (+) is change in the right direction.
1.24	Pupil Outcomes: Local Benchmark Assessment-Math	Met or Exceeds Standards on Local Benchmark Assessment-Math Grade K All: 71% Grade K EL: 67% Grade 1 All: 59% Grade 1 EL: 56% Grade 2 All: 29% Grade 2 EL: 22% Grade 3 All: 15% Grade 3 EL: 10% Grade 4 All: 13%	Met or Exceeds Standards on Local Benchmark Assessment-Math Grade K All: 80% Grade K EL: 72% Grade 1 All: 72% Grade 1 EL: 67% Grade 2 All: 28% Grade 2 EL: 20% Grade 3 All: 13% Grade 3 EL: 9% Grade 4 All: 23%	Met or Exceeds Standards on Local Benchmark Assessment-Math Grade K All: 81% Grade K EL: 77% Grade 1 All: 60% Grade 1 EL: 44% Grade 2 All: 52% Grade 2 EL: 44% Grade 3 All: 10% Grade 3 EL: 9% Grade 4 All: 44%	Local Benchmark--Math Overall: All Students and Student Groups listed: Increase by 5% annually	Grade K All: +10% Grade K EL: +10% Grade 1 All: +1% Grade 1 EL: -12% Grade 2 All: +23% Grade 2 EL: +22% Grade 3 All: -5% Grade 3 EL: -1% Grade 4 All: +31% Grade 4 EL: +37% Grade 5 All: +3% Grade 5 EL: -5% Grade 6 All: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 EL: 0% Grade 5 All: 23% Grade 5 EL: 13% Grade 6 All: 29% Grade 6 EL: 3% Grade 7 All: 24% Grade 7 EL: 10% Grade 8 All: 27% Grade 8 EL: 5% JMMS Math 1 All: 28% JMMS Math 1 EL: 36% CHS Math 1 All: 21% CHS Math 1 EL: 26% CHS Math 2 All: 22% CHS Math 2 EL: 15% CHS Math 3 All: 19% CHS Math 3 EL: 14% District Averages for Unduplicated Pupils who meet or exceed: Low Income (31%) English learners (29%) Foster Youth (22%) All Students (31%) School City (2023-24)	Grade 4 EL: 10% Grade 5 All: 32% Grade 5 EL: 20% Grade 6 All: 32% Grade 6 EL: 21% Grade 7 All: 43% Grade 7 EL: 0% Grade 8 All: 34% Grade 8 EL: 31% JMMS Math 1 All: 44% JMMS Math 1 EL: 0% CHS Math 1 All: 50% CHS Math 1 EL: 30% CHS Math 2 All: 49% CHS Math 2 EL: 37% CHS Math 3 All: 46% CHS Math 3 EL: 43% Advanced Math All: 39% Advanced Math EL: 33% District Averages for Unduplicated Pupils who meet or exceed:	Grade 4 EL: 37% Grade 5 All: 26% Grade 5 EL: 8% Grade 6 All: 27% Grade 6 EL: 0% Grade 7 All: 2% Grade 7 EL: 0% Grade 8 All: 13% Grade 8 EL: 16% JMMS Math 1 All: 33% JMMS Math 1 EL: 0% CHS Math 1 All: 4% CHS Math 1 EL: 0% CHS Math 2 All: 8% CHS Math 2 EL: 6% CHS Math 3 All: 5% CHS Math 3 EL: 0% Advanced Math All: n/a Advanced Math EL: n/a District Averages for Unduplicated Pupils who meet or exceed:		Grade 6 EL: -3% Grade 7 All: -22% Grade 7 EL: -10% Grade 8 All: -14% Grade 8 EL: +11% JMMS Math 1 All: +5% JMMS Math 1 EL: -36% CHS Math 1 All: -17% CHS Math 1 EL: -26% CHS Math 2 All: -14% CHS Math 2 EL: -9% CHS Math 3 All: -14% CHS Math 3 EL: -14% Advanced Math All: n/a Advanced Math EL: n/a District Averages for Unduplicated Pupils who meet or exceed: Low Income (+1%) English learners (-3%) Foster Youth (+12%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income (39%) English learners (31%) Foster Youth (21%) All Students (42%) School City (2024-25)	Low Income (32%) English learners (26%) Foster Youth (34%) All Students (27%) School City (2025-26)		All Students (-4%) For this measure, (+) is change in the right direction.
1.25	Metrics State Priority 4: Statewide Assessments (CAST Data) All students Subgroups	California Science Test (CAST) Overall: All Students Performance Level: 17.6 points below standard English Learners: EL Students Performance Level: 27.1 points below standard Socio-Economically Disadvantaged: SED Performance Level: 18.7 points below standard Hispanic: Hispanic Students Performance Level: 17.8 points below standard White: White Students Performance Level: 14 points below standard	Baseline established this year, so there are no Year 1 outcomes (NEW)	(NEW) Overall: All Students: 24.4% Met or Exceeded English Learners: 4.76% Met or Exceeded Socio-Economically Disadvantaged: 22.31% Met or Exceeded Hispanic: 25.0% Met or Exceeded White: 25.0% Met or Exceeded African American: 0% Met or Exceeded	California Science Test (CAST) Overall: All Students and Student Groups listed: Increase 5 points annually (10 total points after 2 years) Dashboard Overall: All students and Student Groups listed: Increase by 3% (NEW) DataQuest	(NEW) Overall: All Students: +3.01% Met or Exceeded English Learners: +3.44% Met or Exceeded Socio-Economically Disadvantaged: +3.2% Met or Exceeded Hispanic: +3.7% Met or Exceeded White: +3.57% Met or Exceeded African American: -29.41% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: African American Performance Level: 17.2 points below standard Students with Disabilities: SWD Performance Level: 23.7 points below standard Foster Youth: Performance Level: No Performance Data Homeless: Performance Level: 18.7 points below standard (DA) LTELS: Performance Level: 35.1 points below standard California Dashboard (Fall 2024) (NEW) Overall: All Students: 21.39% Met or Exceeded English Learners: 1.32% Met or Exceeded		Students with Disabilities: 4.48% Met or Exceeded Foster Youth: Performance Level: No Performance Data Homeless: Performance Level: 12.0% Met or Exceeded LTELS: Performance Level: 9.52% Met or Exceeded DataQuest		Students with Disabilities: -0.69% Met or Exceeded Foster Youth: Performance Level: No Performance Data Homeless: Performance Level: -0.5% Met or Exceeded LTELS: Performance Level: +9.52% Met or Exceeded DataQuest

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 19.11% Met or Exceeded Hispanic: 21.3% Met or Exceeded White: 21.43% Met or Exceeded African American: 29.41% Met or Exceeded Students with Disabilities: 5.17% Met or Exceeded Foster Youth: Performance Level: No Performance Data Homeless: Performance Level: 12.5% Met or Exceeded LTELS: Performance Level: 0% Met or Exceeded DataQuest				

Goal Analysis [2025-26]

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

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

Over the first two years of implementation of Goal 1, the district largely executed the planned actions with fidelity, resulting in several notable successes, while also encountering challenges that affected the consistency and impact of those actions. The district maintained its focus on strengthening core instruction through professional development, instructional coaching, and evidence-based literacy interventions (Action 1.1), while also supporting English learners through designated and integrated ELD (Actions 1.2 and 1.3). As part of this implementation, the district braided Literacy and Reading Education Block Grant (LREBG) funds (Actions 1.1, 1.4, and 1.10) to strengthen literacy instruction, expand academic interventions, increase college and career readiness opportunities, and provide social-emotional and attendance supports that remove barriers to learning. Planned LREBG expenditures included instructional supports, intervention services, professional learning, academic counseling, and MTSS-related student supports designed to improve academic achievement and student engagement. In addition, the expansion of academic counseling services (Action 1.4) and CTE pathways (Action 1.8) contributed to strong gains in College and Career readiness indicators, including increases in A-G completion, CTE pathway completion, and overall College and Career Indicator performance. Implementation of MTSS and student engagement supports (Action 1.10) also contributed to reductions in chronic absenteeism and dropout rates, along with improvements in graduation rates. These outcomes suggest that several of the district's core strategies, including those supported through LREBG funding, were implemented effectively and are yielding measurable, positive results.

At the same time, there were important challenges and some differences between planned and actual implementation that impacted outcomes. While the district invested in strengthening Tier 1 instruction and intervention supports through core instructional supports and supplemental programs (Actions 1.1 and 1.5), implementation varied across school sites and grade levels. Although planned LREBG expenditures for literacy interventions and instructional supports were implemented, differences in implementation fidelity across sites and staffing challenges limited the consistency of their impact. This inconsistency is reflected in uneven local benchmark results and mixed performance across student groups. Most notably, students with disabilities experienced significant declines in both ELA and Math outcomes, indicating that planned supports were not consistently or effectively implemented to meet their needs. Additionally, staffing challenges—particularly related to teacher credentialing and misassignments—limited the district's ability to fully realize the intended impact of instructional actions. While behavior and engagement systems under MTSS (Action 1.10) showed success in improving attendance, suspension data indicates inconsistent implementation of PBIS and behavior supports across sites, especially for certain student groups. Similarly, planned LREBG-funded social-emotional and attendance supports were implemented; however, variation in site-level implementation suggests that additional monitoring and alignment are needed to ensure equitable outcomes across student groups.

Despite these challenges, the district demonstrated progress in areas where implementation was more coherent and consistently applied, particularly in college and career readiness and English learner supports. The implementation of planned LREBG expenditures (Actions 1.1, 1.4, and 1.10) supported the district's broader strategy of addressing academic achievement, literacy development, and barriers to learning through evidence-based interventions and student supports. Moving forward, the primary implementation challenge will be ensuring stronger coherence and fidelity of core instructional practices (Action 1.1) across all classrooms, while more intentionally aligning supports for students with disabilities through existing and potentially expanded intervention efforts (Action 1.5). Overall, implementation of Goal 1 actions has resulted in clear areas of growth, but variability in outcomes highlights the need to strengthen consistency, refine supports, and better align resources—including continued strategic use of LREBG funds—to maximize the impact of these actions in the coming year.

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

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

Expenditure Differences:

- Action 1.1 Support for Student Learning: Expenditures for salaries were below the budgeted amount and did not include COLA when they were first budgeted.
- Action 1.5 Smaller Class Sizes: Expenditures for salaries were below the budgeted amount and did not include COLA when they were first budgeted.
- Action 1.8 Career and Technical Education (CTE) Pathways: Expenditures were higher than the budgeted amount due to an increase of salaries and benefits due to COLA adjustments.
- Action 1.10 Student Well-being: The reduced spending was due to the reduction of FTE, which were moved into MediCal funding.

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

- Action 1.1 Support for Student Learning: This action was mostly effective. Districtwide CAASPP results demonstrated improvement in both ELA and Mathematics performance over the two-year period. ELA performance for All Students increased by 7.7 points, while Mathematics increased by 5.8 points. English Learners demonstrated particularly strong growth in ELA (+19.9 points), and socioeconomically disadvantaged students also improved in both subject areas. However, Students with Disabilities experienced significant declines in both ELA (-31.3 points) and Mathematics (-66.3 points), indicating continued gaps in access to effective Tier I instruction and intervention supports. Local benchmark data also reflected inconsistencies across grade levels, suggesting uneven implementation of instructional practices. Because Action 1.1 is supported through braided Literacy and Reading Education Block Grant (LREBG) funds, the district assessed the effectiveness of its evidence-based literacy intervention strategy and determined that the overall approach remains effective and should continue. However, the variation in outcomes across grade levels and student groups indicates that adjustments are warranted, including strengthening implementation fidelity, increasing targeted interventions for students with disabilities and other underperforming groups, and enhancing progress monitoring to maximize the impact of LREBG-funded literacy supports. While progress is evident, the district has not yet met its long-term desired outcomes for overall academic achievement and subgroup equity.

- Action 1.2 Support for English Learners: This action was effective. English Learners continued to receive designated and integrated ELD instruction aligned to California State Standards. English learner progress as measured by ELPAC increased by 1.7%, and reclassification rates increased by 3.4% over baseline levels. Additionally, English Learners demonstrated strong academic growth in ELA performance on CAASPP assessments. These results indicate that district supports for English learners, including ELD instruction, intervention supports, and teacher collaboration, positively impacted student achievement. The district is making meaningful progress toward its long-term desired outcomes for English learner achievement and language acquisition.

- Action 1.3 Support for Long-Term English Learners: This action was effective. Similar to Action 1.2, 100% of Long-Term English Learners were enrolled in standards-aligned courses and ELD services. The reclassification rate of 20.4% demonstrates successful implementation, and the district is meeting its 3-year desired outcome.

- Action 1.4 Academic Counselor: This action was effective. The district demonstrated measurable improvement in college and career readiness indicators over the two-year period. A–G completion rates increased by 4.3%, CTE pathway completion increased by 10.9%, and the College/Career Indicator (CCI) improved by 12.2% overall. Graduation rates also increased by 3%. These gains suggest that expanded counseling services, academic planning, and college/career readiness supports positively impacted student outcomes. Although progress is strong, subgroup disparities remain, and the district will continue refining supports to increase equitable access to postsecondary opportunities. Because this action is partially supported through braided LREBG funds, the district evaluated the effectiveness of using these resources to strengthen academic advising and postsecondary readiness. The positive improvements in CCI, A–G completion, and graduation rates indicate that the chosen strategy is effective and should be continued. However, adjustments are warranted to provide more targeted counseling and academic planning supports for underperforming student groups to reduce persistent equity gaps. The district is not yet meeting its 3-year desired outcome overall.

- Action 1.5 Smaller Class Sizes: This action was mostly effective. Local benchmark data reflected growth in several grade levels and student groups, particularly in elementary grades and districtwide Mathematics performance. However, outcomes varied significantly across grade spans, with some upper grades demonstrating declines in ELA performance. While smaller class sizes and instructional support structures may have contributed to increased individualized support for students, inconsistent instructional implementation limited the overall effectiveness of this action. Additional focus on instructional coherence and differentiation will be necessary to maximize the impact of reduced class sizes. Disparities persist between student groups, and the district has not yet met its 3-year goals for both overall performance and subgroup equity.

- Action 1.6 Broad Course of Study: This action was mostly effective. District averages for students meeting or exceeding ELA benchmarks show variation across groups, with Low-Income students at 37% and English Learners at 23%, compared to 38% for All Students. Foster Youth experienced the most significant decline (-10%). The district has not yet met its 3-year desired outcomes, particularly in reducing disparities.

- Action 1.7 Library and Technology Programs: This action was mostly effective. Students maintained access to instructional technology, digital learning platforms, and library resources throughout the implementation period. These supports contributed to continued instructional access and intervention opportunities across grade levels. CAASPP ELA results remained largely unchanged, with a minimal difference of -0.01% from the previous year. While access to resources is in place, there has not yet been sufficient impact on student achievement to meet the 3-year desired outcome.

- Action 1.8 Career and Technical Education (CTE) Pathways: This action was mostly effective. While English Learners showed improvement (+7.6%), overall completion rates for All Students declined slightly (-0.68%), and low-income students experienced a small decrease (-0.6%). Additionally, the percentage of students completing a CTE course decreased by 4.3%. The district is not yet meeting its 3-year desired outcome.

- Action 1.9 Facility Expansion: This action was not effective. The action was not implemented and will be discontinued moving forward.

- Action 1.10 Student Well-being: This action was mostly effective. Chronic absenteeism decreased by 9.8%, middle school dropout rates decreased by 0.13%, high school dropout rates decreased by 0.75%, and graduation rates improved by 3%. Suspension rates remained relatively stable overall (+0.2%). However, remained mixed across student groups, with slight increases for some populations. English Learners experienced a slight increase (+0.3%), Low-Income students showed no change, and Foster Youth saw a decrease (-5.3%). As an LREBG-supported action, the district assessed the effectiveness of investing in social-emotional learning, MTSS, behavioral interventions, and attendance supports. The significant reduction in chronic absenteeism and improvements in graduation outcomes demonstrate that the overall strategy is effective and should continue. However, the mixed suspension outcomes across student groups indicate that adjustments to implementation are warranted, including strengthening PBIS fidelity, expanding targeted behavioral interventions, and improving site-level consistency to ensure equitable outcomes for all students. While there are some positive subgroup trends, the district has not yet met its 3-year desired outcome for overall student behavior and well-being.

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.

Goal:
After reflecting and completing a comprehensive needs assessment, there was no need to change or adapt the goal. CJUSD's needs continue to center around increased academic achievement and all the supports needed for the whole child to succeed. The goal will remain the same. LREBG funds were added in the 2025-26 school year and will continue into the 2026-27 school year.

Fiscal:
- 1.8 Career and Technical Education (CTE) Pathways: Increase in budgeted amounts due to salary increases to include COLA.

Actions:
- Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to materials only and are not the result to changes in our programs unless specifically noted in an action.
- 1.1 Support for Student Learning: Current 25-26 DA (SWD, AA) groups were added.
- 1.3 Support for Long-Term English Learners: Current 25-26 DA (LTELs) groups were added.
- 1.5 Smaller Classes: Current 25-26 DA (SWD, AA) groups were added.
- 1.10 Student Well-being: Current 25-26 DA (SWD, LTELs) groups were added.

Metrics:
- 1.6 Priority Statewide Assessments (ELA Academic Indicator): Added DA designation to SWD and AA.
- 1.7 Priority Statewide Assessments (Math Academic Indicator): Added DA designation to SWD and AA.
- 1.11 ELPI: Included LTEL to reflect new student group and DA designation.

- 1.16 Chronic Absenteeism Rates: Included LTEL to reflect new student group and DA designation. Also added DA designation to AA.
- 1.20 Pupil Suspension Rates: Included LTEL to reflect new student group and DA designation. Also added DA designation to SWD.
- 1.24 Pupil Outcomes: Local Benchmark Assessment-Math: Grade 12 Advanced Math did not administer an EOY benchmark assessment for students. Therefore, a difference from baseline could not be determined.
- 1.25 CAST: Updated data source to DataQuest in order to have comparable data.

Target Outcomes:
- 1.11 ELPI- Included LTEL to reflect new student group and DA designation.
- 1.20 Suspensions: Included LTEL to reflect new student group and DA designation.
- 1.25 CAST Target Outcomes were updated to reflect the new data source.

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	Support for Student Learning	Staff and assessment software to support teachers with program implementation, teacher coaching, professional development, instruction, data collection, intervention, and progress monitoring for students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless ((Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) John Muir Middle School - EL (SPSA Goal 1 Activity 1.2, 1.3, 1.5) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) John Muir Middle School - EL (SPSA Goal 1 Activity 1.1, 1.3)	$3,481,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This will be addressing DA groups-Homeless, SWD, African American in the area of ELA and Math. This is an LREBG supported action. Instructional Learning Time The needs assessment substantiated the need for additional academic time to improve the academic performance of students. CJUSD will provide summer school services for all students who are in need of intervention due to learning gaps. Research supports that providing extended services such as summer school/intercession intervention and enrichment improves academic performance. According to the Harvard-Summer Programs Can Help Kids Catch Up after COVID study, the summer months are a prime time to provide extra educational opportunities. Metric being used to monitor the action: Metric 1.23. Accelerating Progress to Close Learning Gaps The needs assessment also substantiated the need to provide intervention programs and services for all students who are in need of intervention and who have learning gaps that can be supported through the implementation, expansion, or enhancement of evidence-based learning supports. Research supports that tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, school library access, and training to individuals to support these interventions helps support academic performance. According to "Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis", the effect sizes (ES) of many interventions indicate that it is possible to substantially improve educational achievement for the target group. Intervention components such as tutoring (ES = 0.36), feedback and progress monitoring (ES = 0.32), and cooperative learning (ES = 0.22) have average ES that are educationally important, statistically significant, and robust. Metric being used to monitor the action: Metric 1.23. LREBG funds supporting this action: $93,307 for the 2026-2027 School Year		

Action #	Title	Description	Total Funds	Contributing
1.2	Support for English Learners	English learners' language acquisition will be supported through professional development and coaching of strategies by coaches; supported in learning of core content by intervention staff; and monitored for progress on an ongoing basis to determine EL services. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4)	$842,639.00	Yes
1.3	Support for Long Term English Learners	Enhance programs specifically tailored for the needs of Long Term English Learners such as intensive English language development courses or extended learning opportunities focused on language acquisition. Support services may include but are not limited to: additional support staff to support students in grades 6-12 in order to develop individualized learning plans for LTELs, outlining specific goals, interventions, and progress monitoring strategies tailored to their language proficiency levels and academic needs; materials to support LTEL language acquisition; professional development for teachers focused on effective instructional strategies for LTELs, parent workshops on supporting English language development at home; tutoring programs that can support LTELs in language acquisition and academic content. Specifically to address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District - EL John Muir Middle School - EL (SPSA Goal 1 Activity 1.2, 1.3, 1.5) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) This will be addressing DA groups-LTEL in the area of ELPI (Orange).	$199,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Counselor	Academic Counselor support students who face barriers to academic achievement by: • Monitoring progress using an early intervention screener. • Coaching students in developing goals and assessing their progress. • Collaborating with colleagues to address barriers to academic success. • Assisting with outreach efforts for families to remove barriers to school participation. Specifically to address the following School Sites with Reds Dashboard Indicators for All Students within LEA on the 2023 Dashboard: Kings Lake Education Center Specifically to address the following Red student groups on the College and Careers Indicator (CCI) on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Specifically to address the following Red student groups on the Graduation Rate Indicator on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3: Braided funds from Title I to explicitly address SWD student group) Funds will be braided with funding from SPSA to support the Hispanic and All Student group in the areas of Graduation and CCI. This is an LREBG supported action. Access to instruction for credit-deficient pupils The needs assessment identified the need to provide supports to access instruction for students who are behind in credits and at risk of not graduating in order to increase or improve college eligibility. Research	$253,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conducted by the Office of Disease Prevention and Health Promotion, finishing more years of high school, and especially earning a high school diploma, decreases the risk of premature death and increases employment prospects and lifelong earning potential. By offering credit recovery, students will be able to recover credits to meet graduation requirements. Metric being used to monitor the action: Metric 1.19. LREBG funds supporting this action: $9,200 for the 2026-2027 School Year		
1.5	Smaller Class Sizes	Reduce class size in the primary grades to 24:1 and in the upper grades (6-12) core classes to 28:1. Class sizes are contract based at 30:1 at all grade levels. As part of the Grade Span Adjustment, we will continue to move towards/maintain the 24:1 class sizes in K-3 and 28:1 in grades 6-12. English learners, Foster Youth and Low-income students will receive more individualized attention and interact more with the teacher when their class size is smaller. Teachers will have the ability to work with ELs, FY, and Low-income students in small groups, on an individual basis, and with greater frequency when class sizes are smaller. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless (Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard:	$3,399,842.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) This will be addressing DA groups-Homeless, SWD, African American listed above in the area of ELA and Math. Funds will be braided through with funds in the SPSA & ARP funding.		
1.6	Broad Course of Study	To ensure access to a broad course of study for students that includes visual and performing arts, STEM (Science/Technology/Engineering/ Math), health and nutrition, career technical education, physical education for all students, extracurricular and co-curricular, and study trips that support science, social science, English language arts, math or VAPA.	$1,389,544.00	Yes
1.7	Library and Technology Programs	Ensure access to supplemental resources in the school libraries to support literacy programs which will meet the diverse needs of students and encourage involvement with school literacy. Supports may include, but are not limited to: • Personnel to support literacy programs in the library • Software to sustain paid and free online content • ERS for professional development of personnel and to help provide access of content for students at home • Personnel to maintain technology and implement the use of technology and digital integration • Personnel to provide support for staff and student devices and update of devices	$1,413,961.00	Yes
1.8	Career and Technical Education (CTE) Pathways	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. Career Technical Education offerings include, but are not limited to, courses in Patient Care Pathway (CNA, EMR/EMT), Ag. Mechanics Pathway, Animal Science Pathway, Art Pathway, Education Pathway, Games & Simulation Pathway, Business Pathway, and Fashion Pathway.	$1,393,387.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Facility Expansion	--Discontinued for the 2025-26 and 2026-27school year-- Expand facilities to create intervention centers equipped with resources and technology to support targeted interventions. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless (Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) This will be addressing DA groups-Homeless listed above in the area of ELA and Math. Funds will be braided through with ELOP funds.	$0.00	
1.10	Student Well-being	The district will provide wrap-around health services for students' wellbeing centered around the District's Mission, "We are relentless in creating a positive, safe and stimulating environment for all to improve mind, character and body." Supports for this action may include, but are not limited to: • Health Service Coordinator	$3,382,051.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• School Nurse • LVN/Clerk/CNA • Behavior Counselors • School Psychologists • Mental Health Clinicians • Other personnel or multi-tiered system of supports that may contribute in promoting positive school climates by encouraging positive student behaviors, and interventions meant to proactively intervene, emphasize prevention and instruction rather than punitive discipline Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Homeless, SWD, White (Braided funds from Title I and ARP to explicitly address Homeless, SWD and White student groups) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3) (Braided funds from Title I to explicitly address SWD student group) John Muir Middle School - All Students, EL, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) Mark Twain - All Students, Hispanic, SED, SWD (SPSA Goal 2 Activity 2.2: Braided funds from SPSA 2.2 to explicitly address all mentioned student groups) This will be addressing DA groups-Homeless, LTELs, and SWD listed above in the area of suspensions and chronic absenteeism. Funds will be braided through with funds in the SPSA. This is an LREBG supported action. Integrating Pupil Supports Provide supports to address the need to address barriers to learning which include attendance, behavior interventions, counseling, or other mental health services. According to research from CASEL and other education organizations, they show that students who receive regular social-emotional learning (SEL) and mental health support demonstrate improved		

Action #	Title	Description	Total Funds	Contributing
		academic performance, classroom behavior, and emotional regulation. By offering supports and services during the school day, students will have equitable access to interventions, reduce barriers to participation, and create a stronger foundation for academic and behavioral success. Metric being used to monitor the action: Metric 1.20 and 1.16. LREBG funds supporting this action: $1,227,004 for the 2026-2027 School Year		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a welcoming, safe, and nurturing school environment that fosters parent engagement and collaboration.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is our goal to ensure that all students, their families, and staff experience positive, safe, welcoming and nurturing schools. We understand that research illustrates positive, supportive relationships among students and adults at school as the predictors of academic, personal, and social success. The goal is also developed based on the significant staff, parent, student, and community input we have received through active educational partner engagement strategies including listening sessions, board meetings, surveys, and educational partner meetings.

Strong, positive relationships do not occur by accident but are intentionally created as part of the development of engaging, supportive, and relationship building environments that develop student and staff social-emotional competencies. Students learn when they feel seen and feel valued. They also learn more when they are asked to do challenging work and can exercise autonomy and choice in directing their learning. We strive to create an environment where every student is engaged through social-emotional learning strategies that invite participation, excite and engage through authentic connections, provide multiple access points for different learning styles and needs, encourage reflection and provided strategies to self-regulate.

Staff, families, and community partners are essential members of our learning community, and the relationships we nurture and grow with each other are mirrored in the relationships we develop with our students. It is imperative that we attend to the implementation of evidence-based strategies to develop trust and strengthen our systems of social-emotional capacity and support through ongoing outreach, partnership, collaboration, and co-creation within a framework of culturally sustaining practices, ongoing communication, and active engagement. By improving the school environment and communication, we hope to improve the experiences (feeling safe) and school connectedness of all educational partners.

Some of the data that highlights the work that needs to be done includes survey results for 2025-26:

Feeling safe:
* Students 3-5 Overall: 44%
* Students 6-12 Overall: 49%
* Staff/Teachers: 88%

* Parents/Families: 70%

School Connectedness (Belonging):
* Students 3-5 Overall: 38%
* Students 6-12 Overall: 35%
* Staff/Teachers: 77%
* Parents/Families: 84%

Chronic Absenteeism: All Students: 20% Chronically Absent

LREBG-funded actions may be found in Goal 2, Action 2.2. The needs assessment substantiated findings from the 2025 Dashboard related to academic progress, social-emotional and behavioral needs, and chronic absenteeism.

- State and local data also show a significant attendance need among SWD, Homeless, White, FY, and AA students. Based on this, Goal 2, Action 2.2 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) to intervene immediately when students demonstrate a pattern of chronic absenteeism. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs.

LREBG funds will continue to be expended in 2026-2027 and 2027-2028 utilizing evidence-based strategies identified under the following source:

- Attendance Works-Research (Goal 2, Action 2.2)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parental Involvement Priority 3: Parental Involvement (2024 Family Survey) A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	a. 411 parent responses -EL -63 responses -SED-219 responses -FY- 2 b. Provide 1 newsletter per quarter to promote parental participation in programs for unduplicated pupils	a. 547 parent responses -EL - 107 responses -SED- 236 responses -FY- 6 responses b. Provide 1 newsletter per quarter to promote parental	a. 554 parent responses -EL - 50 responses -SED- 324 responses -FY- 4 responses b. Provide 1 newsletter per quarter to promote parental participation in	a. Increase by 2% each year for overall and for unduplicated pupil parent response b. Increase to 1 newsletter per month to promote parental participation in programs for	a. +34.8% • EL: -20.6% • SED: +47.9% • FY: 100% b. Maintained-no difference c. Maintained-no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Square: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for students with disabilities	c. Provide 1 newsletter per quarter to promote parental participation in programs for students with disabilities	participation in programs for unduplicated pupils c. Provide 1 newsletter per quarter to promote parental participation in programs for students with disabilities	programs for unduplicated pupils c. Provide 1 newsletter per quarter to promote parental participation in programs for students with disabilities	unduplicated pupils c. Increase to 1 newsletter per month to promote parental participation in programs for students with disabilities	
2.2	Chronic absenteeism rates California Dashboard	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5% Foster: 40% African American: 33.9% California Dashboard (Fall 2023) LTEL: 22.4% (DA) (NEW-added 25-26) California Dashboard (Fall 2024)	Chronic Absenteeism Rates: All Students: 21.9% Chronically Absent (LREBG) SWD: 31.3% Homeless: 39.7% EL: 18.2% White: 28.3% Foster: 37.5% African American: 32.1% SED-23% California Dashboard (Fall 2024)	All Students: 20% Chronically Absent (LREBG) SWD: 29.7% Homeless: 27.3% EL: 17.4% White: 20.3% Foster: 33.3% African American: 32.3% (DA) LTEL: 26.5% (DA) (NEW-added 25-26) California Dashboard (Fall 2025)	Chronic Absenteeism Rates: All Students: 10% Chronically Absent SWD: 20% Homeless: 20% EL: 10% White: 15% Foster: 20% African American: 15% LTEL: 20% (NEW-added 25-26) California Dashboard (Fall 2023)	All Students: -9.8% (LREBG) SWD: -9.7% Homeless: -30.5% EL: -8.9% White: -14.2% Foster: -6.7% African American: -1.6% (DA) LTEL: +4.1% (DA) (NEW-added 25-26) For this measure, (-) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Pupil suspension rates	District: 6.9% Suspended at least once **SWD: 11.5% **Homeless: 23.4% (DA) EL: 4.7% **White: 10.6% Foster: 9.7% African American: 12.9% SED: 7.5% LTEL: 13.1% (DA) (NEW-added 25-26) California Dashboard (Fall 2023) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 12.6% Mark Twain: 8.1% Schools Sites with Red Dashboard Indicators	District: 7.1% Suspended at least once **SWD: 11% **Homeless: 11.2% (DA) EL: 5% **White: 8.1% Foster: 4.3% African American: 13% SED-7.5% California Dashboard (Fall 2024) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 13.9% Mark Twain: 4.8% Schools Sites with Red Dashboard	District: 7.1% Suspended at least once (LREBG) **SWD: 12% (DA) **Homeless: 11.4% (DA) EL: 6.3% **White: 7.7% Foster: 18.2% African American: 17.4% SED: 6.8% LTEL: 18.5% (DA) (NEW-added 25-26) California Dashboard (Fall 2025) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA:	4.5% Suspended at least once Decrease by 0.8% annually for all student groups Schools Sites with Red Dashboard Indicators for All Students within LEA: Outcomes taken from school site SPSA John Muir: decrease by 2.6% Mark Twain: decrease by 0.3% (1year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Corcoran High	District: +0.2% (LREBG) **SWD: -0.5% (DA) **Homeless: -12.4% (DA) EL: +1.6% **White: -2.9% Foster: +8.5% African American: +4.5% SED: -0.7% LTEL: +5.4% (DA) (NEW-added 25-26) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: -2.4% Mark Twain: -2.9% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: +3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for specific student groups: Corcoran High -SWD: 14.3% John Muir -EL: 12.9% -SED: 13.4% -SWD: 22.4% Mark Twain -Hispanic: 8.1% -SED: 8.6% -SWD: 15.1%	Indicators for specific student groups: Corcoran High -SWD: 13.3% John Muir -Hispanic: 13.3% -SED: 14.9% -SWD: 23.1% Mark Twain -Hispanic: 4.8% -SED: 5.2% -SWD: 3.7%	John Muir: 10.2% Mark Twain: 5.2% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: 17.7% John Muir -EL: 13.2% -SED: 11.1% -SWD: 18.4% Mark Twain -Hispanic: 4.7% -SED: 5.2% -SWD: 8.5%	-SWD: Reduce by 1.6% (1 year) John Muir -EL: decrease by 2.6% -SED: decrease by 2.6% -SWD: decrease by 2.6% (1 year) Mark Twain -Hispanic: decrease by 0.3% -SED: decrease by 0.3% -SWD: decrease by 0.3% (1 year)	John Muir -EL: +0.3% -SED: -2.3% -SWD: -4% Mark Twain -Hispanic: -3.4% -SED: 0% -SWD: -6.6% For this measure, (-) is change in the right direction.
2.4	School Climate Survey-Students Percentage of favorable responses in the area of ‘safety’	Student Safety: Grade 3-5 All Student-45% EL-41% SED-46% Hispanic-46% White-43% African American-22% SWD-47% Foster-n/a Homeless-44% Grade 6-12 All Student-40%	Student Safety: Grade 3-5 All Student-46% EL-42% SED-46% Hispanic-47% White-40% African American-34% SWD-39% Foster-n/a Homeless-56% Grade 6-12	Student Safety: Grade 3-5 All Student- 44% EL- 42% SED- 44% Hispanic- 44% White- 41% African American-26% SWD- 46% Foster-n/a Homeless- 46% Grade 6-12	Increase by 5% each year	Student Safety: Grade 3-5 All Student: -1% EL: +1% SED-: -2% Hispanic: -2% White: -2% African American: +4% SWD: -1% Foster: n/a Homeless: +2% Grade 6-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL-41% SED-40% Hispanic-40% White-23% African American-30% SWD-42% Foster-38% Homeless-40%	All Student-45% EL-43% SED-45% Hispanic-45% White-38% African American-37% SWD-48% Foster-54% Homeless-46%	All Student- 49% EL- 52% SED- 48% Hispanic- 50% White- 37% African American-37% SWD- 49% Foster- 38% Homeless- 49%		All Student: +9% EL: +11% SED: +8% Hispanic: +10% White: +14% African American: +7% SWD: +7% Foster: 0% Homeless: +9%
2.5	School Climate Survey-Students Percentage of favorable responses in the area of 'connectedness' (Belonging)	Student Connectedness: Grade 3-5 All Student-49% EL-50% SED-49% Hispanic-49% White-48% African American-41% SWD-50% Foster-n/a Homeless-58% Grade 6-12 All Student-24% EL-25% SED-24% Hispanic-24% White-23% African American-25% SWD-26% Foster-30% Homeless-17%	Student Connectedness: Grade 3-5 All Student-53% EL-50% SED-53% Hispanic-52% White-47% African American-67% SWD-59% Foster-n/a Homeless-54% Grade 6-12 All Student-29% EL-35% SED-29% Hispanic-29% White-24% African American-27% SWD-42% Foster-33% Homeless-32%	Student Connectedness: Grade 3-5 All Student- 38% EL- 42% SED- 38% Hispanic- 38% White- 25% African American-46% SWD- 44% Foster-n/a Homeless- 47% Grade 6-12 All Student- 35% EL- 36% SED- 35% Hispanic- 36% White- 20% African American-39% SWD- 37% Foster- 28% Homeless- 39%	Increase by 5% each year	Student Connectedness: Grade 3-5 All Student: +11% EL: -8% SED: -11% Hispanic: -11% White: -23% African American: +5% SWD: -6% Foster: n/a Homeless: -11% Grade 6-12 All Student: +11% EL: +11% SED: +11% Hispanic: +12% White: -3% African American: +14% SWD: +11% Foster: -2% Homeless: +22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	School Climate Survey-Staff Percentage of favorable responses in the area of 'safety'	Staff Safety: 88%	Staff Safety: 87%	Staff Safety: 88%	Increase by 0.67% each year	0%--No difference For this measure, (+) is change in the right direction.
2.7	School Climate Survey-Staff Percentage of favorable responses in the area of 'connectedness' (Belonging)	Staff Connectedness: 80%	Staff Connectedness: 76%	Staff Connectedness: 77%	Increase by 3.34% each year	-3% For this measure, (+) is change in the right direction.
2.8	School Climate Survey-Parents Percentage of favorable responses in the area of 'safety'	Parent Safety: 70%	Parent Safety: 49%	Parent Safety: 70%	Increase by 5% each year	0%-- No difference For this measure, (+) is change in the right direction.
2.9	School Climate Survey-Parents Percentage of favorable responses in the area of 'connectedness' (Belonging)	Parent Connectedness: 81%	Parent Connectedness: 84%	Parent Connectedness: 84%	Increase by 3% each year	+3% For this measure, (+) is change in the right direction.

Goal Analysis [2025-26]

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

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

Overall implementation of Goal 2 actions has been strong and supported through coordinated use of LREBG, Title I, and other aligned funding sources. The district successfully implemented staffing and systems designed to improve school climate, attendance, family engagement, and student connectedness.

A key component of Goal 2 was the implementation of Action 2.2: Promoting Attendance and Reducing Chronic Absenteeism, which was

supported through Local Revenue Enhancement Block Grant (LREBG) funding. This action focused on providing timely outreach, resources, and support to address barriers to attendance. LREBG funds supported supplemental personnel responsible for attendance outreach and intervention efforts, including family communication, attendance conferences, referrals to community resources, and home visits. Funds also supported systems and tools used to monitor excessive absenteeism and identify students requiring early intervention. The district collaborated with school sites to analyze attendance data and inform local and district communities about attendance concerns and strategies to improve student engagement.

Implementation of Action 2.2 occurred substantially (fully) as planned. Attendance intervention strategies were consistently utilized across school sites, including proactive outreach to families, home visits, and coordination of support services designed to address barriers to regular attendance. The district's efforts aligned with research demonstrating that attendance interventions and home visiting programs can improve student attendance and increase engagement in school. By connecting families with resources and addressing student needs early, the district worked to reengage students and support improved academic outcomes.

Analysis of implementation indicates that the action contributed to measurable improvements in attendance outcomes. Chronic absenteeism decreased significantly across most student groups when compared to baseline data, suggesting that attendance monitoring systems, intervention strategies, and outreach efforts were effective in increasing student participation. The successful implementation of attendance supports demonstrates progress toward Metric 2.2 and validates the continued need for targeted attendance interventions.

Overall, the district effectively implemented the LREBG-supported activities associated with Goal 2, Action 2.2. The action addressed a need identified through the district's needs assessment, which found that improving student attendance is critical to improving academic performance and reducing the likelihood of students becoming disengaged from school. The district plans to continue refining attendance intervention practices and utilizing attendance data to target supports for students and families most at risk of chronic absenteeism.

Identified Strengths
- Significant reduction in chronic absenteeism across most student groups
- Successful implementation of LREBG-funded attendance outreach and intervention services
- Increased use of data to identify attendance concerns and target supports
- Effective use of home visits and family outreach to address barriers to attendance
- Increased engagement of families through attendance intervention processes

Areas of Need
- Chronic absenteeism remains elevated for some student groups and requires continued monitoring
- Additional strategies are needed to sustain attendance gains among high-needs populations
- Continued refinement of intervention systems is needed to ensure early identification of attendance concerns
- Ongoing collaboration with families and community partners remains critical to addressing attendance barriers

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

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

Expenditure Differences:

- Action 2.1 – Safe Environments: There was a decrease in costs for this action due to the movement of a position from this action to Action 2.3. The position and associated salary were more appropriately aligned with parent involvement than with safe environments. There were also cost differences in materials and supplies purchased.
- Action 2.2 – Promote Attendance and Reduce Chronic Absenteeism: Expenditures were below the budgeted amount due to the use of an alternate funding source for this action.
- Action 2.3 – Increase Parent Education and Involvement: There was an increase in costs for this action due to the movement of a position and associated salary from Action 2.1. This position was more appropriately aligned with parent involvement than with safe environments.

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

Effectiveness of Actions

Action 2.1 (Safe Environments):
This action has been partially effective. While suspension rates decreased for some student groups and sites, disproportionality remains for several groups, including Foster Youth, African American students, English Learners, and Students with Disabilities. Continued refinement of behavior support systems is needed.

Action 2.2 (Attendance and Chronic Absenteeism):
This action has been effective. Chronic absenteeism decreased across all major student groups, with particularly strong gains for Homeless students and English Learners. The use of attendance intervention systems and targeted outreach strategies is demonstrating measurable impact.

Action 2.3 (Parent Engagement):
This action has been effective. Parent participation increased significantly, and engagement systems are reaching a broader range of families, including Socioeconomically Disadvantaged households. Communication tools and engagement structures are contributing to improved participation and connectedness.

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.

Goal:
After reflecting and completing a comprehensive needs assessment, there was no need to change or adapt the goal. CJUSD's needs continue to continue improving parent engagement and school climate. The goal will remain the same. LREBG funds continue to be reflected

in actions associated with supports.

Fiscal:
Increase in budgeted amounts due to salary increases to include COLA in Actions 2.2 and 2.3.

Actions:

- Action 2.1 Safe Environments: Budgeted expenditure amounts changed due to salary differences or price changes on materials or equipment. Budgeted equipment was abandoned and only replacement equipment was budgeted in this year's plan. Current 25-26 DA (SWD, AA) groups were added.
- Action 2.2 Promote Attendance and Reduce Chronic Absenteeism: Budgeted expenditures decreased in order to balance the budget to reflect a better estimate of expenditures. This was done with salaries. Current 25-26 DA (SWD, LTELs) groups were added.
- Action 2.3: Increase Parent Education and Involvement: Budgeted expenditure amounts changed due to salary differences or price changes on materials. Unless otherwise noted, such changes are to materials only and are not the result to changes in our programs unless specifically noted in an action.

Metrics:

- 2.2 Chronic Absenteeism Rates: Included LTEL to reflect new student group and DA designation. Also added DA designation to AA.
- 2.3 Pupil Suspension Rates: Included LTEL to reflect new student group and DA designation. Also added DA designation to SWD.

Target Outcomes:
All target outcomes will remain the same. There are no changes planned for the coming year that would affect this area.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Safe Environments	The district promotes the safety of students by providing assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. Supports for this action may include, but are not limited to: • Personnel for the supervision of students • Equipment to monitor students and school sites	$1,041,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Professional Development for personnel that address and maintain student safety Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Homeless, SWD, White (Braided funds from Title I to explicitly address SWD and White student groups) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3) (Braided funds from Title I to explicitly address the SWD student group) John Muir Middle School - All Students, EL, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) Mark Twain - All Students, Hispanic, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) This will be addressing DA groups-Homeless, LTELs, SWD listed above in the area of suspensions. Funds will be braided through with funds in the SPSA.		
2.2	Promote Attendance and Reduce Chronic Absenteeism	Timely outreach will offer resources & support to resolve barriers to attendance. Support school staff with attendance intervention strategies, home visits, collaborate with school staff to utilize absence data to inform the local and district communities about attendance issues. Supports for this action may include, but not be limited to: • Supplemental software to monitor excessive absenteeism and unexcused absences • Supplemental personnel utilized for outreach to intervene early This will be addressing DA groups-LTELs, AA listed above in the area of chronic absenteeism. Funds will be braided through with funds in the SPSA. This is an LREBG supported action. The needs assessment substantiated the need to increase student	$396,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance in order to improve their academic performance. By providing referrals for support of student needs, we will be able reengage students for academic success. Research supports that attendance and studying more are predictive of high school completing and preventing dropouts. According to Attendance Works, conducting a home visiting program improved student attendance rates by approximately 4 percentage points overall in the month following the visit, compared with pre-pandemic levels. Metric being used to monitor the action: Metric 2.2. LREBG Funds supporting this action: $236,213 for the 2026-2027 School Year		
2.3	Increase Parent Education and Involvement	We will offer and implement parent workshops, to help parents with navigating the school system while supporting the overall academic and social-emotional well-being of students. This initiative offers a variety of parent education programs aimed at increasing engagement and involvement, such as but not limited to Academic Excellence, Family Nutrition, Health and Wellness to help meet the diverse needs of families. The programs are qualitatively and quantitatively evaluated annually and adjusted to meet the needs of all families. Supports for this action may include, but are not limited to: • Supplemental software for communication • Support staff to coordinate trainings, promote communication, provide translation services, assist in the coordination of services	$108,076.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All three sites (Kings Lake Education Center, Mission Community Day School, Corcoran Academy) receiving these funds will use LCFF Equity Multiplier funds to improve student outcomes by increasing the graduation rate by 10%, raising attendance at least 10%, and reducing suspension rates from by 6%. This goal directly supports improved student outcomes and aligns with the intent of the LCFF Equity Multiplier to close opportunity gaps and increase postsecondary success for historically underserved students. Progress will be monitored quarterly, with a full evaluation of data in June 2027 to determine impact and adjust strategies for the following year. Due to small numbers (typically under 10) at Corcoran Academy and Mission Community Day School, graduation and suspension rates may not be reflected on the Dashboard. These numbers are at times so small, that calling them out in the metrics would identify a specific student. We will monitor this data internally to protect student identity. In addition, there are no red student groups on the Fall 2025 Dashboard for any of the school sites listed in this LCFF Equity Multiplier Goal.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in CDE's Stability Rate Data Report.
School sites are eligible for Equity Multiplier funds based on:
* Prior year non stability rates greater than 25% and
* Prior year socioeconomically disadvantaged pupil rates greater than 70%

Kings Lake Education Center, Mission Community Day School, Corcoran Academy: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Parents:

Included the importance of strengthening mental health, behavioral, and counseling supports for students, particularly at alternative education sites. Parents emphasized that counseling services have had a positive impact on student motivation, emotional well-being, academic progress, and overall student success. There was strong support for continuing and expanding counseling services to ensure students receive consistent social-emotional and academic support.

Attendance emerged as another major area of concern. Parents discussed the need to improve student accountability, strengthen communication between schools and families, and increase parent involvement to help improve attendance rates. Parents also emphasized the importance of helping students better understand the long-term impact that poor attendance can have on graduation, future opportunities, and overall success.

Parents additionally highlighted the importance of ongoing academic counseling, regular credit monitoring, and goal-setting supports to ensure students remain on track toward graduation. Families recognized the value of individualized guidance and continued academic monitoring, particularly for students attending alternative education programs.

Another theme that emerged was the importance of maintaining strong connections between alternative education sites and the comprehensive high school in order to support successful student transitions and increase opportunities for student success.

Kings Lake Education Center, Mission Community Day School, Corcoran Academy: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Students and Staff:

Kings Lake students and staff shared overwhelmingly positive feedback regarding the supportive and relationship-centered environment provided at the school. Students consistently expressed that they feel safe, supported, and academically encouraged by staff and counselors. Many students reported that counselors regularly assist them in monitoring grades and staying on track toward graduation, and students generally felt prepared for college, careers, and life after high school. Students also appreciated the flexible, self-paced learning environment and described Kings Lake as less stressful than a traditional comprehensive high school setting.

A recurring concern identified by students was limited access to senior coursework during their junior year. Several students expressed frustration that they are unable to begin senior classes early, resulting in periods of disengagement and limited academic challenge. Students indicated that expanding opportunities for accelerated coursework and meaningful academic activities would improve their overall educational experience.

Students also expressed strong interest in expanded college and career readiness opportunities. While students appreciated existing opportunities such as robotics, Career Day, guest speakers, and college field trips, they requested additional hands-on and interactive experiences, including job shadowing, interview preparation, career exploration activities, and exposure to a wider variety of careers such as welding, electrical work, veterinary science, graphic design, barbering, and fashion design. Students also shared that participation in field trips and college experiences should be more accessible to all students.

Positive relationships with staff emerged as one of the strongest themes throughout the discussion. Students identified supportive adults on campus as approachable, understanding, encouraging, and willing to engage in meaningful conversations with students. Students emphasized that staff members who demonstrate empathy, humor, positivity, and genuine care help foster a welcoming and nurturing school climate. Additionally, students reported feeling comfortable seeking help for mental health concerns and appreciated wellness check-ins and prior mindfulness activities such as meditation sessions. Students also expressed interest in additional wellness supports and calming spaces on campus.

Students expressed a desire for increased student engagement opportunities and access to traditional high school experiences. Suggestions included additional extracurricular activities, field trips, advisory activities, a school yearbook, prom participation, and involvement in broader high school events. Students also noted that attendance incentives and positive reinforcement activities contribute positively to school culture and motivation.

Finally, students identified several facility and basic needs concerns that impact the student experience, including concerns regarding food quality, restroom cleanliness and privacy, water availability, and occasional restroom closures or water outages. Students indicated that improvements in these areas would further enhance the overall school climate and student well-being.

Overall, student feedback reflected appreciation for the supportive environment and caring staff at Kings Lake while also highlighting opportunities to expand academic pathways, career exploration, student activities, wellness supports, and facility improvements to better meet student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rate	Kings Lake Education Center: 60% graduated Hispanic-60.5% SED-61.5% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School: No graduate data	Kings Lake Education Center: 48.3% graduated Hispanic- 46.4% SED- 48.3% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School: No graduate data	Kings Lake Education Center: 68.4% graduated Hispanic- 64.7% SED- 66.7% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School: No graduate data	KLEC: Increase by 3% each year MCDS: No graduate data since there are no 12th grade students enrolled. If in the next 3 years there is 12th grade enrollment, increase to 95% and maintain. Corcoran Academy:	KLEC: +8.4% Hispanic: +4.2% SED: +5.2% MCDS: No graduate data Corcoran Academy: No graduate data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Corcoran Academy: No graduate data	Corcoran Academy: No graduate data	Corcoran Academy: No graduate data	No graduate data since there are no 12th grade students enrolled. If in the next 3 years there is 12th grade enrollment, increase to 95% and maintain.	
3.2	Attendance Rates	Kings Lake Education Center: 95% Mission Community Day School: 100% Corcoran Academy 29%	Kings Lake Education Center: 66.23% Mission Community Day School: 100% Corcoran Academy 46%	Kings Lake Education Center: 88.49% Mission Community Day School: 32% Corcoran Academy 28.23%	KLEC: Increase by 1% each year MCDS: Maintain attendance at 95% or higher Corcoran Academy: Increase by 22% each year	Kings Lake Education Center: -6.51% Mission Community Day School: -68% Corcoran Academy -0.77%
3.3	Suspension Rates	Kings Lake Education Center: 5.6% suspended at least one day Hispanic-5.9% SED-6.2% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White	Kings Lake Education Center: 46.4% suspended at least one day Hispanic- 48.1% SED- 46.2% **Less than 11 students - data not displayed for privacy include the following student	Kings Lake Education Center: 9.3% suspended at least one day Hispanic: 10.3% SED: 9.8% **Less than 11 students - data not displayed for privacy include the following student	KLEC: Decline by 0.5% each year MCDS: Decline by 10.7% each year Corcoran Academy: Maintain current suspension rate (0%)	KLEC: +3.7% Hispanic: +4.4% SED: +3.6% MCDS: -23.9% Hispanic: ** SED: ** Corcoran Academy: Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mission Community Day School 42.1% students suspended at least one day Hispanic-44.4% SED-44.4% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, Foster Youth, Homeless Corcoran Academy No suspension data	groups: AA, SWD, EL, White Mission Community Day School 33.3% students suspended at least one day Hispanic- 41.7% SED- 33.3% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, Foster Youth, Homeless Corcoran Academy 0% suspended at least one day	groups: AA, SWD, EL, White Mission Community Day School 18.2% students suspended at least one day Hispanic-** SED-** **Less than 11 students - data not displayed for privacy include the following student groups: Hispanic, SED, AA, SWD, EL, Foster Youth, Homeless Corcoran Academy 0% suspended at least one day		

Goal Analysis [2025-26]

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

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

Overall implementation of Goal 3 actions has been strong and supported through coordinated LCFF Equity Multiplier funding focused on improving graduation outcomes, reducing suspensions, increasing attendance, and addressing barriers impacting historically underserved students at Kings Lake Education Center (KLEC), Mission Community Day School (MCDS), and Corcoran Academy. The district successfully

implemented counseling, behavioral intervention, and student support systems designed to provide academic guidance, attendance monitoring, behavioral intervention, and college and career readiness support. These actions contributed to measurable improvements in graduation rates and reductions in suspension rates at several sites.

Graduation outcomes at Kings Lake Education Center improved significantly over the two-year period. Graduation rates increased from 60% at baseline to 68.4% in Year 2, with Hispanic students increasing by 4.2% and socioeconomically disadvantaged students increasing by 5.2%. These improvements indicate that academic counseling, individualized student support, progress monitoring, and early intervention systems are positively impacting student achievement and credit completion.

Suspension rates at Mission Community Day School also demonstrated substantial improvement, decreasing from 42.1% at baseline to 18.2% in Year 2. This reduction reflects the positive impact of behavioral counseling, relationship-based interventions, and school climate supports designed to stabilize students and reduce exclusionary discipline practices. Corcoran Academy maintained a 0% suspension rate during the reporting period, demonstrating continued success in maintaining a positive school climate.

Student and educational partner feedback further supported the effectiveness of the implemented actions. Students expressed appreciation for increased counseling support, college and career readiness opportunities, and requests for expanded extracurricular and career-focused programs. Educational partners emphasized the importance of mental health supports, individualized academic assistance, and continued efforts to improve attendance and student engagement.

Identified Strengths

- Significant increase in graduation rates at Kings Lake Education Center
- Improved graduation outcomes for Hispanic and socioeconomically disadvantaged students
- Major reduction in suspension rates at Mission Community Day School
- Maintenance of a 0% suspension rate at Corcoran Academy
- Effective implementation of academic counseling and graduation support systems
- Increased focus on college and career readiness supports for alternative education students
- Strong implementation of individualized student support and intervention systems

Areas of Need

- Attendance rates declined across all three sites, particularly at Mission Community Day School
- Suspension rates increased at Kings Lake Education Center for all students, Hispanic students, and socioeconomically disadvantaged students
- Chronic absenteeism and student disengagement continue to significantly impact student outcomes
- Additional behavioral and social-emotional supports are needed at Kings Lake Education Center
- Small student populations create volatility in annual data trends and limit public reporting for some student groups
- Continued need for expanded mental health, attendance, and re-engagement supports

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 cost differences.

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

- Action 3.1 Success Counselor: This action was somewhat effective. There was demonstrated evidence of effectiveness in improving graduation outcomes and supporting students academically through goal setting, progress monitoring, credit recovery support, and postsecondary planning. The increase in graduation rates at Kings Lake Education Center suggests that individualized counseling and academic intervention strategies are positively influencing student outcomes, especially in increasing graduation rates for the "red" student groups (Hispanic, SED).

- Action 3.2 Behavior Counselor: This action was somewhat effective. Behavioral counseling and intervention supports also contributed to reductions in suspension rates at Mission Community Day School and Kings Lake Education Center, especially in reducing suspensions for the "red" groups (All Students). However, ongoing attendance challenges at Kings Lake Education Center, Mission Community and Corcoran Academy indicate that current interventions may need to be expanded and refined to better address chronic absenteeism, student engagement, and behavioral needs.

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.

Goal:
After reflecting and completing a comprehensive needs assessment, there was no need to change or adapt the goal. CJUSD will continue to support this goal in order to increase graduation rates, and to reduce suspension rates and chronic absenteeism.

Actions:
All actions will remain the same. No changes to this area.

Target Outcomes:
All target outcomes will remain the same. No changes to this area.

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	Success Counselor	Counselor to support students who face barriers to academic achievement by: • Monitors academic progress using an early intervention screener • Coaching students in developing goals and a course of action for graduation • Identified at-risk students to provide early intervention counseling (Academic) • Provides academic advising, assisting with course selection, monitoring student progress, and offers support for students experiencing academic difficulties • Assists students in choosing courses that align with their interests, goals, and academic needs track students' academic performance and provide support when necessary • Works closely with teachers, parents, and other school staff to support student success • Helps students explore career options, set career goals, and develop job search skills • Support students by assisting in the completion of FAFSA, resume building, job seeking or other services needed for college or career placement after graduation Specifically to address the following Red student groups on the Graduation Rate Indicator on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group)	$86,604.00	No
3.2	Behavior Counselor	Behavior Counselor to support students who face barriers to academic achievement by: • Provides support and guidance to students facing social, emotional, and behavioral challenges within the school environment • Collects, monitors, and analyzes data on student behavior, assessing the effectiveness of interventions, and making recommendations for program improvement	$93,450.00	No

Action #	Title	Description	Total Funds	Contributing
		• Collaborating with colleagues to address barriers to academic success • Assisting with outreach efforts for families to remove barriers to school participation • Collaborates with teachers, parents, and other professionals to create a positive learning environment • Identifies behavioral issues, developing individualized behavioral intervention plans, and implementing strategies to address those needs • Provides immediate support and intervention during school crises or when students are experiencing emotional distress • Reducing behavior incidents and creating individualized plans • Tracking attendance and implementing a plan to increase attendance Specifically to address the following School Sites with Reds Dashboard Indicators for All Students within LEA on the 2023 Dashboard: Kings Lake Education Center (Suspension Rates)		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15027105	$1961077

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.419%	0.000%	$0.00	41.419%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for Student Learning **Need:** In CAASPP-ELA, the All Student group performed at 43 points below standard (Yellow) compared to English learners who were 69.4 points below standard (Yellow), Foster Youth 86.7 points below standard (No Color), and Low-income students who were 47.7 points below standard (Yellow). In	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In order to address this condition of our unduplicated students, we will continue to provide intervention supports for student learning by way of staff and assessment software.	The services under Action 1.1 are LEA wide, but are principally directed to support our unduplicated pupils. Because of the lower performance rate of the unduplicated pupils, we expect that the lower performance rate of the unduplicated pupils will increase by 6 points in

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
	CAASPP-Math, the All Student group performed at 83.7 points below standard (Yellow) the performance for English learners was 103.3 points below standard (Orange), Foster Youth 86.3 points below standard (No Color), and Low-income students were 87.4 points below standard (Yellow). **Scope:** LEA-wide		ELA and 5 points in Math annually.
1.4	**Action:** Academic Counselor **Need:** After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students who are prepared for College or Career at lower rates. Our EL students were at 32.0%; our low-income at 60.7%; compared to our All students group at 60.7%. **Scope:** Schoolwide	The Foster Youth group did not have a score due to their size. In order to address the condition of our unduplicated students, we will continue to provide an Academic Counselor to support students who face barriers to academic achievement. The Academic Counselor will coach students in developing goals, assessing their progress, address barriers, and assist with outreach efforts.	The services under Action 1.4 are LEA wide, but are principally directed to support our unduplicated pupils. Because of the lower rates of unduplicated pupils being prepared, we expect that the number of unduplicated students meeting this requirement will increase by 2% as prepared for College or Career.
1.5	**Action:** Smaller Class Sizes **Need:** After assessing the needs of our unduplicated students, we determined that they need additional supports in English language arts and mathematics. In ELA, the District benchmarks show unduplicated pupils with	In order to address this need for our unduplicated students, we will be reducing classroom sizes at K-12 in all core areas. Currently, class sizes are contract based at 30:1 in K-12, therefore reducing them to the LCFF target of 24:1 for K-3 and 28:1 for grades 6-12 will allow unduplicated pupils to receive more individualized attention, increased 1-1 support, and to interact more with the teacher. It will also allow teachers to have more flexibility to	These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the lower classroom sizes, and because the actions meet the needs most associated with small

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
	passing rates of the following: Low Income (30%), English learners (18%), and Foster Youth (18%) compared to All Students (32%). In Math, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (32%), English learners (26%), and Foster Youth (34%) compared to All Students (27%). **Scope:** LEA-wide	use different instructional approaches and to use personalized instruction during the day.	group instruction and experiences of smaller class ratios, the number of unduplicated students meeting proficiency will increase by 5%.
1.6	**Action:** Broad Course of Study **Need:** In ELA, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (30%), English learners (18%), and Foster Youth (18%) compared to All Students (32%). **Scope:** LEA-wide	After assessing the needs of our unduplicated students, we determined that they will continue to require enrichment opportunities that provide a broad course of study for students in K-8th grades. Low-income students, English Learners, and Foster Youth may lack the resources necessary to experience and courses of study that have shown to improve student engagement, increase academic performance, and influence motivation. The actions and services provided in Action 1.6 were developed to support our unduplicated pupils by providing them with a well-rounded or broad course of study in mind. In order to address this need for our unduplicated pupils, we will continue to provide VAPA, STEM, CTE, PE, study trips, and health and nutrition starting at Kindergarten. We understand the value of a well-rounded education for all students and how this can open up opportunities for college and career.	The services under Action 1.6 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by increasing the passing rates of their ELA assessments equal to those of the All Student group by 5%.
1.7	**Action:** Library and Technology Programs **Need:**	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate	The services under Action 1.7 are LEA wide, but are principally directed to support the improved

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
	In CAASPP-ELA, the difference is English learners were 69.4 points below standard (Yellow), Foster Youth 86.7 points below standard (No Color), and Low-income students were 47.7 points below standard (Yellow). **Scope:** LEA-wide	for all students. In order to address this condition of our unduplicated students, we will continue to provide personnel to support activities to implement literacy programs in the library, software to sustain free or paid online literacy content, and services to provide Professional development to personnel to access supplemental resources to meet diverse needs, build engaging environments, and encourage involvement with school libraries.	performance of our unduplicated pupils by lowering the performance rate of the unduplicated pupils will increase by 6 points in each area.
1.8	**Action:** Career and Technical Education (CTE) Pathways **Need:** 100% of our unduplicated pupils have access to these CTE pathways during their enrollment at Corcoran High School. CTE completion rates of at least one pathway based on Dashboard Additional Reports: CCI information for our unduplicated pupils are as follows: Low-income (75.8%), English Learners (53.8%), Foster Youth (* due to the low number of students in this subgroup, a percent could not be provided by Dataquest). This is compared to the All Student completion rate of 75.3%. **Scope:** Schoolwide	After assessing the needs of our unduplicated students, we determined that they will continue to require these services as they play an important role in their education. In order to address this need for our unduplicated pupils, we will continue to provide teachers and staff for CTE courses that prepare students for post-secondary education and careers, coursework that provides work-based learning opportunities, and/or the necessary materials needed for students to successfully complete their coursework. These services will help increase services to unduplicated pupils and help them to connect with real world experiences.	The services under Action 1.8 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by improving their CTE completion rate by 1.86% annually.
1.10	**Action:** Student Well-being **Need:**	In consideration of this gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue wrap-around health services for students to proactively identify	The services under Action 1.10 are LEA wide, but are principally directed to support the improved

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
	A review of unduplicated students' Suspension rates indicates an overall rate of 6.4% students suspended at least one day (Yellow), with English Learners at 6.3% which is lower than the district rate (Orange), Low-income students at 6.8% (Yellow), and Foster Youth increasing to 18.2% (Red). Although EL are currently lower than the All Student group, they have been higher than the average at specific sites. Therefore, they will be monitored and reported as an area of need. **Scope:** LEA-wide	physical and mental health needs, support behavior through counseling. We understand students who are low-income and foster youth may lack the resources needed to access these types of services as well as the social supports that are needed to reduce barriers to learning. These barriers may affect attendance, time out of class, and increase suspensions. Therefore, the needs of our unduplicated students were considered as we developed this action.	performance of our unduplicated pupils' well-being and attendance by decreasing the suspension rates by 0.8% on the CA Dashboard Suspension Rate indicator over the next year.
2.1	**Action:** Safe Environments **Need:** Due to the high suspension rate, safe environments remain a priority to the district as they have an influence on attendance and absenteeism rates. A review of unduplicated students' Suspension rates indicates an overall rate of 6.4% students suspended at least one day (Yellow), with English Learners at 6.3% which is lower than the district rate (Orange), Low-income students at 6.8% (Yellow), and Foster Youth increasing to 18.2% (Red). Although EL is currently lower than the All Student group, they have been higher than the average at specific sites. Therefore, they will be monitored and reported as an area of need.	Though English learner rates are less than the All students rate, we wish to maintain or decrease their suspension rate. In consideration of this gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue providing support services to increase the safety of students by providing assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. The middle school and high school will continue to be provided with additional campus security, while all schools are monitored by security cameras to ensure the safety of all students at all times. Emergency Drill and safety training is provided for staff and students at each site by our Safety/Security Coordinator. Additionally, the safety needs of the district are addressed throughout the year with the help of a canine, as needed. We believe that this focus on safe school environments plays an	The services under Action 2.1 are LEA wide, but are principally directed to support the well-being and attendance of our unduplicated pupils at a higher rate by decreasing the suspension rates by 0.8% on the CA Dashboard Suspension Rate indicator over the next year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	important role in the decline in school suspensions.	
2.2	**Action:** Promote Attendance and Reduce Chronic Absenteeism **Need:** A review of unduplicated students' Chronic Absenteeism rates indicate English Learners were at 17.4% (Yellow), Low-income students at 20.9% (Orange) and Foster Youth at 33.3% (Orange) compared to All Students at 20% (Yellow). **Scope:** LEA-wide	In consideration of these high rates in Chronic Absenteeism for most unduplicated student groups, we decided to continue to support school staff with attendance intervention strategies, supplemental software, and support staff to help inform parents and the community about attendance issues. With 20.4% of unduplicated students being chronically absent in the district, services will be provided LEA-wide to All Students (20% Chronically Absent).	The services under Action 2.2 are LEA wide, but are principally directed to support the improved attendance of our unduplicated pupils at a higher rate by decreasing their chronic absenteeism rates by 3.33% on the CA Dashboard Chronic Absenteeism indicator over the next year.
2.3	**Action:** Increase Parent Education and Involvement **Need:** A review of unduplicated students' Chronic Absenteeism rates indicate English Learners were at 17.4% (Yellow), Low-income students at 20.9% (Orange) and Foster Youth at 33.3% (Orange) compared to All Students at 20% (Yellow). **Scope:** LEA-wide	After assessing the needs of our unduplicated students, we determined that chronic absenteeism continues to be a significant barrier to academic achievement. Analysis of district attendance data indicates that our unduplicated student groups experience higher rates of chronic absenteeism than desired, limiting their access to instruction and negatively impacting academic performance. Research demonstrates that family engagement and parent education are effective strategies for improving student attendance. Many families of unduplicated students face barriers that may impact regular school attendance, including transportation challenges, health concerns, housing instability, limited access to community resources, and a lack of understanding regarding attendance requirements and the impact of missed	The services under Action 2.3 are LEA wide, but are principally directed to support the improved attendance of our unduplicated pupils at a higher rate by decreasing their chronic absenteeism rates by 3.33% on the CA Dashboard Chronic Absenteeism indicator over the next year.

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
		instructional time. Increased communication and collaboration between schools and families can help address these barriers and improve student engagement. To address this need, the district will provide parent workshops, attendance awareness campaigns, family outreach activities, and resources designed to help families understand the importance of regular attendance and navigate available support systems. These services are principally directed toward unduplicated pupils and are intended to improve attendance rates by strengthening family-school partnerships and increasing parent capacity to support consistent student attendance.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Support for English Learners **Need:** After assessing the needs, conditions, and circumstances of our English learners, we learned that only 48.2% are making progress towards English language proficiency. Of these students, only 14.03% scored a score of 4, or well developed on the Summative ELPAC.	Because of the lower performance of the English learners, we will continue to provide the middle school and high school with EL teachers who provide Designated ELD time to our English learners, who collaborate with core teachers, and who provide instructional strategies to core teachers to meet the needs of our EL students. LEA-wide we will continue to provide an ELL District Coach to support teachers and coaches with training and EL instructional strategies for their classrooms. This will help EL students gain English proficiency.	These actions are being provided to English learners to ensure they make progress towards English language proficiency and for reclassification. We expect their performance to increase by 2% annually on the ELPI.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.3	**Action:** Support for Long Term English Learners **Need:** After assessing the needs, conditions, and circumstances of our Long Term English learners (LTEL), we learned that 8.6% of our English Learners are LTEL. **Scope:** Limited to Unduplicated Student Group(s)	Because of the numbers of LTELS, we will provide additional staff to support the LTEL students in developing an ILP to set goals for improvement, provide materials that support LTEL language development, provide PD to teachers on effective instructional strategies for LTEL, support parents with workshops on how to assist their children at home and provide tutoring programs that can support LTELs.	These actions are being provided to LTEL to ensure they make progress towards reclassification. We expect the number of LTEL students to remain under 20% for the next year. We will set individual thresholds for every site. These will be reported as a Met/Not Met at the district level.

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.

Corcoran Joint Unified School District has calculated Supplemental and Concentration Grant funding of $15,027,105, resulting in a required proportionality percentage of 41.419%. Unduplicated pupils, Low-Income students, Foster Youth, and English Learners, comprise 92.2% of the district's enrollment, driving the district's goals, actions, and resource allocation. Because these students represent the overwhelming majority of the district's population, districtwide actions are principally directed toward meeting their needs, while the remaining 7.8% of students also benefit from these strengthened programs and services.

Based on analysis of state and local data and educational partner input, the district continues to provide increased and improved services that address persistent achievement gaps, language acquisition, attendance, and student well-being. Actions implemented in prior years have been evaluated and refined through a continuous improvement process.

Supplemental and Concentration Grant funds support evidence-based strategies including professional development to strengthen Tier I instruction and Professional Learning Communities, targeted supports for English Learners and struggling students, additional safety staff, ParentSquare to enhance family engagement and communication, and coordinated Schoolwide Title I programs. While these districtwide actions benefit all students, they are principally directed toward and effective in improving outcomes for the district's unduplicated student population.

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.

Additional concentration grant add-on funding will continue to be used to provide direct services to students at schools that have a high concentration of unduplicated pupils. All of our schools are above the unduplicated pupil threshold of 55%. Below is how the staff is used to provide direct services to students at schools who have a high concentration of unduplicated pupils:

Goal 1, Support for Student Learning-Action 1.1-Full time Vice Principal at each elementary school - The Vice-Principal at the elementary school sites will assist in the data collection, intervention and progress monitoring of students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. They will also support general and special education teachers with program implementation, teacher coaching, professional development, and instruction. This impacts the in-classroom supports received by unduplicated pupils and will provide additional support in the classrooms for students.

Goal 1, Student Well-being-Action 1.10-Full time Counselor at each elementary school- Each of the elementary schools will have a counselor position at the school site to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. Counselors help promote positive school climate by encouraging positive student behaviors.

Goal 1, Student Well-being-Action 1.10-Full time (8-hour) Licensed Vocational Nurse at each school site- LVNs will continue to be full 8-hour positions. Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.

Goal 1, Student Well-being-Action 1.10-Full time Health Care Coordinator shared by all school sites- A full time Health Care Coordinator, who is also a Registered Nurse, will be split among all six school sites in the district in order to support the health needs of individual students such as eye exams, hearing exams, training of all LVNs in the District on adequate medical and health procedures, supporting school sites with medical needs that may arise, assisting in developing medical/health plans for students at school sites, training staff on First Aid procedures for students, and used to connect students and families to the appropriate services and resources.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	1:31

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	0	1:18

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	36,280,686	15027105	41.419%	0.000%	41.419%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,746,494.00	$1,736,578.00	$0.00	$0.00	$17,483,072.00	$16,965,860.00	$517,212.00

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	Support for Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$3,328,615.00	$153,307.00	$3,388,615.00	$93,307.00			$3,481,922.00	
1	1.2	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3-year	$837,639.00	$5,000.00	$842,639.00				$842,639.00	
1	1.3	Support for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 5-12	3-year	$198,701.00	$1,000.00	$199,701.00				$199,701.00	
1	1.4	Academic Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School, Kings Lake Education Center	3-year	$251,072.00	$2,500.00	$253,572.00	$0.00			$253,572.00	
1	1.5	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$3,399,842.00	$0.00	$3,399,842.00				$3,399,842.00	
1	1.6	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$1,335,044.00	$54,500.00	$1,389,544.00				$1,389,544.00	
1	1.7	Library and Technology Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$1,351,661.00	$62,300.00	$1,413,961.00				$1,413,961.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Career and Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	3-year	$1,243,387.00	$150,000.00	$1,393,387.00				$1,393,387.00	
1	1.9	Facility Expansion						3-year	$0.00	$0.00	$0.00				$0.00	
1	1.10	Student Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$3,346,726.00	$35,325.00	$2,155,047.00	$1,227,004.00			$3,382,051.00	
2	2.1	Safe Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$1,036,903.00	$5,000.00	$1,041,903.00				$1,041,903.00	
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$386,140.00	$10,280.00	$160,207.00	$236,213.00			$396,420.00	
2	2.3	Increase Parent Education and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$80,076.00	$28,000.00	$108,076.00				$108,076.00	
3	3.1	Success Counselor	All	No			Specific Schools: Kings Lake Education Center, Mission Community Day School, Corcoran Academy	Ongoing	$81,604.00	$5,000.00		$86,604.00			$86,604.00	
3	3.2	Behavior Counselor	All	No			Specific Schools: Kings Lake Education Center, Mission Community Day School, Corcoran Academy	Ongoing	$88,450.00	$5,000.00		$93,450.00			$93,450.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
36,280,686	15027105	41.419%	0.000%	41.419%	$15,746,494.00	0.000%	43.402 %	**Total:**	$15,746,494.00
								LEA-wide Total:	$13,057,195.00
								Limited Total:	$1,042,340.00
								Schoolwide Total:	$1,646,959.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Support for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,388,615.00	
1	**1.2**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$842,639.00	
1	**1.3**	Support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 5-12	$199,701.00	
1	**1.4**	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School, Kings Lake Education Center	$253,572.00	
1	**1.5**	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,399,842.00	
1	**1.6**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,389,544.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Library and Technology Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,413,961.00	
1	1.8	Career and Technical Education (CTE) Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	$1,393,387.00	
1	1.10	Student Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,155,047.00	
2	2.1	Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,041,903.00	
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,207.00	
2	2.3	Increase Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,076.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,514,650.00	$16,370,886.00

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**	Support for Student Learning	Yes	$3,895,622.00	4212893
1	**1.2**	Support for English Learners	Yes	$770,200.00	792562
1	**1.3**	Support for Long Term English Learners	Yes	$188,000.00	189201
1	**1.4**	Academic Counselor	Yes	$261,709.00	269064
1	**1.5**	Smaller Class Sizes	Yes	$3,346,887.00	3450433
1	**1.6**	Broad Course of Study	Yes	$1,237,908.00	1169199
1	**1.7**	Library and Technology Programs	Yes	$1,091,657.00	1134256
1	**1.8**	Career and Technical Education (CTE) Pathways	Yes	$1,158,563.00	1285527
1	**1.9**	Facility Expansion		$0.00	0
1	**1.10**	Student Well-being	Yes	$2,971,590.00	2268366
2	**2.1**	Safe Environments	Yes	$956,210.00	950133

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	**2.2**	Promote Attendance and Reduce Chronic Absenteeism	Yes	$366,304.00	373138
2	**2.3**	Increase Parent Education and Involvement	Yes	$96,000.00	100701
3	**3.1**	Success Counselor	No	$87,000.00	91127
3	**3.2**	Behavior Counselor	No	$87,000.00	84286

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$14,572,469	$14,908,385.00	$15,331,710.00	($423,325.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support for Student Learning	Yes	$3,569,358.00	3656179		
1	1.2	Support for English Learners	Yes	$770,200.00	792562		
1	1.3	Support for Long Term English Learners	Yes	$188,000.00	189201		
1	1.4	Academic Counselor	Yes	$252,000.00	250664		
1	1.5	Smaller Class Sizes	Yes	$3,346,887.00	3450433		
1	1.6	Broad Course of Study	Yes	$1,237,908.00	1169199		
1	1.7	Library and Technology Programs	Yes	$1,091,657.00	1134256		
1	1.8	Career and Technical Education (CTE) Pathways	Yes	$1,158,563.00	1285527		
1	1.10	Student Well-being	Yes	$2,101,086.00	2198319		
2	2.1	Safe Environments	Yes	$956,210.00	950133		
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	Yes	$140,516.00	154536		
2	2.3	Increase Parent Education and Involvement	Yes	$96,000.00	100701		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$34,940,666	$14,572,469	0	41.706%	$15,331,710.00	0.000%	43.879%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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