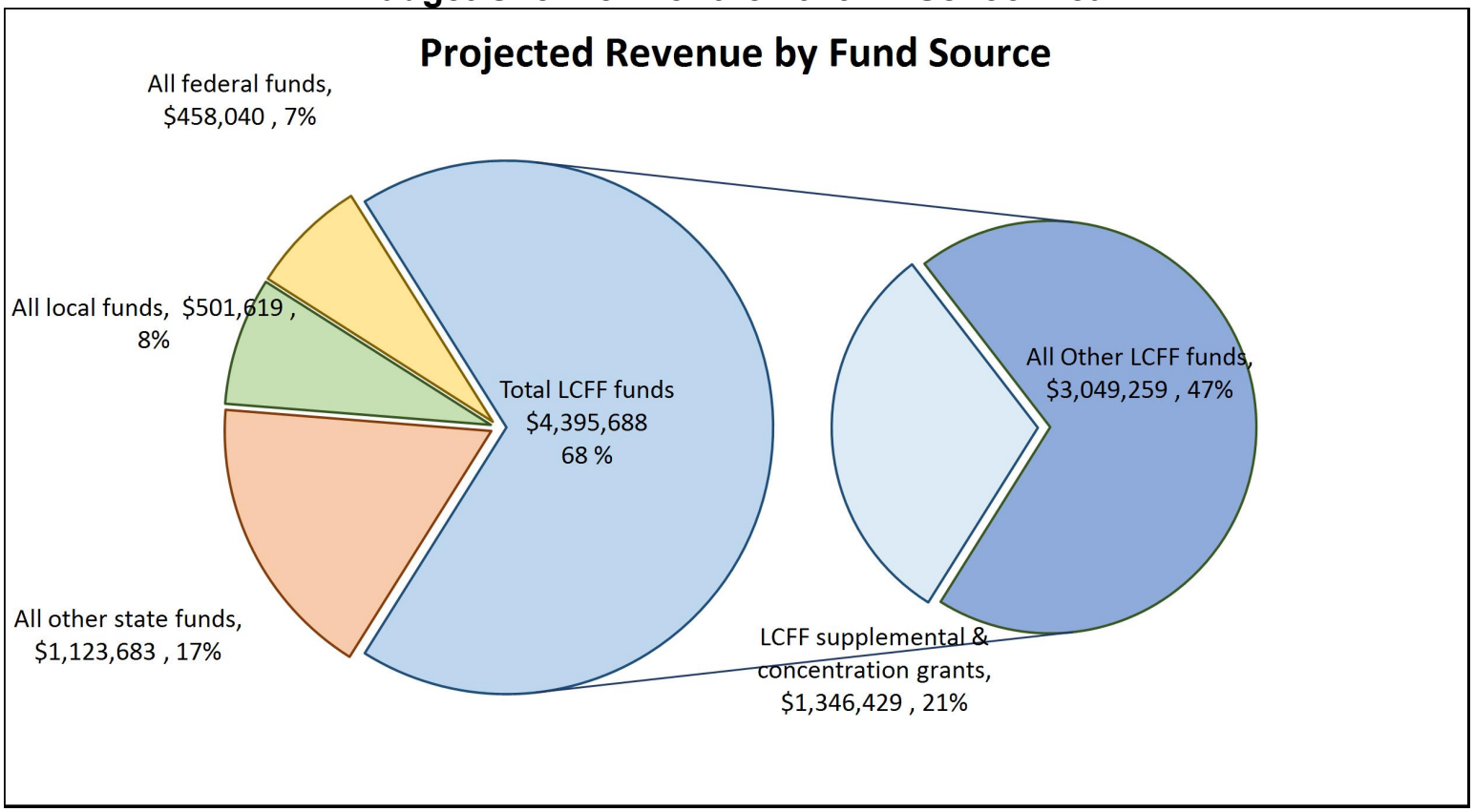
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raisin City Elementary School District
CDS Code: 10-62380-6007074
School Year: 2026-27
LEA contact information:
Orin Hirschkorn
Superintendent
orhirschkorn@caruthers.k12.ca.us
559.495.6402

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

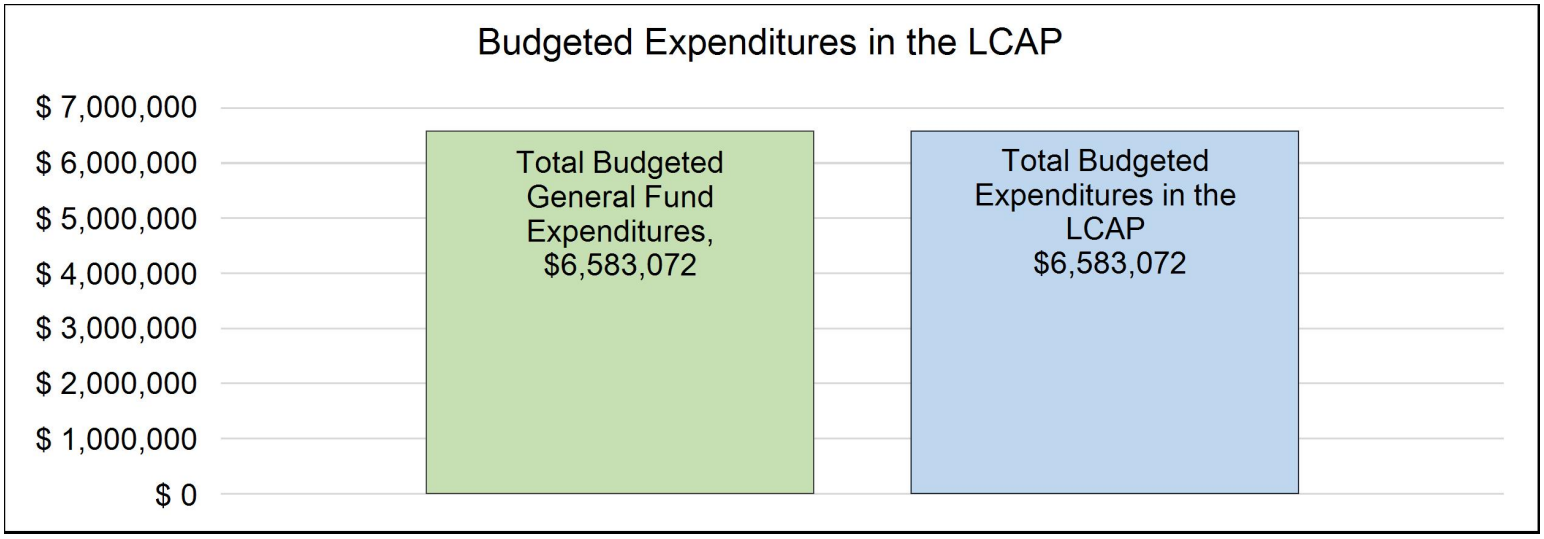



This chart shows the total general purpose revenue Raisin City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Raisin City Elementary School District is $6,479,030, of which $4,395,688 is Local Control Funding Formula (LCFF), $1,123,683 is other state funds, $501,619 is local funds, and $458,040 is federal funds. Of the $4,395,688 in LCFF Funds, $1,346,429 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 Raisin City Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Raisin City Elementary School District plans to spend $6,583,072 for the 2026-27 school year. Of that amount, $6,583,072 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

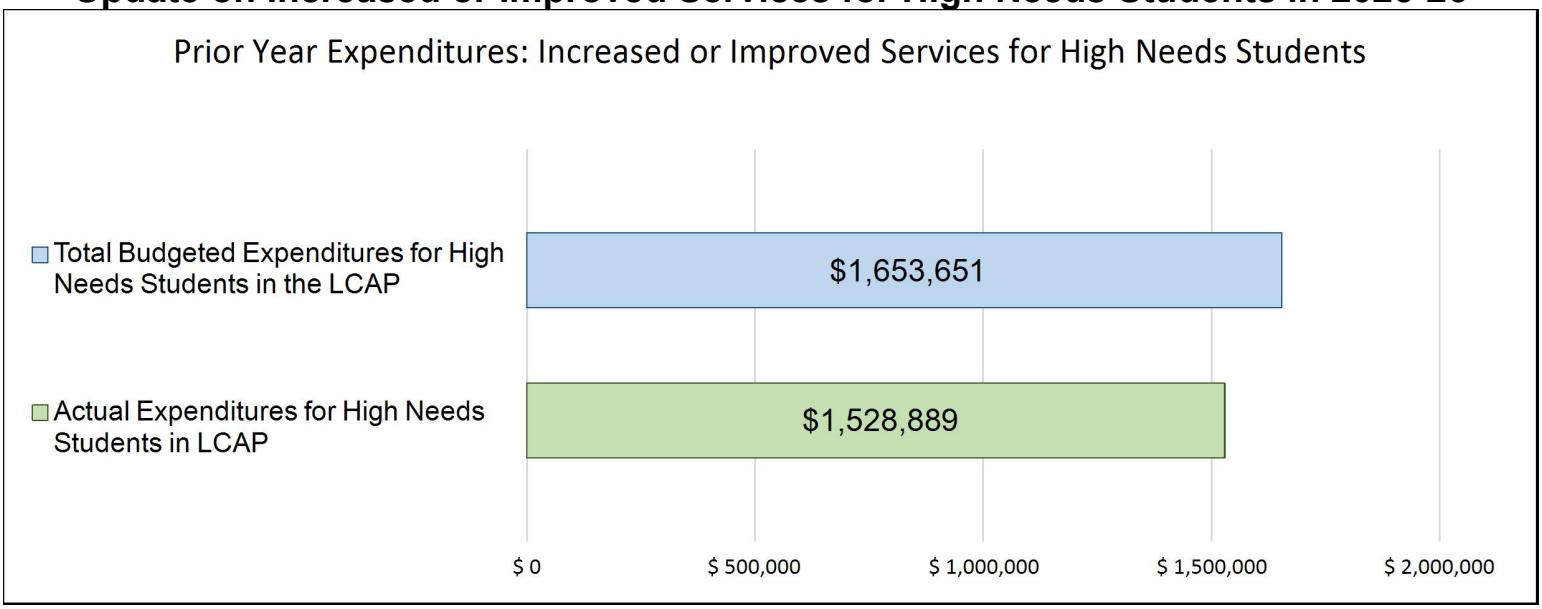
All General Fund Expenditures are included in the Local Control and Accountability Plan (LCAP).

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

In 2026-27, Raisin City Elementary School District is projecting it will receive $1,346,429 based on the enrollment of foster youth, English learner, and low-income students. Raisin City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Raisin City Elementary School District plans to spend $1,529,151 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 Raisin City Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Raisin City Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Raisin City Elementary School District's LCAP budgeted $1,653,651 for planned actions to increase or improve services for high needs students. Raisin City Elementary School District actually spent $1,528,889 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $124,762 had the following impact on Raisin City Elementary School District's ability to increase or improve services for high needs students:

The difference in budgeted and actual expenditures was approximately 7.5%, due to less need than expected in some areas, or the estimated cost of the action was less than budgeted. Consequently, there was no impact on the planned actions and services for high needs students. Most actions were implemented as planned and when not, the District was was able to deliver the same amount and quality of increased services to our identified unduplicated students by utilizing cost savings measures as outlined in the goal analysis section, combined with the use of other funds to meet the identified student needs.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Raisin City Elementary School District | Orin Hirschkorn<br>Superintendent | orhirschkorn@caruthers.k12.ca.us<br>559.495.6402 |

# 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.

Raisin City Elementary School District is located in the unincorporated area of Raisin City, California, in Fresno County. In the 2025-26 school year, the school's student population of 260 students was comprised of 86.9% Hispanic, 10.0% White, 2.7% Asian, and less than .4% African American. Student groups include 50.4% English Learners, and 96.9% Low-Income students. Students with Disabilities comprise 12.7% of our student population. Close to 2.0% of our students are Homeless, and 1.9% are Foster Youth.

The school is on ten acres and is surrounded by grape vineyards on the north, west, and south sides. Most students are bused to school. On the east side of the school is the residential area of the town. Agriculture is the primary industry in the community. Town services include a few small grocery stores, small independent businesses, churches, a post office, and the school. The school is often the hub of community activities. Most business at the school is conducted in both English and Spanish, since we have a very large Spanish-speaking population.

Raisin City families are among those with the lowest internet access rates in the San Joaquin Valley. In order to ensure that our students have the access that they need to be successful in school, the District provides a hotspot to each household that needs one to ensure internet connectivity.

Raisin City Elementary School District promotes an environment for success and creates partnerships with parents and the community, to assist in providing all students the opportunity to achieve their full potential, to become lifelong learners, responsible and productive citizens and leaders. Our vision is for all students to be proficient at their grade level in language arts, mathematics, science, social studies, physical education and visual and performing arts.

Raisin City Elementary School District does not receive Equity Multiplier funding. To protect student privacy, outcomes for student groups with less than 11 students are not reported (N/R).

# Reflections: Annual Performance

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

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High.

The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

State Assessments, 2025 California School Dashboard, SBAC Distance from Standard (Table 1):

The Overall ELA performance level, and those for Low-Income student, English Learners, and all other student groups again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group.

Math results also improved from the prior year, Overall and for all groups with the exception of RFEP students and Students with Disabilities, who showed slight declines. Low-Income and English Learner student groups improved by 25 points and 22 points, respectively, from the baseline year.

State Assessments, 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math (Table 2):

As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; all student groups showed increases in percentages with the exception of Long-Term English Learners and recently Redesignated Fluent English-Proficient (RFEP) students. These results for those two groups did not match the Distance from Standard (DFS) results, which improved significantly for both groups. DFS results include the scores of all students who took the assessment, while Meeting or Exceeding Standard only includes those who scored at standard or above. Comparing the two measures, this discrepancy suggests that the students in those groups who have struggled in the it appears that LTEL and RFEP students who have struggled more in the past to be successful are improving at a faster rate and so scoring closer to standard, while the percentages who were in the higher ranges have slightly slipped back. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Though they declined from the prior year, RFEP students had 61.3% meeting or exceeding standard in ELA, above the county-wide result for that group.

Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency.
The 2025 results in the Math assessments showed little change from 2024 results, with the exception of White students, who improved by 10%, and RFEP students who declined by 4.8%. Baseline comparisons show a more positive picture, as results for all groups, except RFEP and Students with Disabilities, reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.

Examining both state assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful. However, inequalities continue to exist between results for RCESD Low-Income students and English Learners and their peers at similar schools in Fresno County and statewide (Tables 1a and 2a), indicating the need to continue the actions in Goal 1 that have contributed to the academic growth.

iReady Local Assessments, 2026 Percentage of Students At or Above Grade Level in Reading and Math (Table 3):
The data shown in Table 3 are 2026 Diagnostic 3 (Spring) assessment results compared to the prior year's Diagnostic 3. The results show that Overall results and every student group increased percentages at or above grade level in ELA from 2025. We did note slight declines in Math, Overall and for Low-Income students. Comparing this year's results to the baseline, we see that Overall percentages are significantly higher, as are those for all student groups with the exception of White students. (The White student group is a small cohort [17] and results are very volatile.) Comparing Math results to baseline, the slight improvements and declines reflect the same trends as the "distance from Standard" and "meeting/Exceeding Standard" assessment data. We will examine the data and our practices to identify specific areas in which those groups may be struggling, and believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued.

2026 Diagnostic 3 iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been effective. Comparing results from the baseline to 2026, we saw significant growth in overall results and those for Low-Income students and English Learners. Overall results were a 6% increase in students reading on or above grade level, and a 15% increase in math. For Low-Income students, the increases were 7% and 10% in reading and math, respectively. Results for English Learners were even more impressive, improving by 18% in reading, and by 32% in math.

State ELPAC Assessment, 2025 California School Dashboard, English Learner Progress Indicator (ELPI):
After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%. The achievement of these higher levels is a result of our instructional staff's commitment to improving results for English Learners.
The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted above, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results.

State Assessments, 2025 SBAC Percentage of Students Meeting or Exceeding Standard in Science (Table 4):
Because the state's Science assessment is only given to 5th and 8th graders at Raisin City Elementary, the number of students assessed is small and, in addition to Overall results, results are only reported for Low-Income, English Learner, and Hispanic student groups. The Overall percentage of students meeting or exceeding standard improved from the prior year, as did the percentages for the Low-Income, English Learner, and Hispanic student groups.
Comparing the 2025 results to the baseline, the Low-Income group had a higher percentage of improvement (6.5% v. 5.4%) closing the performance gap with Overall results, which we attribute to an increased District focus on academic vocabulary. English Learner results declined from the baseline year and were slightly improved from the prior year, also attributed to more exposure and instruction with academic vocabulary, a trend we expect to see growing. Evidence of this positive trend was in the Dashboard Science results, which were reported as "Science Points" on the 2025 Dashboard. All Students and every student group showed improvement from the prior year:
Overall -- 6.7 points improvement
Low Income – 5.8 points improvement
English Learners – 6.3 points improvement
LTEL -- 4.9 points improvement
RFEP -- 10.2 points improvement
Hispanic – 7.4 points improvement

Teachers' ratings of the implementation of state standards maintained at 3.5, placing it squarely between "initial implementation" and "high implementation". Teachers gave higher ratings to standards implementation in ELA, ELD, and math, in the "high implementation" rating. Ninety-four percent of staff who responded to the survey agreed that they have received appropriate professional development training for their current position with RCSD. The same percentage agreed or strongly agreed that the Raisin City Elementary School District values it certificated and classified staff members.

2025 California School Dashboard, Suspension Rates (Table 5):
As seen in the table, the Overall suspension rate went down, as did the rates for most student groups, moving them from the Red (lowest-performing) to the Yellow (medium) level on the California School Dashboard. These improvements are the result of carefully examining data for Low-Income and English Learner students, identifying students who have incidences of defiance, and providing those individuals with targeted social-emotional and mental health supports in order to ensure that they, and all of our students, feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). These services include retaining staff to provide behavior intervention and support, focused on providing services to Low- Income students, English Learners, and Foster Youth in grades TK-8, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; continued implementation of PBIS structures; and providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. The data cited above show that the actions in Goal 2 have been generally effective.
The rate for Students with Disabilities increased to the Red performance level. The White student group also increased. This year, behavior intervention and support staff have worked with those students to defuse and curtail inappropriate behaviors.
In comparing 2025 results to baseline levels, we saw that the rate for English Learners has improved thanks to the most recent results and closed the gap with Overall results. Though Low-Income students have increased by almost 1.3% from the baseline, that is a decline from the prior year.

2025 California School Dashboard, Chronic Absenteeism (Table 6):
Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, Low-Income students, Hispanic students, and Students with Disabilities all achieved the Green (high-performing) category. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.
The White student group's rate increased from the prior year. As it is a small cohort, the 4.2% increase represents one additional student being chronically absent that year.
The table shows that, comparing the most recent results with the baseline, the improvements are more significant. Every student group shows improvement, and English Learners are diminishing the gap with Overall results.

We believe that current survey data (March, 2026) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism. As noted above, Chronic Absenteeism rates are improved for Low-Income students, English Learners, and LTEL, reaching the Green performance level, and Suspension rates are improved to the Yellow level. Another strong indicator that Action 2.3 has had a positive effect is that the percentages of surveyed students who responded they feel safe at school was maintained above 80%. Those responding that they feel connected to school rose from 80% to 82%. Students feeling connected has increased by 9.4 percentage points from the baseline, and the percentage of students feeling safe has increased by 6.5% from the baseline. Additionally, the overall attendance rate for the 2025-26 school year was 95.9%.

Climate and engagement data from surveys suggest that our efforts in Goal 2 have been effective. 100% of parents and 94% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that 100% of parents agreed the school provides a welcoming environment, and 98% responding that school staff are interested in each family’s strengths, cultures, languages, and goals for their children. Ninety percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families."
Parents overwhelmingly felt that their children feel safe at school, with 98% agreeing or strongly agreeing, an increase of 5% from last year. Support staff similarly felt that schools are safe for students, with 100% of respondents agreeing. Also, 91% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS.
Parent surveys show that 95% of parents responding feel their children are connected to school.

- 98% of respondents agreed that the school engages in 2-way communication with families.
- 86% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community.

The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board increased to a rating of 4.5 in 2026. The rating has increased from the baseline (2019) rating of 3.7.

Required Actions:
The following actions were required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2025 Dashboard in these areas or for the included student groups, the actions must be maintained through the 2026-2027 update.

- Action 1.17: School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red (very low-performing) level in ELA. As a result, this action was included in the LCAP to address this need. As seen in Table 1, ELA results for all of those student groups improved by double digits from the prior year, with all in the Yellow (medium) performance level. Since the 2023 Dashboard, all of those groups have improved by 40 or more points toward meeting standard, showing that this action has been effective.
- Action 1.18: School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red (very low-performing) level in Math. As a result, a specific action was included in the LCAP to address this need. As seen in Table 1, Math results for all of those student groups improved from the prior year, even though Hispanic students and English Learners are in the Red level in Math. Since the 2023 Dashboard, all of those groups have improved by 20 or more points toward meeting standard, showing that this action has been effective and will continue to be implemented.
- Action 1.19: School-wide, the 2023 percentage of English Learners making a year or more progress in acquiring English language skills was 40.9%, a decline 10.6% from the prior year, resulting in a "Very Low" performance level on the California School Dashboard. A specific action to address this English Learner Indicator was included in the LCAP. The 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4% points from the prior year. Though there was a decline, the rate remained above 50%, 10% higher than the baseline year. Based on these results, we consider this action to be moderately effective, and will continue it in anticipation of further improvements.

The use of LREBG funds is described in Goal 1, Action 1.20. The action is aligned with allowable expenditures by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning recovery programs and materials designed to accelerate pupil academic proficiency in ELA and Math. This action is expected to increase academic outcomes for Low-Income students and English Learners, since it is designed to address their identified needs in Math and ELA by supporting the development of literacy skills and academic vocabulary that improve reading and writing, and provide additional support with mathematical rules and operations will also accelerate improvement.

| Distance from Standard | 2025 ELA | Change from 2024 | Change from Baseline | 2025 MATH | Change from 2024 | Change from Baseline |
|---|---|---|---|---|---|---|
| Overall | 53.7 points below | 15.1 points improvement | 40.3 points improvement | 91.6 points below | 2.2 points improvement | 24.7 points improvement |
| English Learners | 59.5 points below | 15.8 points improvement | 43.7 points improvement | 96.7 points below | 1.5 points improvement | 22.4 points improvement |
| Low-Income | 54.5 points below | 14.3 points improvement | 44.8 points improvement | 92.9 points below | 0.9 points improvement | 24.9 points improvement |
| RFEP | 4.8 points above | 14.4 points improvement | 14.4 points improvement | 51.0 points below | 1.6 points decline | 1.6 points decline |
| LTEL | 66.9 points below | 0.9 points improvement | 0.9 points improvement | 125.4 points below | 12.0 points improvement | 12.0 points improvement |
| Hispanic | 55.0 points below | 15.3 points improvement | 41.4 points improvement | 97.3 points below | 0.4 points improvement | 22.9 points improvement |
| White | 38.3 points below | 27.0 points improvement | 35.2 points improvement | 53.3 points below | 4.2 points improvement | 16.9 points improvement |
| Students w/Disabilities | 106.4 points below | 34.2 points improvement | 30.7 points improvement | 131.7 points below | 2.2 points decline | 28.3 points improvement |

Table 1

| | Raisin City Elementary | | Pacific Union Elementary | | Orange Center Elementary | | Washington Colony Elementary | | State of California | |
|---|---|---|---|---|---|---|---|---|---|---|
| Distance from Standard | 2025 ELA | 2025 MATH | 2025 ELA | 2025 MATH | 2025 ELA | 2025 MATH | 2025 ELA | 2025 MATH | 2025 ELA | 2025 MATH |
| Overall | 53.7 points below | 91.6 points below | 36.1 points below | 36.7 points below | 17.0 points below | 61.7 points below | 13.2 points below | 63.6 points below | 8.1 points below | 42.4 points below |
| English Learners | 59.5 points below | 96.7 points below | 46.3 points below | 42.8 points below | 17.7 points below | 56.0 points below | 29.9 points below | 77.3 points below | 59.9 points below | 86.1 points below |
| Low-Income | 54.5 points below | 92.9 points below | 43.8 points below | 47.0 points below | 17.0 points below | 61.7 points below | 18.2 points below | 64.9 points below | 35.3 points below | 72.9 points below |

Table 1a

| Meeting or Exceeding Standard | 2025 ELA | Change from 2024 | Change from Baseline | 2025 MATH | Change from 2024 | Change from Baseline |
|---|---|---|---|---|---|---|
| Overall | 26.2% | 3.0 % improvement | 9.3% improvement | 15.4% | No change | 7.0% improvement |
| English Learners | 15.3% | 3.8% improvement | 3.9% improvement | 6.9% | 0.5% improvement | 2.6% improvement |
| Low-Income | 25.6% | 2.3% improvement | 9.6% improvement | 14.6% | 0.8% decline | 7.3% improvement |
| RFEP | 61.3% | 6.5% decline | 6.6% decline | 45.2% | 4.8% decline | 4.8% decline |

| iReady 2026 Diagnostic 3 | Reading: % Early On or Above Grade Level | Change from 2025 | Change from Baseline | Math: % Early On or Above Grade Level | Change from 2025 | Change from Baseline |
|---|---|---|---|---|---|---|
| Overall | 33.9% | 5% improvement | 8% improvement | 25.8% | 1% decline | 1% improvement |
| English Learners | 25.0% | 4% improvement | 6% improvement | 20.2% | 1% improvement | 3% improvement |
| Low-Income | 30.8% | 1% improvement | 4% improvement | 24.3% | 2% decline | 1% decline |
| Hispanic | 33.8% | 3% improvement | 9% improvement | 24.9% | No change | 1% improvement |
| White | 41.2% | 8% improvement | 15% decline | 47.1% | 3% improvement | 9% improvement |
| Students w/Disabilities | 14.8% | 8% improvement | 7% improvement | 11.1% | 1% improvement | 7% improvement |

Table 3

| Meeting or Exceeding Standard | Science | Change from 2024 | Change from Baseline |
|---|---|---|---|
| Overall | 13.6% | 5.4% improvement | 5.4% improvement |
| English Learners | 3.0% | 0.3% improvement | 2.4% decline |
| Low-Income | 12.3% | 3.5% improvement | 6.5% improvement |
| RFEP | <11 | n/d | n/d |
| LTEL | <11 | n/d | n/d |
| Hispanic | 11.8% | 3.7% improvement | 2.0% improvement |
| White | <11 | n/d | n/d |
| Students w/Disabilities | <11 | n/d | n/d |

Table 4

| Suspension Rates | 2025 | Change from 2024 | Change from Baseline |
|---|---|---|---|
| Overall | 5.4% | 0.7% improvement | Overall – 1.6% increase |
| English Learners | 3.9% | 3.7% improvement | 0.4% improvement |
| Low-Income | 5.5% | 0.7% improvement | 1.3% increase |
| LTEL | 5.7% | 7.4% improvement | 7.5% improvement |
| Hispanic | 5.0% | 1.0% improvement | 1.9% increase |
| White | 12.5% | 2.5% increase | 6.3% improvement |
| Asian | 0% | n/d | n/d |
| Homeless | 0% | n/d | n/d |
| Foster Youth | <11 | n/d | n/d |
| Students w/Disabilities | 9.1% | 9.1% increase | 9.1% increase |

Table 5

| Chronic Absenteeism Rates | 2025 | Change from 2024 | Change from Baseline |
|---|---|---|---|
| Overall | 7.4% | 1.4% improvement | 6.8% improvement |
| English Learners | 4.7% | 2.7% improvement | 10.1% improvement |
| Low-Income | 7.6% | 1.4% improvement | 6.7% improvement |
| LTEL | 2.9% | 2.3% improvement | 2.4% improvement |
| Hispanic | 7.3% | 2.5% improvement | 7.0% improvement |
| White | 4.2% | 4.2% increase | 2.5% improvement |
| Asian | 8.3% | n/d | n/d |
| Homeless | 7.7% | n/d | n/d |
| Foster Youth | <11 | n/d | n/d |
| Students w/Disabilities | 6.8% | 3.4% improvement | 3.9% improvement |

Table 6

## Reflections: Technical Assistance

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

N/A

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| District Administration/Principals Meetings | Meetings to review data, progress on the LCAP, and evaluation of the effectiveness of the actions were ongoing through the school year. |
| Classified Bargaining Unit and Other School Personnel | Input Meeting -- Staff Meeting (Mar. 2, 2026)<br>Goal 2<br>• A concern was expressed that not everyone is showing up for assigned duties.<br>• When it is hot outside and students are playing soccer, we should put canopies out to give them shade.<br><br>Bargaining Unit Meeting (Mar. 5, 2026)<br>Goal 1<br>• Classified staff would like training on how to be more engaging in the classrooms.<br><br>District classified staff and other school personnel were asked to complete surveys March 9-27, 2026, to inform the LCAP and to gather information for a report on Local Indicators.<br>The feedback from the support staff is overwhelmingly positive, reflecting a high level of job satisfaction and a strong sense of pride in the school's culture. Unlike the students and parents, who had specific lists of changes, the support staff largely expressed that they would not change a thing. Themes that emerged from the survey responses were:<br>• A "Family" Atmosphere: Multiple staff members highlighted the "family environment" and the "welcoming" nature of the |

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| | campus. They feel deeply supported not only by their fellow coworkers but also by their supervisors.<br>• Commitment to Student Success: Staff take great pride in seeing teachers and colleagues "really trying their best" to ensure students have what they need to succeed. There is a strong sense of shared purpose regarding student care.<br>• Community Programs: The variety of programs available for both parents and students is seen as a major asset to the Raisin City community.<br>• Mutual Respect: The relationship between the students and the staff is cited as one of the "best things" about the school. |
| Certificated Bargaining Unit including Teacher Educational Partners | Input Meeting -- Staff Meeting (Mar. 2, 2026)<br>Goal 1<br>• Possible additional motivation strategies were suggested, including:<br>small incentives for K-2 treasure chest; assemblies like Reptile Ron and Yo-Yo Guy.<br>• The review of strategies and expectations at the beginning of the year has been helpful.<br>• There were several suggestions regarding math: Math Corps could front-load the curriculum prior to support; it would be helpful for Math Corps to call math student to math intervention if they don't show on time; math intervention should be more than iReady;<br>• The discussion of ELA included: continue reading intervention for low students; the classroom budget increase has enabled the purchase books for classroom libraries, resulting in students reading chapter books, exposure to higher level reading, and enabling increased AR use.<br>Goal 2<br>• A concern was expressed that not everyone is showing up for assigned duties.<br>• A big reward at mid-year for good behavior like Movie Theater or Bowling; students who have good character be added to the 4.0 trip; students on the trip get to invite a friend to go with them. |

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| | • Behavior has gotten better and the students working and attitudes are better.<br>Goal 3<br>• Start a PFC<br>• Suggestions to enhance family participation included: Parent Square training to help the teachers learn how to use and send messages to parents for improved communication; Cafecito with the Counselor; Pastries with the Principal<br><br>Bargaining Unit Meeting (Mar. 5, 2026)<br>Goal 1<br>• Teachers suggested refresher training for IXL.<br>• There was concern that the ELD is not very engaging and may need to be tweaked. For assessment, consider teachers testing their own grade level. Teachers are having to purchase some supplemental ELD items.<br>• There were concerns about internet use with students bypassing Go Guardian and playing games on chrome books instead of doing iReady.<br>• Small groups are going well in the primary classrooms.<br>Goal 2<br>• Teachers mentioned that their students who were chronically absent and frequently leaving early were also struggling academically. Leaving early was stressed as a problem across grade levels.<br>• A concern that parents were urging their children to hustle across the crosswalk and make it into school before the bell rings creates an unsafe situation.<br>• It was noted that some teachers are not at work on time and this puts a burden on other teachers.<br>Goal 3<br>• The staff needs a refresher training on Parent Square to use more and continue to communicate with parents.<br>• A Parent Club would help put on events at the school; and food is a motivator for families to come and participate.<br><br>District teachers were asked to complete surveys March 9-27, 2026, to inform the LCAP and to gather information for a report on Local |

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| | Indicators. Teachers are most satisfied with the leadership and the professional community at the school.<br>• Admin is described as "fair," "understanding," and "supportive." Teachers feel that leadership holds everyone to high standards while remaining flexible and accessible.<br>• A recurring highlight is the "strong relationships among colleagues." Teachers appreciate the collaborative environment, which they feel directly benefits student learning.<br>• Teachers genuinely enjoy the students, describing them as "well-behaved" and "respectful." Building these relationships is cited as the "best part of the job."<br>• There is a shared feeling that the school is a "welcoming place" where families, staff, and students are all connected.<br><br>Teachers provided very specific, actionable feedback on where the school's operations could be tightened:<br>• Chronic absenteeism, tardiness, and early leaves are major issues. Teachers are frustrated that "make-up packets" cannot replace the lost classroom instruction and are feeling the frustration of trying to catch up chronically absent students while moving the rest of the class forward.<br>• There is significant concern that staff may leave for higher-paying roles. Teachers want pay to better reflect their commitment and workload.<br>• A need for more rewards, especially for TK/Kinder (who don't participate in state testing) and for students who excel in behavior or state tests. Teachers want to ensure that TK/Kinder students feel celebrated and that well-behaved students receive the same level of recognition as those who score high on academic tests.<br>• Similar to parents, teachers want better parking and healthier food options (like a salad bar) for both staff and students. |
| Parent and Community Educational Partners | Input Meeting – Parents (Mar. 2, 2026) and DELAC (Feb. 18, 2026)<br>Goal 1<br>• Parents stressed the importance of grades for students; one parent shared that her second-grade son received 2 B's in |

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| | Math and ELA, the first two B's he had ever received, and he cried all the way home. Another mentioned that her daughter has struggled in past years but is now doing well. A concern about academic declines as a student enters a new grade was expressed.<br>• Parents mentioned that they would like additional support in math for children, as intervention and/or after school tutorial.<br>• Also in regards to math, some suggested math incentives to provide more motivation, such as a t-shirt for students who know all of the math multiplication facts. Competition between classes for rewards was proposed.<br><br>Goal 2<br>• Parents are pleased with improvements, and additional ones would include more bathroom stalls in the boy's restroom and remodeling the bathrooms. More staff coverage by the bathrooms during school and after school was suggested for students' safety.<br><br>Goal 3<br>• There was a suggestion to do a parent/student picnic on the school lawn.<br>• Parents asked the staff to invite more parents to join PIQE, praising it as a very beneficial program for parents.<br>• Create a Parent/Teacher organization.<br>• Do a raffle to motivate parents to attend meetings<br><br>The Public Comment period ran from April 30- May 15. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration.<br><br>Parents were asked to complete surveys March 9-27, 2026 to inform the LCAP and to gather information for a report on Local Indicators. The parent feedback paints a picture of a school with a very strong, welcoming heart and effective teaching.<br>The comments suggest that parents value the school's atmosphere and personnel: |

| Educational Partner(s) | Process for Engagement |
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| | • Welcoming Environment: Parents frequently described the school as a "loving place" where they feel welcome and communication is strong. "The things I like most about our school is the communication and feeling welcome every time you step on campus!"<br>• Quality of Staff: Teachers and support staff are described as "really nice" and "amazing." Parents also appreciate the "connection" and communication between staff members.<br>• Effective Academic Support: There is high praise for the small-group tutoring for struggling students and the overall teaching methods that have helped children advance academically.<br>• Strong Leadership: The school leadership is recognized for advocating for families and ensuring they know about available support groups.<br><br>While parents are generally happy, they identified specific operational and cultural changes they would like to see:<br>• A strong plea to reduce homework for primary grades students to allow for family time.<br>• Requests for more fruit variety (beyond just apples and bananas) and more "fun" after-school activities like painting or music.<br>• Increased parking for parents and staff.<br>• Some parents called for increased supervision of students during the school day. |
| Students | The Principal met with the Raisin City Elementary School Student Body Committee on March 12, 2026. The following themes emerged from that discussion:<br>• Students should be allowed to use ChatGPT<br>• Would like to see more connection of math instruction to real life<br>• Some classes need more engagement<br>• Love the incentives and recognition prizes<br>• Would like more activities and science experiments<br>• PIQE is a good program; parents love it. |

| Educational Partner(s) | Process for Engagement |
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| | Students praised the improvements in the school over the past five years, "The building looks nicer, it is cleaner and academics are more rigorous and more important."<br><br>Students in grades 5-8 were asked to complete surveys March 9-27, 2026, to inform the LCAP and to gather information for a report on Local Indicators.<br>• 92% agreed that school is meeting their academic needs in ELA; 74% agreed for math; 84% for science and social studies.<br>• 94% agreed that their teachers motivate them to learn, and 92% that their teachers want them to succeed.<br>• 90% of English Learners responded that they get the support they need to be successful in school.<br><br>In their open-ended responses, the students expressed appreciation for the people and the "fun" breaks in the day. Themes regarding the "best things about their school" were:<br>• Positive Relationships: A major highlight is the staff. Students frequently mentioned "nice teachers" who "actually care" and help them with problems.<br>• Sports & Play: Soccer, flag football, and general "recess" are the highlights of their school days. The "big tree in the back" and the grass were also mentioned as favorite physical spots.<br>• The "Fun Friday" Culture: Anything involving "Fun Friday," the "Snack Shack," or leaving early on Fridays is a huge hit.<br>• Social Connection: Many students noted that "friends" and the "connection everyone has" are the best parts of being there.<br><br>Concerns were quite consistent across the board, falling into four main themes:<br>1. The "Hungry Student" Problem -- A surprising number of responses mentioned being hungry. Students suggested that if they miss breakfast, they should be allowed to have a small snack in class. There is also a strong desire for more autonomy over where they eat (outside vs. inside). |

| Educational Partner(s) | Process for Engagement |
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| | 2. Fairness and Safety -- While many feel safe, some students noted a perceived "unfairness" in how boys vs. girls are treated. Others expressed concerns about bathroom safety (fights) and a desire for more security or a school nurse.<br>3. Learning Culture -- There were requests for music in class, less homework, and fewer worksheets. Students want to be "treated like adults," have a more relaxed dress code, and be allowed to eat snacks in class or outside.<br>4. Facility Maintenance -- From "backwards goal posts" to "stinky bathrooms" and a lack of volleyball courts, the students are very observant of the physical state of the campus. They see these as possible fixes that would greatly improve their day. |
| SELPA Consultation | The District consulted with the SELPA in planning for the 2026-27 LCAP through attendance at its monthly Operations Committee meetings, and the District's consultation with SELPA staff. Student records for students receiving services from FCSS were reviewed by the Special Education teacher to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff, the District's Special Education staff ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities. |
| Parent Advisory Committee (PAC) | On May 6, 2026, the District Superintendent's designee "present[ed] the draft LCAP to the parent advisory committee established pursuant to Section 52063 for review and comment." [EC 52062(A)(1)]. Included in the PAC membership are two middle school students and a parent of a student with disabilities. The Parent Advisory Committee (PAC) were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically. There were no questions or comments from the PAC that required a written response from the Superintendent. |
| District English Learner Advisory Committee (DELAC) | The school Principal met with the DELAC on February 18, 2026, to present the Mid-Year Update, including the three goals, current data, and expenditures for each goal. Members were informed that the |

| Educational Partner(s) | Process for Engagement |
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| | budget figures reflect October data, and recommendations were requested. Themes from members' suggestions were:<br>• Improve home/school communication regarding students' progress.<br>• Increase ELA and math interventions for English Learners and students struggling academically.<br>• Coordination of afterschool activities to ensure interested students have opportunities to participate in all in which they are interested.<br><br>The District Superintendent's designee presented to the District English Learner Advisory Committee (DELAC) with the draft LCAP for review and comment on May 6, 2026, at a meeting separate from the PAC. The DELAC were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically. There were no questions or comments from the DELAC that required a written response from the Superintendent. |
| Raisin City Elementary School District Governing Board | The RCESD Governing Board provided ongoing input into the LCAP development.<br><br>On January 12, 2026, the Mid-Year Report was presented to the Board, including the most recent data on state and local metrics, LCAP expenditures to-date, and the progress on implementation of actions.<br><br>The public hearing of the plan was held on May 11, 2026.<br><br>The LCAP that was submitted for RCESD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting.<br><br>The 2026-27 LCAP was approved at the Board meeting of June 4, 2026. Subsequently, the Board also approved the District Budget at this meeting. The Local Indicator Report was also presented. |

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

2026:
The Student Advisory Committee praised the incentives and recognition prizes and confirmed that they motivate students to improve, confirming that action 1.15 should be continued. The SAC also confirmed that parents love the PIQE program that is a component of Action 3.1. Students recognition and appreciation for the improvements in the school confirm the efficacy of Action 2.1.

Survey responses from the teaching staff highlight a deep professional respect for the school's leadership and a strong sense of internal "team" culture. However, teachers are raising concerns regarding student attendance, competitive pay, and the need for more robust incentive systems.
Though Chronic Absenteeism continues to decline, teachers expressed frustration that they have to "double teach" to make up for chronically absent students, and are looking for a more consistent, school-wide policy to discourage parents from taking advantage of the attendance system. Leaving early was also cited as a concern. "Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance" has been added to Action 2.3 to address concerns from staff.
A theme from the certificated surveys was that teachers and support staff deserve higher pay to reflect their hard work and address the rising cost of living. In order to respond to these themes, the District has developed action 1.14.
Teachers lauded the reading intervention for low students, the classroom budget increase that has enabled the purchase books for classroom libraries, resulting in students reading chapter books, the exposure to higher level reading, and enabling increased AR use. The District will ensure these remain available through continuing Action 1.1.
Goal 2
Teachers expressed concern that TK/Kinder students need to feel celebrated and that well-behaved students should receive the same level of recognition as those who score high on academic tests. Teachers also had several suggestions for the incentives that might be offered. The District will examine how to include those groups and the suggestions in its implementation of Action 1.15.

There is a striking alignment among the support staff. While parents and students focused on physical facilities (bathrooms, gyms, parking) or daily schedules (recess, homework), the support staff focused on the emotional and professional climate. This suggests that the "loving place" described by parents is mirrored in how the staff treats one another. The staff clearly observes the hard work of the teaching team. The mention of coworkers "trying their best" suggests a culture of high effort and mutual admiration, which likely contributes to the "family" feeling they described. By specifically mentioning support from supervisors, it is clear that the administration has succeeded in making the support staff feel heard, valued, and backed in their roles. These insights from these valued educational partners indicates that they recognize and appreciate that the actions in Goals 1 and 2 are having a positive impact.

Parents frequently described the school as a "loving place" where they feel welcome and communication is strong. "The things I like most about our school is the communication and feeling welcome every time you step on campus!" Parents also expressed high regard for teachers and support staff, describing them as "really nice" and "amazing." Parents also appreciate the "connection" and communication between staff members. The continuation of this theme strengthens the need to continue Action 2.2 to provide office support staff and school leadership team members who collaborate in providing responsive services, and Action 2.3 to provide social-emotional instruction and supports by building positive relationships.
There is high praise from family surveys for the small-group tutoring for struggling students and the overall teaching methods that have helped children advance academically, a confirmation of the success of the actions under Goal 1 to provide instructional supports and

professional development. The school leadership is recognized for advocating for families and ensuring they know about available support groups, a result, in part, of the effectiveness of Actions 1.5 and 1.8.

Teachers, parents, and students all named Math as an area for continued support. These responses all confirm that the District should continue the supplemental supports provided by the Math Corps teachers and the use of Reflex Math described in Action 1.1, and the professional development that is part of Action 1.5. Additionally, the District will continue the supports described in Action 1.18.

2025:
Teachers lauded the strong administration and Leadership Team that effectively supports teachers with training and fosters a positive work environment, a confirmation to continue Actions 1.5 and 1.8. Teachers rated the implementation of state standards at 3.5, down from 3.7 in 2024. However, implementation of ELA, ELD, and math were generally rated between "high implementation" and "full and sustained implementation". Concerns continue to be with materials and professional development in science and social studies. The District will continue to collaborate with teachers to identify appropriate materials and professional learning activities in those subject areas for the future. To enhance the impact of professional development activities on the academic progress for Low-Income students and English Learners in ELA and Math, the District will also continue its contract with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities. (Action 1.5) Teacher input included confirming the need for increased professional development around using data sources (Action 1.9).

Teachers praised their "hardworking students", whom they described as "capable and deserving of continued incentives and rewards". As a result, even though Action 4.4 is no longer required to support CSI, it will be continued as Action 1.15. The school intends to increase rallies to fostering school spirit, as recommended to the degree possible without taking away from instructional time, and added to Action. Hosting conferences in classrooms instead of the cafeteria would allow teachers to showcase student work and create a more productive, meaningful experience for parents, and will be seriously considered for 2025-26, if it is logistically feasible.

Similar to the teaching staff, support staff members lauded the positive changes of the school's supportive leadership team and dedicated teachers, also confirmation to continue Actions 1.5 and 1.8. Support staff respondents also noted that they hear from "parents [who] notice their children's academic improvement", an endorsement of the actions under Goal 1. They also describe the school as feeling like a close-knit family, and confirm that parents feel the same way, suggesting that Actions 2.2 and 2.3 have been successful and should be continued.

Many parents commended the dedication and professionalism of the teachers and staff. The caring attitude and involvement of teachers are viewed positively.

Employees enjoy working with students and seek more training to better support teachers. They would also like to see Improved collaboration between administration, certificated, and classified staff is recommended.

Parents appreciate the school's role in their children's academic and personal growth, both at school and at home. Several parents praise the secure and nurturing environment, with one highlighting their satisfaction with the school's safety measures. Many parents commend the dedication and professionalism of the teachers and staff. The caring attitude and involvement of teachers are viewed positively. The school is recognized for its effective communication, motivation, and support for students. Parents appreciate the school's incentives that encourage and motivate children. The positive recognition by parents of the academic success and positive learning environment

underscore the need to continue our Goals 1 and 2 as written, with the addition of Action 4.4 to Goal 1. Accommodating the parents' desire for increased training and participation is an overarching theme of Goal 3, and we will continue deeper implementation of the actions in that goal.

2024:
96% of parents responded that the school promotes academic success for all students, and that the school is on a good track this year with the quality of instruction and rigor increased. The Parent Educational Partners commented that their students are reading more and talking about academics. They also noted that sixth-grade camp is a wonderful experience for their children, especially with the science explorations. This confirms that Action 1.7 should be continued, and every effort be made to find means of transporting our students for these field trips that support standards-aligned instruction. Parents of Low-Income and English Learner Students with Exceptional Needs requested that the school provide supports that can allow students to more effectively study at home and allow their parents to assist them. This need is addressed in Action 1.3. Parent Educational Partners have been pleased with additions to the library. Based on that feedback, and to support the access to rich, culturally-responsive literature in a welcoming environment, the District uses concentration add-on funds to maintain a part-time library aide. (Action 1.4) Of parents who responded, 96% agreed that the school promotes academic success for all students, and that the school is on a good track this year with the quality of instruction and rigor increased. Several Low-Income Parent partners and Staff had praise for school leadership such as, "The Principal is kind, willing to help with anything, provides support to the all staff, is respectful of everyone, and really cares about the students. She goes out of her way and more for the success and well being of the staff and students. The entire staff feels like one great big team." Parents of English Learners echoed the praise of "La nueva administración", so we continued Action 1.8 in order that the school principal and leadership team can continue to provide direction and support to continue those improvements. Parent feedback included examples of tragic events that have struck members of the community, and that parent workshops that dealt with how to share difficult information with their children or how to look for signs of emotional distress from their children would be helpful. This would be parent workshops on social emotional awareness and understanding the signs of suicide/depression. In response, a specific "Emotional Awareness" workshop was added to the parent workshops listed in Action 3.1. While parent input was generally positive about communication, and 90% of respondents agreed that the school engages in 2-way communication with families, timeliness was a concern that arose with some families. To provide more timely communication, the use of Parent Square was added to Action 3.1. Teacher Educational Partner input suggested that trainings for the most effective implementation of Parent Square would be helpful, so that was added as well.

Teachers give high marks for iReady; they also looked forward to more professional learning as the feeling of staff around the school is eagerness to improve. Based on this feedback, iReady was continued and the District continued to explore means of providing teachers with increased opportunities for professional learning. Teachers rated the implementation of state standards at 3.7, up from 3.2 in 2023. Staff rated the District lower on materials and professional development in science and social studies, and the District intended to collaborate with teachers to identify appropriate materials and professional learning activities in those subject areas for the future. To enhance the impact of professional development activities on the academic progress for Low-Income students and English Learners in ELA and Math, the District added contracting with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities. (Action 1.5) Teacher input included confirming the need for increased professional development around using data sources (Action 1.9). Additionally, teacher survey data indicated a need for increased staff development in Math when compared to ELA AND ELD. (Action 1.5). Staff Educational Partners have noted that many students at all grade levels needed to "relearn" appropriate in-school behaviors as they exhibited more relaxed behaviors such as they might at home. This need to "relearn" extended to interactions with peers, as Family and Student partners have also expressed some concerns

about addressing interactions between students to ensure bullying and intimidation are curtailed. The on-site therapist, school counselor, and psychologist continue to report that students' behavior and attitudes are improving. As a result, we continued the Action 2.3, which has generally been successful as demonstrated by the increasing percentage of students who feel safe at school. Student, Parent, and Staff Educational Partners feedback has been very positive about the expanded play areas and access, including remarks such as "outdoor environment looks amazing," and "school [grounds] are...upgraded". Teachers strongly suggested that recognition for academic progress would support better outcomes, a suggestion that is incorporated into Action 4.4.

Incorporating suggestions from our Educational Partners, the District added Saturday School to this action and explore the possibility of increasing the offerings during those hours (Action 1.11). The progress of students participating in expanded learning programs will be more closely followed through data collection (Action 1.9) and review, and concerns with students' progress shared promptly with parents, along with suggestions for help at home. Students who participate in the program will be recognized.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
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| 1 | Promote academic achievement for all students, including low-income, English learners, and foster youth students. | 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our parents and community want students to have a quality education that sets the foundation for future success; the basic purpose of education is to promote literacy and numeracy for all students, and the actions described under this goal are all designed to achieve those purposes. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. These data are analyzed to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing supplemental materials.

Over 50% of our students are English Learners and 98% are Low-Income. To meet their needs for language development and increased academic success, the District must provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-instruction to increase the academic outcomes.

In order to set the foundation our educational partners want and our students deserve, we must have a sharp focus on providing language, math, and critical thinking skills that promote high school, college, and career success. Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate input from our educational partners.

As described in the "Reflections" section, the Overall ELA performance level, and those for Low-Income student, English Learners, and all other student groups again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for all groups with the exception of RFEP students and Students with Disabilities, who showed slight declines. Low-Income and English Learner student groups improved by 25 points and 22 points, respectively, from the baseline year.

As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; all student groups showed increases in percentages with the exception of Long-Term English Learners and

recently Redesignated Fluent English-Proficient (RFEP) students. These results for those two groups did not match the Distance from Standard (DFS) results, which improved significantly for both groups. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Though they declined from the prior year, RFEP students had 61.3% meeting or exceeding standard in ELA, above the county-wide result for that group. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results, with the exception of White students, who improved by 10%, and RFEP students who declined by 4.8%. Baseline comparisons show a more positive picture, as results foe all groups, except RFEP and Students with Disabilities, reflecting improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.

Examining both state assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful. However, inequalities continue to exist between results for RCESD Low-Income students and English Learners and their peers at similar schools in Fresno County and statewide, indicating the need to continue the actions in Goal 1 that have contributed to the academic growth.

After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners. The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted above, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in Actions 1.3, 1.4. and 1.13, and the consistent, determined efforts of students and staff reap positive results.

- Action 1.17: School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red (very low-performing) level in ELA. As a result, this action was included in the LCAP to address this need. As seen in Table 1, ELA results for all of those student groups improved by double digits from the prior year, with all in the Yellow (medium) performance level. Since the 2023 Dashboard, all of those groups have improved by 40 or more points toward meeting standard, showing that this action has been effective.
- Action 1.18: School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red (very low-performing) level in Math. As a result, a specific action was included in the LCAP to address this need. As seen in Table 1, Math results for all of those student groups improved from the prior year, even though Hispanic students and English Learners are in the Red level in Math. Since the 2023 Dashboard, all of those groups have improved by 20 or more points toward meeting standard, showing that this action has been effective and will continue to be implemented.
- Action 1.19: School-wide, the 2023 percentage of English Learners making a year or more progress in acquiring English language skills was 40.9%, a decline 10.6% from the prior year, resulting in a "Very Low" performance level on the California School Dashboard. A specific action to address this English Learner Indicator was included in the LCAP. The 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4% points from the prior year. Though

there was a decline, the rate remained above 50%, 10% higher than the baseline year. Based on these results, we consider this action to be moderately effective, and will continue it in anticipation of further improvements.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | California School Dashboard: ELA Distance from Standard | All Students – 94.0 points below<br>Students w/Disabilities – 137.1 points below<br>English Learners – 103.2 points below<br>Hispanic – 96.4 points below<br>White -- 73.5 points below<br>Low Income – 99.3 points below<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2023 California School Dashboard] | All Students – 68.8 points below<br>Students w/Disabilities – 140.6 points below<br>English Learners – 75.3 points below<br>LTEL -- 67.9 points below<br>RFEP -- 9.5 points below<br>Hispanic – 70.3 points below<br>White -- 65.3 points below<br>Low Income – 68.8 points below<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2024 California School Dashboard] | All Students – 53.7 points below<br>Students w/Disabilities – 106.4 points below<br>English Learners – 59.5 points below<br>LTEL -- 66.9 points below<br>RFEP -- 4.8 points above<br>Hispanic – 55.0 points below<br>White -- 38.3 points below<br>Low Income – 54.5 points below<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2025 California School Dashboard] | All Students – 50 points below<br>Students w/ Disabilities --75 points below<br>English Learners – 65 points below<br>LTEL -- 65 points below<br>RFEP -- at Standard<br>Hispanic – 60 points below<br>White -- 50 points below<br>Low Income – 60 points below<br>Foster Youth -- 60 points below<br>Homeless -- 60 points below<br><br>[2026 California School Dashboard] | All Students – 40.3 points improvement<br>Students w/Disabilities – 30.7 points improvement<br>English Learners – 43.7 points improvement<br>LTEL -- 0.9 points improvement<br>RFEP -- 14.4 points improvement<br>Hispanic – 41.4 points improvement<br>White -- 35.2 points improvement<br>Low Income – 44.8 points improvement |
| 1.2 | California School Dashboard: Math Distance from Standard | All Students – 116.3 points below<br>Students w/Disabilities – 160.0 points below<br>English Learners – 119.1 points below<br>Hispanic – 120.2 points below | All Students – 93.8 points below<br>Students w/Disabilities – 129.5 points below<br>English Learners – 98.2 points below | All Students – 91.6 points below<br>Students w/Disabilities – 131.7 points below<br>English Learners – 96.7 points below | All Students – 75 points below<br>Students w/ Disabilities -- 100 points below<br>English Learners – 80 points below | All Students – 24.7 points improvement<br>Students w/Disabilities – 28.3 points improvement |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | White -- 70.2 points below<br>Low Income – 117.8 points below<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2023 California School Dashboard] | LTEL -- 137.4 points below<br>RFEP -- 49.4 points below<br>Hispanic – 97.7 points below<br>White -- 57.5 points below<br>Low Income – 93.8 points below<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2024 California School Dashboard] | LTEL -- 125.4 points below<br>RFEP -- 51.0 points below<br>Hispanic – 97.3 points below<br>White -- 53.3 points below<br>Low Income – 92.9 points below<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2025 California School Dashboard] | LTEL -- 80 points below<br>RFEP -- 25 points below<br>Hispanic – 80 points below<br>White -- 50 points below<br>Low Income – 80 points below<br>Foster Youth -- 80 points below<br>Homeless -- 80 points below<br><br>[2026 California School Dashboard] | English Learners – 22.4 points improvement<br>LTEL -- 12.0 points improvement<br>RFEP -- 1.6 points decline<br>Hispanic – 22.9 points improvement<br>White -- 16.9 points improvement<br>Low Income – 24.9 points improvement |
| 1.3 | California State Assessments: SBAC ELA<br><br>Percentage Meeting or Exceeding Standard | All Students – 16.9%<br>Low Income – 15.2%<br>Students w/Disabilities – 0%<br>English Learners – 11.2%<br>Hispanic – 17.0%<br>White -- 23.1%<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2023 California State Assessments] | All Students – 23.2%<br>Low Income – 23.3%<br>Students w/Disabilities – 0%<br>English Learners – 11.5%<br>LTEL -- 9.1%<br>RFEP -- 67.9%<br>Hispanic – 22.7%<br>White -- 30.8%<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2024 California State Assessments] | All Students – 26.2%<br>Low Income – 25.6%<br>Students w/Disabilities – 4.2%<br>English Learners – 15.3%<br>LTEL -- 0%<br>RFEP -- 61.3%<br>Hispanic – 26.7%<br>White -- 33.3%<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2025 California State Assessments] | All Students – 30%<br>Low Income – 30%<br>Students w/Disabilities – 20%<br>English Learners – 28%<br>LTEL -- 28%<br>RFEP -- 75%<br>Hispanic – 30%<br>White -- 33%<br>Foster Youth -- 30%<br>Homeless -- 30%<br><br>[2026 California State Assessments] | All Students – 9.3% improvement<br>Low Income – 10.4% improvement<br>Students w/Disabilities – 4.2% improvement<br>English Learners – 4.1% improvement<br>LTEL -- 9.1% decline<br>RFEP -- 6.6% decline<br>Hispanic – 9.7% improvement<br>White -- 10.2% improvement |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | California State Assessments: SBAC Math<br><br>Percentage Meeting or Exceeding Standard | All Students – 8.4%<br>Low Income – 7.3%<br>Students w/Disabilities – 7.7%<br>English Learners – 4.3%<br>Hispanic – 7.2%<br>White -- 23.1%<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2023 California State Assessments] | All Students – 15.4%<br>Low Income – 15.4%<br>Students w/Disabilities – 4.6%<br>English Learners – 6.4%<br>LTEL -- 3.0%<br>RFEP -- 50.0%<br>Hispanic – 16.3%<br>White -- 16.7%<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2024 California State Assessments] | All Students – 15.4%<br>Low Income – 14.6%<br>Students w/Disabilities – 4.2%<br>English Learners – 6.9%<br>LTEL -- 4.8%<br>RFEP -- 45.2%<br>Hispanic – 14.4%<br>White -- 26.7%<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2025 California State Assessments] | All Students – 25%<br>Low Income – 25%<br>Students w/Disabilities – 25%<br>English Learners – 23%<br>LTEL -- 23%<br>RFEP -- 60%<br>Hispanic – 25%<br>White -- 33%<br>Foster Youth -- 25%<br>Homeless -- 25%<br><br>[2026 California State Assessments] | All Students – 7.0% improvement<br>Low Income – 7.3% improvement<br>Students w/Disabilities – 3.5% decline<br>English Learners – 2.6% improvement<br>LTEL -- 1.8% improvement<br>RFEP -- 4.8% decline<br>Hispanic – 7.2% improvement<br>White -- 3.6% improvement |
| 1.5 | ELPAC Summative Assessment: Rate of English Learner Students Making Progress Toward English Proficiency | 40.9%<br><br>[2023 California School Dashboard] | English Learners -- 63.2%<br>LTEL -- 77.8%<br><br>[2024 California School Dashboard] | English Learners -- 50.8%<br>LTEL -- 69.7%<br><br>[2025 California School Dashboard] | English Learners -- 50%<br>LTEL -- 50%<br><br>[2026 California School Dashboard] | English Learners -- 9.9% improvement<br>LTEL -- 8.1% decline |
| 1.6 | Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP) | 11.7%<br><br>[2022-23 CALPADS Reports 8.1 and 2.16] | 14.2%<br><br>[2023-24 CALPADS Reports 8.1 and 2.16] | 14.0%<br><br>[2024-25 CALPADS Reports 8.1 and 2.16] | 20%<br><br>[2025-26 CALPADS Reports 8.1 and 2.16] | 2.3% improvement |
| 1.7 | Teachers Appropriately Credentialed ana Assigned:<br>Reported to the RCESD Governing Board | 64.1% of teachers appropriately credentialed and 100% appropriately assigned.<br><br>[2022-23 DataQuest] | 57.2% of teachers appropriately credentialed and 100% appropriately assigned. | The DataQuest data have not been updated for 2024-25. | 100% of teachers appropriately credentialed and assigned.<br><br>[2024-25 DataQuest] | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | [2023-24 DataQuest] | | | |
| 1.8 | Access to Standards-Aligned Materials: Reported to the RCESD Governing Board | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>100% of students had access to standards aligned curriculum materials.<br><br>[June, 2024 Report to Board] | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>100% of students had access to standards aligned curriculum materials.<br><br>[June, 2025 Report to Board] | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>100% of students had access to standards aligned curriculum materials.<br><br>[June, 2026 Report to Board] | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>100% of students will have access to standards aligned curriculum materials.<br><br>[June, 2027 Report to Board] | No change |
| 1.9 | Access to a Broad Course of Study:<br><br>Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>All students had access to a broad course of study.<br><br>[June, 2024 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>All students had access to a broad course of study.<br><br>[June, 2025 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>All students had access to a broad course of study.<br><br>[June, 2026 Report to Board] | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>All students will have access to a broad course of study.<br><br>[June, 2027 Report to Board] | No change |
| 1.10 | Implementation of Standards for All Students and Enable English Learners to Access State Standards and English Language Development Standards: | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool reflected an average rating of 3.7 | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool will | 0.2 points decline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board | (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards.<br><br>[June, 2024 Report to Board] | reflected an average rating of 3.5 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards.<br><br>[June, 2025 Report to Board] | reflected an average rating of 3.5 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards.<br><br>[June, 2026 Report to Board] | reflect an average rating of 4.0 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards.<br><br>[June, 2027 Report to Board] | |
| 1.11 | iReady Reading | Percentage "On or Above Grade Level":<br>Overall L.I. E.L.<br>All -- 26% 27% 19%<br>K -- 57% 62% 55%<br>1 -- 21% 23% 13%<br>2 -- 38% 44% 33%<br>3 -- 40% 39% 28%<br>4 -- 12% 13% 14%<br>5 -- 6% 3% 0%<br>6 -- 10% 11% 0% | Percentage "On or Above Grade Level":<br>Overall L.I. E.L.<br>All -- 29% 30% 21%<br>K -- 44% 43% 33%<br>1 -- 40% 39% 41%<br>2 -- 29% 29% 30%<br>3 -- 48% 45% 40%<br>4 -- 7% 8% 0%<br>5 -- 11% 13% 0%<br>6 -- 21% 19% 12% | Percentage "On or Above Grade Level":<br>Overall L.I. E.L.<br>All -- 34% 31% 25%<br>K -- 63% 55% 73%<br>1 -- 14% 13% 0%<br>2 -- 46% 41% 33%<br>3 -- 38% 44% 39%<br>4 -- 32% 39% 15%<br>5 -- 17% 12% 6%<br>6 -- 27% 21% 0% | Percentage "On or Above Grade Level":<br>Overall L.I. E.L.<br>All -- 41% 42% 39%<br>K -- 72% 77% 72%<br>1 -- 36% 43% 33%<br>2 -- 53% 60% 50%<br>3 -- 55% 55% 48%<br>4 -- 27% 28% 29%<br>5 -- 21% 21% 17%<br>6 -- 25% 26% 20% | Percentage "On or Above Grade Level":<br>Overall L.I. E.L.<br>All -- +8% +4% +6%<br>K -- +6% -7% +18%<br>1 -- -7% -10% -13%<br>2 -- +8% -3% NC<br>3 -- -2% +5% +11%<br>4 -- +20% +26% +1%<br>5 -- +11% +9% +6%<br>6 -- +17% +10% NC |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 7 -- 17% 17% 0%<br>8 -- 25% 28% 20%<br><br>[2024 iReady Diagnostic 3] | 7 -- 21% 24% 0%<br>8 -- 45% 46% 29%<br><br>[2025 iReady Diagnostic 3] | 7 -- 18% 14% 6%<br>8 -- 43% 42% 46%<br><br>[2026 iReady Diagnostic 3] | 7 -- 32% 32% 20%<br>8 -- 42% 45% 38%<br><br>[2027 iReady Diagnostic 3] | 7 -- +1% -3% +6%<br>8 -- +18% +14% +26% |
| 1.12 | iReady Math | Percentage "On or Above Grade Level": Overall L.I. E.L.<br>All -- 25% 25% 17%<br>K -- 32% 35% 35%<br>1 -- 16% 8% 0%<br>2 -- 14% 11% 0%<br>3 -- 20% 19% 22%<br>4 -- 27% 29% 21%<br>5 -- 12% 10% 5%<br>6 -- 22% 24% 0%<br>7 -- 23% 24% 0%<br>8 -- 46% 52% 60%<br><br>[2024 iReady Diagnostic 3] | Percentage "On or Above Grade Level": Overall L.I. E.L.<br>All -- 27% 26% 19%<br>K -- 44% 43% 50%<br>1 -- 23% 18% 18%<br>2 -- 6% 7% 10%<br>3 -- 14% 10% 0%<br>4 -- 22% 20% 13%<br>5 -- 33% 29% 25%<br>6 -- 6% 3% 0%<br>7 -- 15% 17% 8%<br>8 -- 69% 69% 50%<br><br>[2025 iReady Diagnostic 3] | Percentage "On or Above Grade Level": Overall L.I. E.L.<br>All -- 26% 24% 20%<br>K -- 47% 45% 67%<br>1 -- 9% 13% 8%<br>2 -- 32% 27% 13%<br>3 -- 10% 11% 8%<br>4 -- 26% 23% 8%<br>5 -- 24% 24% 18%<br>6 -- 27% 25% 10%<br>7 -- 15% 14% 19%<br>8 -- 32% 35% 23%<br><br>[2026 iReady Diagnostic 3] | Percentage "On or Above Grade Level": Overall L.I. E.L.<br>All -- 35% 35% 32%<br>K -- 42% 45% 45%<br>1 -- 26% 26% 15%<br>2 -- 24% 24% 5%<br>3 -- 30% 30% 32%<br>4 -- 37% 39% 34%<br>5 -- 22% 22% 20%<br>6 -- 32% 34% 20%<br>7 -- 33% 34% 20%<br>8 -- 56% 62% 70%<br><br>[2027 iReady Diagnostic 3] | Percentage "On or Above Grade Level": Overall L.I. E.L.<br>All -- +1% -1% +3%<br>K -- +15% +10% +32%<br>1 -- -7% +5% +8%<br>2 -- +18% +16% +13%<br>3 -- -10% -8% -14%<br>4 -- -1% -6% -13%<br>5 -- +12% +14% +13%<br>6 -- +5% +1% +10%<br>7 -- -8% -10% +19%<br>8 -- -14% -17% -37% |
| 1.13 | California State Assessments: Science | All Students – 8.2%<br>Low Income – 5.77% | All Students – 8.2% | All Students – 13.6% | All Students – 25%<br>Low Income – 20% | All Students – 5.4% improvement |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Percentage Meeting or Exceeding Standard | Students w/Disabilities – n/r<br>English Learners – 5.4%<br>Hispanic – 9.8%<br>White -- n/r<br>Foster Youth -- n/r<br>Homeless -- n/r<br><br>[2023 California State Assessments] | Low Income – 8.8%<br>English Learners – 2.7%<br>Hispanic – 7.7%<br><br>All other groups' data samples are too small to be reported due to privacy concerns (<11).<br><br>[2024 California State Assessments] | Low Income – 12.3%<br>English Learners – 3.0%<br>Hispanic – 11.8%<br><br>All other groups' data samples are too small to be reported due to privacy concerns (<11).<br><br>[2025 California State Assessments] | Students w/Disabilities – 20%<br>English Learners – 20%<br>LTEL -- 20%<br>RFEP -- 40%<br>Hispanic – 20%<br>White -- 20%<br>Foster Youth -- 20%<br>Homeless -- 20%<br><br>[2026 California State Assessments] | Low Income – 6.5% improvement<br>English Learners – 2.4% decline<br>Hispanic – 2.0% improvement |
| 1.14 | California School Dashboard: Science Points | Not Reported for 2023 | All Students – 26.6 points below<br>Low Income – 26.6 points below<br>English Learners – 27.9 points below<br>LTEL -- 31.1 points below<br>RFEP -- 21.7 points below<br>Hispanic – 28.2 points below | Reported as "Science Points" on the 2025 Dashboard<br><br>All Students – 44.6 points<br>Low Income – 43.7 points<br>English Learners – 42.8 points<br>LTEL -- 33.8 points<br>RFEP -- 53.2 points<br>Hispanic – 43.6 points<br><br>[2025 California School Dashboard] | All Students – 15 points below<br>Low Income – 15 points below<br>English Learners – 15 points below<br>LTEL -- 15 points below<br>RFEP -- at Standard<br>Hispanic – 15 points below<br>White -- 15 points below<br>Foster Youth -- 15 points below<br>Homeless -- 15 points below | All Students – 6.9 points improvement<br>Low Income – 6.0 points improvement<br>English Learners – 6.5 points improvement<br>LTEL -- 4.9 points improvement<br>RFEP -- 10.2 points improvement<br>Hispanic – 7.6 points improvement<br><br>[Because the reported metric was changed by |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | the CDE for 2025, the differences are those reported on the 2025 California School Dashboard] |

# Goal Analysis [2025-26]

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

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

Action 1.1:
This action was implemented as planned. Reading Corps staff provided targeted interventions in phonemic awareness, phonics, fluency, vocabulary, and comprehension. These services are funded through Title I and are designed to support students who need additional reading support and help close academic gaps. Math Corps staff targeted specific math skill gaps in a structured order for students struggling with math concepts. All students participated in the Renaissance Reading Program. Feedback from teacher educational partners showed continued enthusiasm for the iReady program in both ELA and math. The Student Study Team met regularly to identify at-risk students and provide suggestions for interventions.

Action 1.2:
This action was mostly implemented as planned. The District was successful in filling all positions for this school year. We were challenged by changes in the state's definition of "credentialed" teacher that no longer allow interns to be classified as such have affected the percentage of "appropriately credentialed" teachers. The District successfully provided a Special Education resource specialist teacher, a part-time psychologist, and a part-time speech pathologist. The action will be continued into the next school year, building upon the success of increasing the percentage of appropriately credentialed and assigned teachers to reach our desired outcome of 100%.

Action 1.3:
This action was implemented as planned. The District provided supplemental materials and access to technology in addition to Special Education services that those Low-Income and English Learner students received. The full-time RSP teacher provided professional development and support for teachers in supporting English Learner students who are identified as students with exceptional needs. The two paraprofessionals supported greater success in the core curriculum by providing additional assistance in excess of special education services.

Action 1.4:
This action was mostly implemented as planned. The District was more successful in implementation of all aspects of Action 1.4, but continued to experience challenges. Implementation of designated and integrated ELD in every classroom is increasing, and has not yet reached full implementation. Difficulty in providing sufficient release time has limited the amount of professional development that is provided.

We have been successful in providing English Learner intervention support from certificated staff, including supplemental services offered after school. Support materials have been purchased and used. The After School Program includes enrichment and physical activities for the English Learner Students. The use of English Learner folders to chart progress and review the effectiveness of supports and interventions that have been provided was limited. Every teacher now has access to their EL students' ELPAC data; however, more training is necessary on the effective use of those data. Individual ELPAC scores are reviewed with parent, and the District data shared with the DELAC.

Action 1.5:
Staff professional development as described in Action 1.5 was not implemented as planned, with most professional development activities implemented through providing in-house staff development rather than through contracted services. Contracted teacher induction services were available for new teachers, as were mentors to support them. Some supplemental materials to implement practices were purchased as needed. As described above, the Principal and Leadership Team continued to collaborate in instituting new procedures to track the progress of English Learners, and were successful in expanding the use of those procedures.

Action 1.6:
All students had access to instructional materials including a new math core adoption, so Action 1.6 was successfully implemented as planned.

Action 1.7:
This action was partially implemented as planned. All of our students were successfully provided access to a broad course of study. However, limits on access to transportation affected participation in the standards-aligned enrichment activities, which challenged and prevented some grade levels from completing the full implementation of the action.

Action 1.8:
The action was not implemented as planned, as contracted leadership coaching services were increased beyond what was planned. The District successfully continued leadership guidance and support for the Principal, who was provided mentoring and coaching from the CUSD Superintendent, other CUSD instructional support staff, and an outside consultant. The Leadership Team continues to enhance its capacity, with members becoming more comfortable their roles in representing and supporting their peers in implementation of supports for Low-Income and English Learner students.

Action 1.9:
The Illuminate program was used, benchmark and other local assessments were administered, and the data collected from interim assessments was discussed by teachers. The PARSEC displays were helpful in presenting data to staff and parents. Teacher collaboration continued around student data that were used to make instructional decisions. However, there continue to be challenges in carving out time for staff to collaborate on common formative assessments and rubrics.

Action 1.10:
There was a collaborative relationship between the District and preschool. However, Action 1.10 was not implemented as planned, as declining enrollment reduced the scope of the action.

Action 1.11:

This action was expanded and implemented beyond what was planned. Additional intersession classes were held during the summer for students who wished to participate in enrichment opportunities. Low-Income students, English Learners, and Foster Youth also had opportunities for extra support and enrichment before and after school in the areas of ELA and Math that the students themselves identified as most important to them. Since participation in the program was voluntary, students who participated were more highly motivated to get the tutoring or extra homework help that the program provided; or to participate in other activities that increased background and experiential knowledge. The Saturday School was appreciated by parents, and was well-attended. Implementation was successful in ensuring that every student who wished to take advantage of the offerings was able to do so. However, we were challenged in securing commitments to add enrichment classes to Saturday School and so were not able to do so.

Action 1.12:
The additional TK-K teacher and paraprofessional added with Action 1.12 were with us full-time this year, a definite success and were implemented as planned.

Action 1.13:
This action was implemented as planned. The English Learners Network of Improvement Community concluded, and the learning and initiatives continued throughout the school year to best serve the needs of our EL students.

Action 1.14:
This action was implemented as planned. The District successfully concluded negotiations with our bargaining units.

Action 1.15:
The action was implemented as planned, even though not as much was expended as expected. We were successful in recognizing students. The challenge was in finding that educational partners would like the program expanded, and in determining the criteria for recognizing staff members.

Action 1.16:
The action was implemented as planned, as the District was able to successfully hire and retain properly credentialed teachers to reduce class sizes in grades 4-8.

Action 1.17:
The action was partially implemented as planned. The District was successful in contracting with the Fresno County Superintendent of Schools for consultants who provided professional learning, instructional coaching, data analysis support, and leadership coaching in ELA and ELD. However, District staff continued to work with the teachers in 3-8 on math, planning, pacing, IAB's and introduced Next Generation Math for review and assessment.

Action 1.18:
The action was not implemented as planned. The District was able to successfully accomplish most of what was planned for this action through the efforts described in Action 1.4.

Action 1.19:

The action was implemented as planned. The District continued to collect data on English Learners' academic progress through the use of local assessments (IAB, iReady) and weekly classrooms walkthroughs, and a specifically designed data collection instrument/dashboard. The data were regularly examined by the Leadership team and the FCSS consultants.

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.

Action 1.1: Over Budgeted -- The budget for Reading and Math Corps staff was overstated. There were fewer Reading and Math Corps staff participating in interventions in 2025-26.

Action 1.5: Over Budgeted -- The projected budget for staff development was higher than necessary. When possible, the District focused on providing in-house staff development which greatly reduced the cost.

Action 1.6: Under Budgeted -- The projected expenditure for textbooks was insufficient. The District purchased more core curriculum than was anticipated.

Action 1.7: Over Budgeted -- Limits on access to transportation affected participation in the standards-aligned enrichment activities, which challenged and prevented some grade levels from completing the full implementation of Action 1.7.

Action 1.8: Under Budgeted -- Contracted leadership coaching services were increased beyond what was planned to continue to build the capacity of the school leadership team.

Action 1.9: Under Budgeted -- The AERIES data collection system was added to this action to support collecting data on all aspects of students' engagement to support instructional decision-making.

Action 1.10: Over Budgeted -- Budget for ECE was more than needed, as the state has been granting one-time monies, reducing the need for the General Fund to cover expenditures.

Action 1.11: Under Budgeted -- With the expansion of Saturday school, summer school, and the increase in participation, the program has grown more rapidly than expected and the expense was much greater than budgeted. Additionally, expanded learning program expenses that had been charged to other actions (supplies, custodial, clerical, and program oversight) were charged to this one.

Action 1.15: Over Budgeted -- The expenses for recognition were less than expected.

Action 1.18: Over Budgeted -- The District was able to accomplish most of what was planned for this action through the efforts described in Action 1.4.

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

Action 1.1:

Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.
Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.
Examining both state assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that this action has been effective.

Action 1.2:
The District was effective in hiring teachers, as all teaching positions were filled for the entire year. We credit the District's Action 1.2 as the cause of this result.

Action 1.3:
Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners

also increased percentages, though not at the same rate as Overall results. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.
Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.
After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.
Examining state assessment metrics, the tremendous gains by the Low-Income students and English Learners, which contributed substantially to the Overall increases, confirm that this action has been effective.

Action 1.4:
Data from the 2025 California School Dashboard show that the Overall ELA performance level, and that for English Learners again improved from the prior year and maintained a performance in the Yellow (Medium) level. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. English Learners as a whole improved by 15.8 points in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners improved by 43.7 points, and narrowed performance inequalities between them and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year for English Learners, who improved by 22.4 points from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the percentage of English Learner students meeting/exceeding standard in ELA improved from the 2024 results by 3.8%. The results for LTEL did not match the Distance from Standard (DFS) results, which slightly improved. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and LTEL declined by 9%. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results for English Learners and LTEL. Baseline comparisons show a more positive picture, as results for both groups reflect improvements.
After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.
The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.

Examining state assessment metrics and the reclassification rate, the tremendous gains by English Learners confirm that this action has been effective.

Action 1.5:
Data from the 2025 California School Dashboard show that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.
Examining both state assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that this action has been effective.
The 2026 iReady Diagnostic 3 (Spring) assessment results show that Overall results, and every student group, increased percentages at or above grade level in ELA from 2025. We did note slight declines in Math, Overall and for Low-Income students. Comparing this year's results to the baseline, we see that Overall percentages are significantly higher, as are those for all student groups with the exception of White students. Comparing Math results to baseline, the slight improvements and declines reflect the same trends as the "distance from Standard" and "meeting/Exceeding Standard" assessment data. We will examine the data and our practices to identify specific areas in which those groups may be struggling, and believe that the iReady results are further indication that this action is effective.

Action 1.6:
This action was effective in ensuring access to sufficient standards-aligned materials; 100% of students had access to standards aligned curriculum materials. The overall rating for implementation was maintained at 3.5, teachers rated the implementation of state standards in ELA, Math, and ELD much higher, in the "high implementation" range. Staff rated the District lower on materials and professional development in science and social studies, and the District will continue to collaborate with teachers to identify appropriate materials and professional learning activities in those subject areas for the future.

Action 1.7:

All students had access to a broad course of study.
Distance from Standard data reflect that the Overall ELA performance level, and that for Low-Income students again improved from the prior year and maintained a performance level to the Yellow (Medium) level. Low-Income students improved by 14.3 points from 2024. In comparing 2025 Dashboard results to baseline levels, we saw that Low-Income students improved by 44.8 points and narrowed the performance inequality with Overall results. Math results also improved from the prior year, Overall and for Low-Income students. Low-Income students improved by 25 points in Math from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students showed increases as well. In comparing 2025 results to baseline levels, we saw that Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our Low-Income students are evidence that they are experiencing lasting success in building literacy skills. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students. Baseline comparisons show a more positive picture, as results for the Low-Income group reflect improvements, closing the gap between that group and the Overall results.
Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.
Examining both state assessment metrics, the tremendous gains by the Low-Income students, which contributed substantially to the increases Overall and for other student groups, confirm that this action has been effective.

Action 1.8:
As described above in Prompt 1, the Principal and Leadership Team collaborated in continuing procedures to track the progress of our students, with a focus on those needing supports for academic success, evidence that this action continues to be effective.
Support staff clearly observes the hard work of the teaching team, and in surveys mentioned coworkers "trying their best", suggesting a culture of high effort and mutual admiration, which likely contributes to the "family" feeling they described. By specifically mentioning support from supervisors, it is clear that the administration has succeeded in making the support staff feel heard, valued, and backed in their roles. These insights from these valued educational partners indicates that they recognize and appreciate that the actions in Goal 1 are having a positive impact.

Action 1.9:
The growth described above in state assessment data indicate that the increasing strategic use of Illuminate Data, benchmarks, self-assessment rubrics, and PARSEC data representations and training have been effective, as anticipated.

Action 1.10:
The positive relationship between the District and the preschool, and continuing improved reading results for our Kindergarten students indicate that this action has been effective. Comparing 2026 Diagnostic 3 iReady for Kindergarten results from the baseline to 2026, we saw significant growth in overall results and those for Low-Income students and English Learners. Overall results were a 6% increase in students reading on or above grade level. For Low-Income students, the increases were 7% in reading. Results for English Learners were even more impressive, improving by 18% in reading. These data indicate that the action has been effective.

Action 1.11:

Data from the 2025 California School Dashboard show that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year. Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.
After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.
The 2026 iReady Diagnostic 3 (Spring) assessment results show that Overall results, and every student group, increased percentages at or above grade level in ELA from 2025. We did note slight declines in Math, Overall and for Low-Income students. Comparing this year's results to the baseline, we see that Overall percentages are significantly higher, as are those for all student groups with the exception of White students. Comparing Math results to baseline, the slight improvements and declines reflect the same trends as the "distance from Standard" and "meeting/Exceeding Standard" assessment data.
Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, which contributed substantially to the Overall increases, confirm that this action has been effective.

Action 1.12:
2026 Diagnostic 3 iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been effective. Comparing results from the baseline to 2026, we saw significant growth in overall results and those for Low-Income students and English Learners. Overall results were a 6% increase in students reading on or above grade level, and a 15% increase in math. For Low-Income students, the increases were 7% and 10% in reading and math, respectively. Results for English Learners were even more impressive, improving by 18% in reading, and by 32% in math.

Action 1.13:
Distance from Standard (DFS) data reflect that the Long-Term English Learners (LTEL) showed modest (0.9 point) improvement, and their performance level was reassigned to Orange (Low) based on the group's status. Math results showed greater increases from the prior year, with LTEL improving by 12 points.
The 2025 SBAC data showed that the percentages of LTEL students meeting/exceeding standard in ELA declined from the 2024 results and improved in Math.
Examining both state assessment metrics, Long-Term English Learners have mostly gained, though only slightly in ELA. These results indicate that this action has been only partially effective.

Action 1.14:

Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.
Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.
After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.
The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.
Ninety-four percent of staff who responded to the survey agreed that they have received appropriate professional development training for their current position with RCSD. The same percentage agreed or strongly agreed that the Raisin City Elementary School District values it certificated and classified staff members.
Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, which contributed substantially to the Overall increases, confirm that this action has been effective.

Action 1.15:
Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that

English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year. Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.
After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.
The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.
Teacher survey data reflected satisfaction with this action, with a suggestion that the incentives include TK/K and students who are well-behaved.
Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, which contributed substantially to the Overall increases, confirm that this action has been effective.
Action 1.16:
Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.
As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Literacy and writing instruction have been stressed the last four years, with additional supports for the primary grades. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.
Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.

After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.
The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.
Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, which contributed substantially to the Overall increases, confirm that this action has been effective.

Action 1.17:
School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red (very low-performing) level in ELA. As a result, this action was included in the LCAP to address this need. As seen in Table 1, ELA results for all of those student groups improved by double digits from the prior year, with all in the Yellow (medium) performance level. Based on the 2025 Dashboard results, all of those groups have improved by 40 or more points toward meeting standard, showing that this action has been effective.

Action 1.18:
School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red (very low-performing) level in Math. As a result, a specific action was included in the LCAP to address this need. As seen in Table 1, Math results for all of those student groups improved from the prior year, even though Hispanic students and English Learners are in the Red level in Math. Based on the 2025 Dashboard results, all of those groups have improved by 20 or more points toward meeting standard, showing that this action has been effective and will continue to be implemented.

Action 1.19:
School-wide, the 2023 percentage of English Learners making a year or more progress in acquiring English language skills was 40.9%, a decline 10.6% from the prior year, resulting in a "Very Low" performance level on the California School Dashboard. A specific action to address this English Learner Indicator was included in the LCAP. The 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4% points from the prior year. Though there was a decline, the rate remained above 50%, 10% higher than the baseline year. Based on these results, we consider this action to be moderately effective, and will continue it in anticipation of further improvements.

Survey responses also reflected the effectiveness of actions in Goal 1. Parents shared high praise for the small-group tutoring for struggling students (1.1, 1.4), the overall teaching methods (1.5) that have helped children advance academically, and the school leadership that they recognized for advocating for families and ensuring they know about available support groups (1.8). Support staff take great pride in seeing teachers and colleagues "really trying their best" to ensure students have what they need to succeed (1.7). Teachers lauded the reading intervention for low students, the classroom budget increase that has enabled the purchase books for classroom libraries, resulting in students reading chapter books, the exposure to higher level reading, and enabling increased AR use (1.1).

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

Metric 1.1 Target for Year 3 Outcome changed from 60 to 50 points below.
Metric 1.14 wording changed from "Distance from Standard" to "Points" to reflect that change on the Dashboard.
Action 1.3: "Two paraprofessionals will support greater success in the core curriculum by providing additional assistance in excess of special education services described in students' IEPs" added to the action to explicitly describe that aspect of the action.
Actions 1.4 and 1.13: "Provide a Structured English Immersion (SEI) program for all English Learners" and "Provide a Structured English Immersion (SEI) program for all Long-Term English Learners" added to the actions, respectively, for transparency regarding the program offered pursuant to EC Section 306.
Action 1.7: The following field trip locations were revised:

- 7th/8th: "State Capitol" deleted
- 4th: Mission; "Cobb Ranch" deleted and "Monterey Bay Aquarium" added
- 3rd: "Kearney Park" deleted and "Zoo" added

Action 1.11: "The District will explore the possibility of increasing the subject offerings to include enrichment during Saturday School" deleted from the action, as we were unable to add those and came to realize that we would not be able to do so due to fiscal and personnel constraints. The word "more" deleted from "will be closely followed". "Before and/or" deleted from the description of extended learning sessions.
Action 1.12: "Kindergarten class sizes of less than 15 to 1" revised to "18 to 1".
Action 1.13: "The site administrator participating in the ELNIC will share learning that can support the efforts of staff" deleted as the ELNIC has concluded.
Action 1.14: " 'Annual Number of Staff Leaving for a Higher Salary' baseline...This measure will be included as a metric to be reported in the annual evaluation of effectiveness of this action" added to the action for clarity.
Action 1.16: The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators was added to be transparent.
Actions 1.17 and 1.18: The expenditures for these actions were significantly reduced because much of what is in those two actions are paid for from Actions 1.4, 1.5, 1.11, 1.13, and 1.14.
Action 1.20 added to describe how LREBG funds will be spent.

**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** | Supplemental Instruction, Materials, and Support | The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will make decisions based on evidence; administrators and instructional coaches will assist teachers in determining, by examining | $708,856.32 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | research and results, which interventions are having positive impacts and how they might be best implemented. The materials and implementation strategies may include:<br>• Offer an after-school Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency.<br>• AmeriCorps is contracted with for intervention for reading to provide struggling readers the support to move from decoding levels to learning to read.<br>• The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers motivate students to read more, improving comprehension skills.<br>• Next Gen Math to improve math skills and concepts to assist students struggling in comprehending math concepts by “making” math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division.<br>• AmeriCorps is contracted with for intervention for math to provide students struggling with mathematical skills and foundational building blocks.<br>• i-Ready Adaptive Assessments to target students' specific area of need.<br><br>A Student Study Team will continue to be in place to identify students at-risk and provide interventions. | | |
| **1.2** | Qualified, Credentialed Teachers | The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials.<br><br>The District will also provide instructional and social-emotional supports for students with exceptional needs, including a Special Education resource specialist teacher, a part-time psychologist, and a part-time speech pathologist. | $1,379,444.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Additional Supports for Low-Income and English Learner Students with Exceptional Needs | The District will provide supplemental materials and access to technology that will support greater access in the core curriculum. The District will also provide professional development for teachers in supporting English Learner students who are identified as students with exceptional needs. Two paraprofessionals will support greater success in the core curriculum by providing additional assistance in excess of special education services described in students' IEPs. These services will be in addition to Special Education services that those Low-Income and English Learner students receive. | $332,402.57 | Yes |
| **1.4** | Supports for English Learners | The District will:<br>• Provide a Structured English Immersion (SEI) program for all English Learners.<br>• Contract with the Fresno County Superintendent of Schools for consultants who will provide professional learning, instructional coaching, data analysis support, and leadership coaching in ELD and implementation of the additional elements of this action.<br>• Provide English Learner intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes.<br>• Purchase supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner Students will be integrated into the After School Program.<br>• In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), the District will provide additional supports, including supplemental services after school, rich, culturally-responsive literature, and tutoring so that they can continue to make progress. Educational partners have been pleased with additions to the library. Based on that feedback, and to support the access to rich, culturally-responsive | $190,027.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | literature in a welcoming environment, the District will use concentration add-on funds for a part-time library aide. | | |
| **1.5** | Professional Development for Staff | District instructional staff will participate in targeted professional development to enhance their skills in addressing additional supports and acceleration activities for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Teaching will integrate differentiated instructional strategies to meet learners' needs. Areas may include:<br>• Contracted teacher induction services, to increase teacher capacity.<br>• Mentor Teachers.<br>• Contracted professional development services with other districts or county offices of education.<br>• Professional development for paraprofessionals to more effectively support classroom teachers.<br>• Supplemental materials to implement practices.<br>• Contract with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities.<br><br>The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of English Learners, low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs. | $36,439.00 | Yes |
| **1.6** | Textbooks and Materials | All students will be provided with the current state-adopted textbooks and instructional materials in ELA, ELD, Math, Science, and Social Studies, including classroom supplies. | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.7** | Access to a Broad Course of Study | The District will continue to plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth, have access to a broad course of study in all grades. Students in grades K-8 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. To address this issue, the Raisin City Elementary School District will provide field trips that support standards-aligned instruction, which may include:<br>• 7th/8th: Colleges<br>• 6th: Science Camp<br>• 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park;<br>• 4th: Mission; gold mining and Monterey Bay Aquarium<br>• 3rd: County- downtown Fresno, Fresno County Fair, Zoo<br>• K-2nd: Zoo; Fresno County Fair | $216,114.54 | Yes |
| **1.8** | Instructional Leadership and Guidance Support | School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy.<br><br>In order to maintain and build effective site leadership the District will support continued professional learning for the Principal, and the development of an effective School Leadership Team. | $32,028.00 | No |
| **1.9** | Student Data and Assessment | The District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting supporting Low-Income students, English Learners, and Foster Youth:<br>• Illuminate Data<br>• Benchmarks<br>• Self-Assessments/Rubrics | $23,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • PARSEC data representations and training | | |
| **1.10** | Early Childhood Education | The District will collaborate with the Pre-School staff in Universal PreK Planning and Implementation with the goal of expanding access to the District's prekindergarten program. Expenditures may include classroom operating costs, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. This planning is intended to actively support early access for students and enable them to successfully transition to elementary school. | $7,107.00 | No |
| **1.11** | Extended Learning Opportunities | The District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development for grades TK-8 that include:<br>• After School extended learning sessions<br>• Tutoring<br>• Summer School<br>• Saturday School<br><br>The progress of students participating in expanded learning programs will be closely followed through data collection (Action 1.9) and review, and concerns with students' progress shared promptly with parents, along with suggestions for help at home. Students who participate in the program will be recognized for their progress toward standards in ELA, math, and English language acquisition. | $495,659.00 | Yes |
| **1.12** | Focus on Early Support and Intervention | The District will continue to use Concentration Grant add-on funds to retain an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 18 to 1.<br><br>The District will also retain a certificated staff member to provide academic supports in ELA, math, and ELD for students in K-2, and an additional paraprofessional FTE for K-2 academic assistance. The teacher will | $143,320.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | provide small group and individual instruction, small group and individual acceleration, and data collection. A paraprofessional will assist the teacher and also provide small group and individual assistance. The teacher will oversee the paraprofessional and provide guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment. | | |
| **1.13** | Addressing the Needs of Long-Term English Learners | The Raisin City ESD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. The District will provide a Structured English Immersion (SEI) program for all Long-Term English Learners. School and District staff time will examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Possible root causes can be identified and ideas of evidence-based strategies to address those causes can be shared. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, peer collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Through the parent workshops and other engagement activities described in Goal 3, teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP. | $1,000.00 | Yes |
| **1.14** | Provide Improved Excellent Instruction | In order to continue prior gains in students' learning, and to address the inequalities that continue to exist, the District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth. | $136,885.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The District will provide a salary increase beginning in the 2025-26 school year to offer competitive salaries that will enable us to hire and retain high-quality and well-trained instructional staff.<br><br>"Instructional Educational Partner Satisfaction Feedback" and "Annual Number of Staff Leaving for a Higher Salary" baselines will be established in the 2025-26 school year and will be reported annually in the description of the effectiveness or ineffectiveness of this specific action in making progress toward the goal. This measure will be included as a metric to be reported in the annual evaluation of effectiveness of this action. | | |
| **1.15** | Student and Staff Recognition | Low-Income students, English Learners, and Foster Youth will be regularly recognized for their progress toward standards in ELA, math, and English language acquisition. Staff will also be recognized for participation in professional learning activities and implementation of strategies to improve student outcomes. Recognition may include certificates and incentives that fall within the District's BP 5126. The District will examine the possibility of increasing rallies to fostering school spirit to the degree possible without taking away from instructional time. | $5,500.00 | Yes |
| **1.16** | Smaller Class Sizes | The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-8, in order to provide additional support to Low-Income students, English Learners, and Foster Youth. | $266,156.00 | Yes |
| **1.17** | Required Action: Increased Professional Development | School-wide, the Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red ("Very Low") level in ELA on the 2023 California School Dashboard. As a result, a specific action was required to be included in the LCAP to address this need.<br><br>The School will contract with the Fresno County Superintendent of Schools for consultants who will provide professional learning, instructional coaching, data analysis support, and leadership coaching in ELA, ELD, and math for grades TK-8th. | $500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | In collaboration with the consultants, structures will be created and professional learning activities conducted to enhance the impact of our paraprofessionals.<br><br>In addition to building instructional skills, a primary purpose will be to build the self-efficacy and capacity of all staff to sustain improvements beyond the term of this action. | | |
| **1.18** | Required Action: Developing English Language Skills and Academic Vocabulary | School-wide, the Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red ("Very Low") level in Math on the 2023 California School Dashboard. As a result, a specific action was required to be included in the LCAP to address this need.<br><br>In the upper grades, the School will focus on reading and writing strategies, supported by English language development that will better enable students to understand stories and information that they read, and to better communicate in writing.<br><br>Early literacy will be a focus in the primary grades, supported by English language development activities.<br><br>The School will provide on-campus and off-campus activities to build background knowledge and academic vocabulary, including academic field trips, virtual experiences, and software. | $500.00 | No |
| **1.19** | Required Action: Data Review and Root Cause Analysis | School-wide, the percentage of English Learners making a year or more progress in acquiring English language skills was 40.9%, a decline 10.6% from the prior year, resulting in a Reds ("Very Low") performance level on the California School Dashboard. A specific action to address this English Learner Indicator was required be included in the LCAP<br><br>The school will systematically collect data through the use of local assessments (IAB, iReady) and weekly classrooms walkthroughs, and a specifically designed data collection instrument/dashboard that will reflect | $500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | an enhanced purposefulness of the information to be collected. The data will be examined weekly by the Leadership team, and quarterly with staff and the FCSS consultants. | | |
| **1.20** | Early Access to Technology | The District will use $54,344 in LREBG funds from 2025-26 and 2026-27 to purchase and provide all TK-1st grades students with iPads that will be used to access supplemental learning activities in ELA and math and build confidence and competence in using technology.<br><br>Needs Assessment: 2025 iReady Diagnostic 3 Percentages "On or Above Grade Level" in ELA and Math show that in equalities in achievement exist between Overall results and those for Low-Income students and English Learners in Kindergarten and First grades. We know from experience that providing additional, supplemental practice through learning games and scaffolded activities that are prescribed by the teachers, based on an assessment of their students' skill levels will help accelerate learning. Data for Foster Youth were not available due to the small size of the cohort, but our teachers are able to state from experience that those students experience similar circumstances to our Low-Income students. Much of the supplemental ELA and Math curriculum is now available online, rather than in consumable workbooks or practice sheets. A survey of local conditions indicated that our English Learners and Low-Income students do not have ready access to devices at home, so school is the only place where they can practice, if the technology is available. Raisin City Elementary TK-1st English Learners and Low-Income students need to have high-quality, reliable technology in order to have the best possible access to these online activities that support skill-building while they are in school. Additionally, as students progress through the grade levels, facility with technology becomes increasingly important in order to access curriculum, to use supplemental learning activities, to do research for class assignments and projects, and to complete state and local assessments. Research shows that early access to teacher-directed, assessment-aligned supplemental practice may improve foundational ELA and math skills, and the iPads are the tool that allows students to access those supports during the school day. This creates the need for greater urgency for our youngest students to have access to devices that enable them to practice using | $54,344.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | technology to be competent and confident as they are increasingly required to use it.<br>This action is expected to increase academic outcomes for Low-Income students and English Learners, since it is designed to address their identified needs in Math and ELA by supporting the development of literacy skills and academic vocabulary that improve reading and writing, and provide additional support with mathematical rules and operations will also accelerate improvement.<br><br>Metric: iReady ELA and Math assessments for Grades K and 1 will be used to measure the effectiveness of this action. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Maintain safe and healthy, high-quality learning facilities and safe school environments while providing opportunities that develop positive character. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance, coupled with positive relationships among peers and between students, staff, and parents. As The Education Trust has noted, " Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning." The actions described under this goal are all designed to achieve the purposes of maintaining a positive climate and building strong, supportive relationships. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions.
Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. The District believes that all students should feel safe and connected to their school.

The 2025 Dashboard showed that the Overall suspension rate went down, as did the rates for most student groups, moving them from the Red (lowest-performing) to the Yellow (medium) level on the Dashboard. These improvements are the result of the actions described in this goal -- carefully examining data for Low-Income and English Learner students, identifying students who have incidences of defiance, and providing those individuals with targeted social-emotional and mental health supports in order to ensure that they, and all of our students, feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). These services include retaining staff to provide behavior intervention and support, focused on providing services to Low- Income students, English Learners, and Foster Youth in grades TK-8, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; continued implementation of PBIS structures; and providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. The data cited above show that the actions in Goal 2 have been generally effective.
The rate for Students with Disabilities increased to the Red performance level. The White student group also increased. This year, behavior intervention and support staff have worked with those students to defuse and curtail inappropriate behaviors.
The actions in Goal 2 have also resulted in Chronic absenteeism rates continuing to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, Low-Income students, Hispanic students, and Students with Disabilities all achieved the Green (high-performing) category. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.

The White student group's rate increased from the prior year. As it is a small cohort, the 4.2% increase represents one additional student being chronically absent that year.

We believe that current survey data (March, 2026) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism. Chronic Absenteeism rates are improved for Low-Income students, English Learners, and LTEL, reaching the Green performance level, and Suspension rates are improved to the Yellow level. Another strong indicator that Action 2.3 has had a positive effect is that the percentages of surveyed students who responded they feel safe at school was maintained above 80%. Those responding that they feel connected to school rose from 80% to 82%.

Climate and engagement data from surveys suggest that our efforts in Goal 2 have been effective. 100% of parents and 94% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that 100% of parents agreed the school provides a welcoming environment, and 98% responding that school staff are interested in each family's strengths, cultures, languages, and goals for their children. Ninety percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families."

Parents overwhelmingly felt that their children feel safe at school, with 98% agreeing or strongly agreeing, an increase of 5% from last year. Support staff similarly felt that schools are safe for students, with 100% of respondents agreeing. Also, 91% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS.

Parent surveys show that 95% of parents responding feel their children are connected to school.

- 98% of respondents agreed that the school engages in 2-way communication with families.
- 86% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Facilities Inspection Tool (FIT):<br>School facilities maintained in good repair based on Annual Williams Act Facilities Review | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>Facilities were rated fair.<br><br>[2023-24 Annual Williams Act Facilities Review reported to Governing Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>Facilities were rated fair.<br><br>[2024-25 Annual Williams Act Facilities Review | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>Facilities were rated fair.<br><br>[2025-26 Annual Williams Act Facilities Review | MET -- Results reported at the Board meeting at which the LCAP was adopted.<br><br>Facilities will be rated good.<br><br>[2026-27 Annual Williams Act Facilities Review | No change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | reported to Governing Board] | reported to Governing Board] | reported to Governing Board] | |
| 2.2 | Expulsion Rate | 0%<br><br>[2022-23 DataQuest Expulsion Rate] | 0%<br><br>[2023-24 DataQuest Expulsion Rate] | 0%<br><br>[2024-25 DataQuest Expulsion Rate] | 0%<br><br>[2025-26 DataQuest Expulsion Rate] | No change |
| 2.3 | California School Dashboard:<br><br>Suspension Rate | Overall – 3.8%<br>Hispanic – 3.1%<br>White -- 18.8%<br>Low Income – 4.2%<br>English Learners – 4.3%<br>Students w/Disabilities – 0%<br><br>[2023 CA School Dashboard] | Overall – 6.0%<br>Hispanic – 6.0%<br>White -- 10.0%<br>Low Income – 6.3%<br>English Learners – 7.7%<br>LTEL -- 13.2%<br>Students w/Disabilities – 0%<br>Foster Youth -- 0%<br><br>[2024 CA School Dashboard] | Overall – 5.4%<br>Hispanic – 5.0%<br>White -- 12.5%<br>Low Income – 5.5%<br>English Learners – 3.9%<br>LTEL -- 5.7%<br>Students w/Disabilities – 9.1%<br>Foster Youth -- <11<br><br>[2025 CA School Dashboard] | Overall – 2%<br>Hispanic – 2%<br>White -- 10%<br>Low Income – 2%<br>English Learners – 2%<br>LTEL -- 2%<br>Students w/Disabilities – 0%<br>Foster Youth -- 0%<br><br>[2026 CA School Dashboard] | Overall – 1.6% increase<br>Hispanic – 1.9% increase<br>White -- 6.3% improvement<br>Low Income – 1.3% increase<br>English Learners – 0.4% improvement<br>LTEL -- 7.5% improvement<br>Students w/Disabilities – 9.1% increase |
| 2.4 | California School Dashboard:<br><br>Chronic Absenteeism Rate | Overall -- 14.2%<br>English Learners -- 14.8%<br>Low-Income -- 14.3%<br>Foster Youth -- n/d<br>Homeless -- 27.3%<br>Students w/ Disabilities -- 10.7%<br>Hispanic -- 14.3%<br>White -- 6.7%<br><br>[2023 CA School Dashboard] | Overall -- 8.8%<br>English Learners -- 7.4%<br>LTEL -- 5.3%<br>Low-Income -- 9.0%<br>Foster Youth -- 9.1%<br>Homeless -- <11<br>Students w/ Disabilities -- 10.3%<br>Hispanic -- 9.8%<br>White -- 0% | Overall -- 7.4%<br>English Learners -- 4.7%<br>LTEL -- 2.9%<br>Low-Income -- 7.6%<br>Foster Youth -- <11<br>Homeless -- 7.7%<br>Students w/ Disabilities -- 6.8%<br>Hispanic -- 7.3%<br>White -- 4.2% | Overall -- 10%<br>English Learners -- 10%<br>Low-Income -- 10%<br>Foster Youth -- 10%<br>Homeless -- 10%<br>Students w/ Disabilities -- 5%<br>Hispanic--10%<br>White -- 5% | Overall -- 6.8% improvement<br>English Learners -- 10.1% improvement<br>LTEL -- 2.4% improvement<br>Low-Income -- 6.7% improvement<br>Homeless -- 19.6% improvement<br>Students w/ Disabilities -- 3.9% improvement |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | [2024 CA School Dashboard] | [2025 CA School Dashboard] | [2026 CA School Dashboard] | Hispanic -- 7.0% improvement<br>White -- 2.5% improvement |
| 2.5 | Middle School Dropout Rate | 0%<br><br>[2022-23 CALPADS] | 0%<br><br>[2023-24 CALPADS] | 0%<br><br>[2024-25 CALPADS] | 0%<br><br>[2025-26 CALPADS] | No change |
| 2.6 | School Climate Survey: % of Students Feeling Connected to School | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>73.1% of students responding felt connected to their school(s)<br><br>[June, 2024 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>79.6% of students responding felt connected to their school(s)<br><br>[June, 2025 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>82.5% of students responding felt connected to their school(s)<br><br>[June, 2026 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>90% of students responding felt connected to their school(s)<br><br>[June, 2027 Report to Board] | 9.4% improvement |
| 2.7 | School Climate Survey: % of Students Feeling Safe at School | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>74.4% of students responding felt safe at their school(s)<br><br>[June, 2024 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>83.0% of students responding felt safe at their school(s)<br><br>[June, 2025 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>80.9% of students responding felt safe at their school(s)<br><br>[June, 2026 Report to Board] | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>90% of students responding felt safe at their school(s)<br><br>[June, 2027 Report to Board] | 6.5% improvement |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.8 | School Climate Survey: % of Parents Feeling their Child Feels Safe at School<br><br>% of Parents Feeling Connected to School | 95.7% of parents responding indicated that their child feels safe at their school.<br><br>95.8% of parents responding felt welcome at their school.<br><br>[Spring, 2024, District Survey] | 93% of parents responding indicated that their child feels safe at their school.<br><br>92% of parents responding felt welcome at their school.<br><br>[Spring, 2025, District Survey] | 98% of parents responding indicated that their child feels safe at their school.<br><br>100% of parents responding felt welcome at their school.<br><br>[Spring, 2025, District Survey] | 95% of parents responding indicated that their child feels safe at their school.<br><br>95% of parents responding felt welcome at their school.<br><br>[Spring, 2027, District Survey] | Child feels safe at their school -- 2.3% increase<br><br>Parents felt welcome at school -- 4.2% increase |
| 2.9 | School Climate Survey: % of Teachers Feeling Safe at School<br><br>% of Teachers Feeling Connected to School | 100% of teachers reported feeling safe at school.<br><br>100% of teachers reported feeling connected to school.<br><br>[Spring, 2024, District Survey] | 100% of teachers reported feeling safe at school.<br><br>100% of teachers reported feeling connected to school.<br><br>[Spring, 2025, District Survey] | 91% of teachers reported feeling safe at school.<br><br>91% of teachers reported feeling connected to school.<br><br>[Spring, 2026, District Survey] | 100% of teachers reported feeling safe at school.<br><br>100% of teachers reported feeling connected to school.<br><br>[Spring, 2027, District Survey] | Teachers reported feeling safe at school -- 9% decrease<br><br>Teachers reported feeling connected to school -- 9% decrease |
| 2.10 | Attendance Rate | Attendance rate is 96.7%.<br><br>[2023-24 AERIES Summary Report] | Attendance rate is 96.1%<br><br>[2024-25 AERIES Summary Report] | Attendance rate is 95.9%<br><br>[2025-26 AERIES Summary Report] | Attendance rate will be 97%.<br><br>[2026-27 AERIES Summary Report] | 0.8% decline |

# Goal Analysis [2025-26]

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

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

Action 2.1 was implemented as planned.  Facilities and grounds were continuously monitored and maintained. Projects that have been delayed were successfully completed.

Action 2.2 was also implemented as planned, as the District maintained sufficient office support staff and leadership to provide services and support to students, families, and the instructional staff.

Action 2.3 was implemented as planned, with the continued successful implementation of PBIS and maintaining a mental health professional to provide behavior intervention and support, and a full-time counselor to provide social-emotional supports to students. Staff were increasingly teaching and modeling social-emotional skills that support a safe and positive climate for learning.  As in the past, collaborative time was more focused on academic curriculum rather than SEL instructional training. The counselor will continue to develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth support for each other.

Action 2.4 was implemented as planned.  The transportation routes for students who are currently residing on the outskirts of the route system provided Low-Income students and English Learner students with safe, reliable transportation to and from school without spending an excessive amount of time on the bus.

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.

Action 2.2: Over Budgeted -- Decreases in costs for insurance, legal services, and equipment resulted in less than budgeted being needed to implement this action.

Action 2.3: Over Budgeted -- There was less need than expected for psychology/mental health services in the 2025-26 school year.

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

Action 2.1:
100% of parents and 94% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained.  School staff continue to report that students' behavior and attitudes are improving.  Facilities were rated "Fair" on the FIT.

Action 2.2:
In addition to maintaining staff to provide necessary services, the effectiveness of  this action is demonstrated in the 2026 parent survey results that showed 100% of parents responding agreed that the school provides a welcoming environment, 98% responded that school staff are interested in each family’s strengths, cultures, languages, and goals for their children. Ninety percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families."

Action 2.3:
The 2025 Dashboard showed that the Overall suspension rate went down, as did the rates for Low-Income students, English Learners, and LTEL, moving them from the Red (lowest-performing) to the Yellow (medium) level on the Dashboard. These improvements are the result of this action -- providing Low-Income students and English Learners with targeted social-emotional and mental health supports in order to ensure that they feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). The data reflect that it has been effective.
This action has also resulted in further declines in Chronic absenteeism rates Overall, and for English Learners, LTEL, and Low-Income students, with those groups all achieving the Green (high-performing) category. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.
Current survey data (March, 2026) is a strong indicator that Action 2.3 continues to be effective and has manifested itself in lower Chronic Absenteeism. Chronic Absenteeism rates are improved for Low-Income students, English Learners, and LTEL, reaching the Green performance level, and Suspension rates are improved to the Yellow level. Another strong indicator of the effectiveness of this action is that the percentages of surveyed students who responded they feel safe at school was maintained above 80%. Those responding that they feel connected to school rose from 80% to 82%.
Parents overwhelmingly felt that their children feel safe at school, with 98% agreeing or strongly agreeing. Also, 91% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS. Staff were generally positive about PBIS and commented on hoping for full implementation. The above data demonstrate that this action has been effective.

Action 2.4:
The maintenance of additional bus routes has been effective. Chronic absenteeism rates Overall and for English Learners, LTEL, and Low-Income students declined, with those groups achieving the Green (high-performing) category. While there were no data for Foster Youth, we know from examining local circumstances that their attendance improved, as well.

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

Metric 2.2: Added "LTEL" student group to Year 1 and Difference from Baseline to correct the omission from those.

Action 2.3: "Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance" added to address concerns from staff regarding chronic absenteeism.

**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** | Maintaining Clean, Safe Facilities | Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate. Custodial staff and grounds services will ensure the school's environment maximizes student learning.<br><br>Continuous monitoring and maintenance and repair of school facilities, and school grounds will enhance quality learning environments for students, including a monthly report on the condition of school facilities and an update on facilities repaired. | $740,839.00 | No |
| **2.2** | Positive School Climate | A positive, welcoming school climate is the responsibility of all District staff. The District will provide office support staff and school leadership team members who will undertake a collaborative approach to provide responsive services to students, instructional staff, and families. | $980,742.00 | No |
| **2.3** | School Culture and Social Behavior | The District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by:<br>• Hiring and/or retaining staff, including an on-site therapist and additional psychologist services, beyond those required for IEPs, focused on providing services to Low-Income students, English Learners, and Foster Youth, including behavior guidance and support, training for staff in dealing with student conflict, and helping students in creating positive peer interactions to lower suspension rate inequalities and address concerns from educational partners.<br>• Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.<br>• Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.<br>• Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment: The counselor will develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth supporting each other. | $256,195.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Caring adults such as coaches, teachers, aids, and community volunteers will support opportunities to practice to learning how to play with others through compromise, conflict resolution and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed.<br>• Implementing a model system of school-based positive behavior interventions and school supports (PBIS) including recognition and incentives.<br>• Regularly review attendance data to assess if students are on track to be chronically absent. The parents of those who appear to be will be sent a letter noting the absences and consequences of poor attendance. | | |
| **2.4** | Transportation for Easier School Access | The District will contract with its bus service provider, Southwest Transportation Agency, to maintain additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half. | $293,514.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | The District will promote parent engagement and communication. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board showed a rating of 4.5 on a scale of 1 to 5. This puts the District in the "High" to "Very High" range. The rating has increased from the 2019 rating of 3.7.

While relationships between Raisin City Elementary School and the families we serve are overwhelmingly positive, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool reflected an average rating of 4.4 for parent and family engagement. | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool reflected an average rating of 4.4 for parent and family engagement. | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool reflected an average rating of 4.5 for parent and family engagement. | MET -- Results were reported at the Board meeting at which the LCAP was adopted.<br><br>The state's self-reflection tool reflected an average rating of 4.5 for parent and family engagement. | An increase of 0.1 point on the state's self-reflection tool for parent and family engagement. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | [June, 2024 Report to the RCESD Governing Board] | [June, 2025 Report to the RCESD Governing Board] | [June, 2026 Report to the RCESD Governing Board] | [June, 2027 Report to the RCESD Governing Board] | |

# Goal Analysis [2025-26]

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

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

Action 3.1 was mostly implemented as planned. Parent Institute for Quality Education (PIQE) was a success, with 18 parents graduating. The Based on family partners' suggestions, the focus for PIQE this year was family math together learning. The activities organized by PIQE were praised by parents. Literacy Night had over 70 families attend. There was an enormous turnout for parent conferences, and the holiday concert was well-attended as well as the pre-school/early education workshop. During conferences, teachers reviewed how parents can use their phones to access their child's grades on AERIES. GED and ESL classes for families were again held, with attendance averaging from 5-8 participants. Translation services for communications at family events was provided. However, the Parent Teacher Club was not formally implemented but still remains something that is wanted for the future. CAL KIDS has more than 90% of the school enrolled. This year a new parent group, Cara y Corazon/ Heart and Face, was created with the help and support of community schools.

Welcoming environments were maintained at our school.

Information was available for families for accessing a variety of school and community resources to support family health and wellness and enhance behavioral and academic success for students. How to support their children was also a primary topic of a preschool workshop where families were provided activities they could do at home for academics and SEL. Books to read at home to children were distributed in the language chosen by the recipient.

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.

None

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

The number of parents graduating from the PIQE program increased for another year. The attendance at Family Math Night, Literacy Night and the enormous turnout for parent conferences, the holiday concert, and the pre-school/early education workshop demonstrated increasingly profound family participation. There was regular attendance at GED and ESL classes for families. These and other activities, and the results of parent surveys, indicate that this action has been effective in promoting parent engagement and communication. The 2026 feedback from families described in the "Educational Partners" section of this plan shows that they are pleased with the communication

efforts and the improvements made in the school. Parent surveys show:

- 90% responded that the school staff build trusting and respectful relationships with families, a 2% increase from 2025.
- 100% responded that the school staff create a welcoming environment, an 8% increase from 2025.
- 98% of respondents agreed that the school engages in 2-way communication with families, a 13% increase from 2025.
- 86% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community, a 1% decline from 2025.
- 100% responded that the school promotes academic success for all students, a 3% increase from 2025.
- 100% responded that the school has clean and well-maintained facilities, a 5% increase from 2025.

The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board showed a rating of 4.5 on a scale of 1 to 5. This puts the District in the "High" to "Very High" range. The rating has increased from the 2019 rating of 3.7. These data confirm that the action has been effective in promoting family participation and in engaging families in more profound ways.

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

Action 3.1:

- "'Emotional Awareness' workshop to support parents in helping their children through crisis and recognizing signs of emotional distress" changed to "'Family Math Learning' workshop to support parents in helping their children through learning math together and how parents can support their students in math."
- "we currently have 197 completed CalKIDS accounts" revised to "we currently have over 90% of students registered with CalKIDS accounts."

**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** | Increase Community Outreach and Family Engagement | The District will seek parent input and promote parental participation in programs for unduplicated students, including students with exceptional needs. Through the following activities, the District will target the engaged and continuous participation of their parents:<br>• Parent Square software/application for communication between school and home, including training for teachers on the most effective use of the app.<br>• Parent Programs (e.g., Parent Teacher Club, Parent/Principal Coffee, etc.) | $271,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Parent Institute for Quality Education (PIQE)<br>• Parent Workshops/Trainings/Meetings, including an "Family Math Learning" workshop to support parents in helping their children through learning math together and how parents can support their students in math.<br>• Supplemental translation services for communications at family events<br>• Maintaining welcoming environments at schools and District facilities<br>• Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.<br>• Participation of the Cara y Corazon/Heart and Face parent group.<br><br>During parent-teacher conferences, parents are offered the opportunity to enroll their children in CalKIDS, a program that provides eligible students in California with financial resources for college or career training. As of today, we currently have over 90% of students registered with CalKIDS accounts. Additionally, parents are given a tutorial on utilizing Aeries to monitor their child's academic progress and were guided on how to use ParentSquare to stay informed and maintain communication with the school. Furthermore, the conferences provide an opportunity for parents to register their children for Preschool, Transitional Kindergarten (TK), and Kindergarten, ensuring a seamless and supportive transition into the school community.<br><br>In addition to academic support, our school is committed to assisting families in need through our monthly food distribution program. We host three food distributions each month to help ensure families have access to essential resources.<br><br>Building trusting relationships between the District and families is an area for continued focus. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents. Participation through these activities is expected to continue to have the positive impact reflected in the metric in the Measuring and Reporting Results section above. | | |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# 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 |
|---|---|
| $1,346,429 | $182,490 |

**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 |
|---|---|---|---|
| 46.125% | 6.410% | $182,722.54 | 52.535% |

**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:**<br>Supplemental Instruction, Materials, and Support<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, Distance from Standard data reflect that the | In order to address these needs, The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will make decisions based on evidence; administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. The materials and implementation strategies may include: | • California School Dashboard: ELA Distance from Standard (AS, LI, EL, FY)<br>• California School Dashboard: Math Distance from Standard (AS, LI, EL, FY) |

| 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 |
|---|---|---|---|
| | Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. | • Offer an after-school Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency.<br>• AmeriCorps is contracted with for intervention for reading to provide struggling readers the support to move from decoding levels to learning to read.<br>• The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers motivate students to read more, improving comprehension skills.<br>• Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by “making” math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division.<br>• AmeriCorps is contracted with for intervention for math to provide students struggling with mathematical skills and foundational building blocks.<br>• i-Ready Adaptive Assessments to target students' specific area of need.<br><br>A Student Study Team will continue to be in place to identify students at-risk and provide interventions.<br><br>This action is expected to continue to increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is | • SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY)<br>• SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY) |

| 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 comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br>Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2025 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 12.6%, in Writing by 27.8%, and in Research Skills by 16.5%. Similar trends are seen for English Learners. Comparing 2023 to 2025 ELA for English Learners, the percentage of students "Below Standard" in Reading declined by 13.4%, in Writing by 28.2%, and in Research Skills by | designed to address their identified needs in Math and ELA. Developing literacy skills and academic vocabulary that improve reading and writing will support the decoding and reading comprehension to be able to understand and communicate in writing -- including word problems -- to make great progress in ELA and Math. Providing additional support with mathematical rules and operations will also accelerate improvement.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | |

| 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 |
|---|---|---|---|
| | 20.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners. Comparing 2023 to 2025 results for the areas within the Math assessment, we find that the percentages of Low-Income students "Below Standard" in Concepts/Procedures declined by 10.2%, in Problem Solving/Data Analysis by 8.8%, and in Communicating Reasoning by 8.1%. Similar trends are seen for English Learners. Comparing 2023 to 2025 Math for English Learners, the percentage of students "Below Standard" in Concepts/Procedures declined by 4.4%, in Problem Solving/Data Analysis by 4.3%, and in Communicating Reasoning by 9.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners.<br>The area data for both groups confirm that our efforts have been very successful with students at the lower levels of readiness. This action, focused on developing literacy skills and academic vocabulary that improve reading and writing, supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement.<br>Examining state assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which | | |

| 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 |
|---|---|---|---|
| | contributed substantially to the increases Overall and for other student groups confirm that this action has been effective and needs to be continued. Input from Educational Partner groups stressed the importance of the Math supports and need to continue those.<br><br>**Scope:**<br>LEA-wide | | |
| **1.5** | **Action:**<br>Professional Development for Staff<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above | District instructional staff will participate in targeted professional development to enhance their skills in addressing additional supports and acceleration activities for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices, including math. Teaching will integrate differentiated instructional strategies to meet learners' needs. The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of our students.<br><br>Additionally, the District will contract with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities. The addition of the contract with FCSS in this action action is to effect more impactful professional learning through collaboration. | • California School Dashboard: ELA Distance from Standard (AS, LI, EL, FY)<br>• California School Dashboard: Math Distance from Standard (AS, LI, EL, FY)<br>• SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY)<br>• SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY)<br>• iReady Reading (AS, LI, EL, FY)<br>• iReady Math (AS, LI, EL, FY) |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved.<br>In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.<br>The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English | This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth. Teacher induction will provide new, inexperienced teachers a broader and more effective "toolkit" of instructional strategies to differentiate instruction and meet the the identified needs of their students, including decoding, literacy skills, academic vocabulary, reading comprehension, and mathematical rules and operations to be able to make great progress in ELA, ELD, and Math. Mentor teachers for new teaching staff will enhance the induction services by offering demonstration lessons and coaching to present and examine instructional practices in "real time", allowing teachers to adjust and improve more quickly to meet their students' needs. Professional development for all staff will increase academic outcomes for Low-Income students, English Learners, and Foster Youth because we are confident that enhancing the self-efficacy of individual teachers will also build team effectiveness, enabling enhanced data analysis, more confident and responsive lesson planning, and increasingly engaging instructional delivery. Professional learning activities that have been identified with staff input and that are evidence-based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning, one of the most powerful determiners of student success. (Hattie, 2008) | |

| 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 |
|---|---|---|---|
| | Leaners also increased percentages, though not at the same rate as Overall results.<br>Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br>Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2025 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 12.6%, in Writing by 27.8%, and in Research Skills by 16.5%. Similar trends are seen for English Learners. Comparing 2023 to 2025 ELA for English Learners, the percentage of students "Below Standard" in Reading declined by 13.4%, in Writing by 28.2%, and in Research Skills by 20.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners. Comparing 2023 to 2025 results for the areas within the Math assessment, we find that the percentages of Low-Income students "Below Standard" in Concepts/Procedures declined by 10.2%, in Problem Solving/Data Analysis by 8.8%, and in Communicating Reasoning by 8.1%. Similar trends are seen for English Learners. Comparing 2023 to 2025 Math for English Learners, the percentage of students "Below Standard" in Concepts/Procedures declined by 4.4%, in Problem Solving/Data Analysis by 4.3%, and in Communicating Reasoning by 9.7%. Results at this level are | In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | |

| 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 |
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| | not reported for the LTEL group, but their results are included with those for English Learners.<br>The area data for both groups confirm that our efforts have been very successful with students at the lower levels of readiness.<br>These results indicate that this action, focused on targeted professional development to enhance their skills in addressing additional supports and acceleration activities for Low-Income students, English Learners, and Foster Youth, has positively impacted students' abilities to read, to understand and communicate in writing with increased comprehension and vocabulary, and accelerated improvement in using mathematical rules and operations.<br>The 2026 Diagnostic 3 (Spring) assessment results compared to the prior year's Diagnostic 3 show that Overall results and those for Low-Income students and English Learners increased percentages at or above grade level in ELA from 2025. We did note slight declines in Math, Overall and for Low-Income students. Comparing this year's results to the baseline, we see that Overall percentages are significantly higher, as are those for Low-Income students and English Learners. Comparing Math results to baseline, the slight improvements and declines reflect the same trends as the "distance from Standard" and "meeting/Exceeding Standard" assessment data. We will examine the data and our practices to identify specific areas in which those groups may be struggling The iReady | | |

| 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 |
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| | results show that this action has made a positive impact.<br>Teachers give high marks for iReady; and the professional learning associated with it; the feeling of staff around the school is eagerness to improve.<br><br>Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that this action has been effective. As gaps in performance remain, the action needs to be continued to build on success.<br><br>**Scope:**<br>LEA-wide | | |
| **1.7** | **Action:**<br>Access to a Broad Course of Study<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their | Students in grades K-8 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students will have access to experiences that inform and complement the subject matter that they learn in school, including field trips that support standards-aligned instruction, which may include:<br>• 7th/8th: Colleges<br>• 6th: Science Camp<br>• 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park;<br>• 4th: Mission; gold mining and Monterey Bay Aquarium | • California School Dashboard: ELA Distance from Standard (AS, LI)<br>• California School Dashboard: Math Distance from Standard (AS, LI)<br>• SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI)<br>• SBAC Math: Percentage Meeting or |

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| | performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved.<br>In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. | • 3rd: County- downtown Fresno, Fresno County Fair, Zoo<br>• K-2nd: Zoo; Fresno County Fair<br><br>This action is expected to significantly increase academic outcomes for Low-Income students, since it is designed to provide them with educational experiences and a broader language background to close the "experience gap" that exists between them and non Low-Income students who may have access to more enrichment activities outside school.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | Exceeding Standard (AS, LI)<br>• iReady Reading (AS, LI)<br>• iReady Math (AS, LI) |

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| | English Leaners also increased percentages, though not at the same rate as Overall results.<br>The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.<br>Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br>Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2025 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 12.6%, in Writing by 27.8%, and in Research Skills by 16.5%. Similar trends are seen for English Learners. Comparing 2023 to 2025 ELA for English Learners, the percentage of students "Below Standard" in Reading declined by 13.4%, in Writing by 28.2%, and in Research Skills by 20.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners.<br>Comparing 2023 to 2025 results for the areas within the Math assessment, we find that the percentages of Low-Income students "Below | | |

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| | Standard" in Concepts/Procedures declined by 10.2%, in Problem Solving/Data Analysis by 8.8%, and in Communicating Reasoning by 8.1%. Similar trends are seen for English Learners. Comparing 2023 to 2025 Math for English Learners, the percentage of students "Below Standard" in Concepts/Procedures declined by 4.4%, in Problem Solving/Data Analysis by 4.3%, and in Communicating Reasoning by 9.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners.<br>The area data for both groups confirm that our efforts have been very successful with students at the lower levels of readiness. These results indicate that this action, focused on ensuring that Low-Income students, English Learners, and Foster Youth have access to experiences that inform and complement the subject matter that they learn in school has positively impacted students' abilities to read, to understand and communicate in writing with increased comprehension and vocabulary, and accelerated improvement in mathematical understanding.<br>The 2026 Diagnostic 3 (Spring) assessment results compared to the prior year's Diagnostic 3 show that Overall results and those for Low-Income students and English Learners increased percentages at or above grade level in ELA from 2025. We did note slight declines in Math, Overall and for Low-Income students. Comparing this year's results to the baseline, we see that Overall percentages are | | |

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| | significantly higher, as are those for Low-Income students and English Learners. Comparing Math results to baseline, the slight improvements and declines reflect the same trends as the "distance from Standard" and "meeting/Exceeding Standard" assessment data. We will examine the data and our practices to identify specific areas in which those groups may be struggling The iReady results show that this action has made a positive impact.<br>Teachers give high marks for iReady; and the professional learning associated with it; the feeling of staff around the school is eagerness to improve.<br>Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that this action has been effective. As gaps in performance remain, the action needs to be continued to build on success.<br><br>**Scope:**<br>LEA-wide | | |
| **1.11** | **Action:**<br>Extended Learning Opportunities<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, | The District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development for grades TK-8 that include:<br>• After School extended learning sessions<br>• Tutoring<br>• Summer School<br>• Saturday School | • California School Dashboard: ELA Distance from Standard (AS, LI, EL, FY)<br>• California School Dashboard: Math Distance from |

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| | Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br>Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2025 results for the areas within the | The progress of Low-Income students, English Learners, and Foster Youth participating in expanded learning programs will be more closely followed through data collection and review, and concerns with students' progress shared promptly with parents, along with suggestions for help at home, such as reading stories to children, vocabulary and math flash cards, and using fractions in cooking. Students who participate in the program will be recognized for their progress toward standards in ELA, math, and English language acquisition.<br><br>We expect that academic outcomes for Low-Income students, English Learners, and Foster Youth will be improved by supporting a more effective use of extended learning opportunities for students' success by honing in on progress indicators, additional home support, and students' motivation. Specific classes focused on developing literacy skills and academic vocabulary, and mathematical rules and operations to accelerate improvement will also be offered.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | Standard (AS, LI, EL, FY)<br>• iReady Reading (AS, LI, EL, FY)<br>• iReady Math (AS, LI, EL, FY)<br>• California School Dashboard: English Learner Progress Indicator (EL) |

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| | ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 12.6%, in Writing by 27.8%, and in Research Skills by 16.5%. Similar trends are seen for English Learners. Comparing 2023 to 2025 ELA for English Learners, the percentage of students "Below Standard" in Reading declined by 13.4%, in Writing by 28.2%, and in Research Skills by 20.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners. Comparing 2023 to 2025 results for the areas within the Math assessment, we find that the percentages of Low-Income students "Below Standard" in Concepts/Procedures declined by 10.2%, in Problem Solving/Data Analysis by 8.8%, and in Communicating Reasoning by 8.1%. Similar trends are seen for English Learners. Comparing 2023 to 2025 Math for English Learners, the percentage of students "Below Standard" in Concepts/Procedures declined by 4.4%, in Problem Solving/Data Analysis by 4.3%, and in Communicating Reasoning by 9.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners.<br>The 2026 Diagnostic 3 (Spring) assessment results compared to the prior year's Diagnostic 3 show that Overall results and those for Low-Income students and English Learners increased percentages at or above grade level in ELA from 2025. We did note slight declines in Math, Overall and for Low-Income students. Comparing this year's results to the baseline, | | |

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| | we see that Overall percentages are significantly higher, as are those for Low-Income students and English Learners. Comparing Math results to baseline, the slight improvements and declines reflect the same trends as the "distance from Standard" and "meeting/Exceeding Standard" assessment data. We will examine the data and our practices to identify specific areas in which those groups may be struggling The iReady results show that this action has made a positive impact.<br>Teachers give high marks for iReady; and the professional learning associated with it; the feeling of staff around the school is eagerness to improve.<br>After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%. The achievement of these higher levels is a result of our instructional staff's commitment to improving results for English Learners.<br><br>These results indicate that this action, focused on learning recovery, acceleration, enrichment, and English language development for grades TK-8, has been effective for Low-Income students, English | | |

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| | Learners, and LTEL, who made great progress in ELA and Math. Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that this action has been effective. As gaps in performance remain, the action needs to be continued to build on success.<br><br>**Scope:**<br>LEA-wide | | |
| **1.12** | **Action:**<br>Focus on Early Support and Intervention<br><br>**Need:**<br>2026 Diagnostic 3 iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been effective. Comparing results from the baseline to 2026, we saw significant growth in overall results and those for Low-Income students and English Learners. Overall results were a 6% increase in students reading on or above grade level, and a 15% increase in math. For Low-Income students, the increases were 7% and 10% in reading and math, respectively. Results for English Learners were even more impressive, improving by 18% in reading, and by 32% in math. | The District will continue to retain an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 18 to 1.<br><br>The District will also retain a certificated staff member to provide academic supports in ELA, math, and ELD for students in K-2, and an additional paraprofessional FTE for K-2 academic assistance. The teacher will provide small group and individual instruction, small group and individual acceleration, and data collection. A paraprofessional will assist the teacher and also provide small group and individual assistance. The teacher will oversee the paraprofessional and provide guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment.<br><br>This action is expected to significantly increase academic outcomes for Early Learning Low-Income students, English Learners, and Foster | • iReady Reading (AS, LI, EL, FY)<br>• iReady Math (AS, LI, EL, FY) |

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| | This is strong evidence for continuing this action, and our analysis shows this is a continued need of our students.<br>Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br><br>**Scope:**<br>LEA-wide | Youth, since it is designed to address their identified needs in math and ELA. Data show it has been effective during its two years of implementation.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | |
| **1.14** | **Action:**<br>Provide Improved Excellent Instruction<br><br>**Need:**<br>Although overall student performance improved in 2025, English Learners and Low-Income students continue to perform below all students in both ELA and mathematics, indicating a continued need for targeted academic support.<br>While these student groups made strong gains and reduced some gaps, significant disparities remain, particularly in the percentages meeting or exceeding standard, and Low-Income students continue to perform well-below county averages in both ELA and math. Foster Youth data were not reportable due to the small cohort size; however, based on staff experience and local performance patterns, their academic needs are comparable to those of low-income students and warrant similar supports. These results demonstrate that English Learners, Foster Youth, and Low-Income students continue to need additional | The District will provide a salary increase beginning in the 2025-26 school year to offer competitive salaries that will enable us to hire and retain high-quality and well-trained instructional staff. This increase will be maintained through the 2026-27 school year to maintain competitive salaries.<br><br>"Instructional Educational Partner Satisfaction Feedback" and "Annual Number of Staff Leaving for a Higher Salary" baselines will be established in the 2025-26 school year and will be reported annually in the description of the effectiveness or ineffectiveness of this specific action in making progress toward the goal. This measure will be included as a metric to be reported in the annual evaluation of effectiveness of this action.<br><br>This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff, and maintain reclassification | • California School Dashboard: ELA Distance from Standard<br>• California School Dashboard: Math Distance from Standard<br>• SBAC ELA: Percentage of students assessed meeting or exceeding standard<br>• SBAC Math: Percentage of students assessed meeting or exceeding standard<br>• Reclassification Rate |

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| | literacy, language development, and math intervention to access grade-level standards at the same level as all students.<br>The Spring 2026 surveys saw many parents commended the quality of Raisin City Elementary School staff. Quality of Staff: Teachers and support staff were described as "really nice" and "amazing." Parents also appreciate the "connection" and communication between staff members.<br>There was also high praise for the small-group tutoring for struggling students and the overall teaching methods that have helped children advance academically.<br>Teacher surveys showed a significant concern that staff may leave for higher-paying roles. Teachers want pay to better reflect their commitment and workload.<br>Ninety-four percent of staff who responded to the survey agreed that the Raisin City Elementary School District values it certificated and classified staff members.<br>The District believes that it is crucial to the success of our Low-Income students, English Learners, and Foster Youth that they have a stable, high-quality, and well-trained instructional staff to be as successful as possible. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. We believe that the hiring of high quality staff has contributed to the improved academic assessment results. The District needs to retain those staff in order to maintain those improvements. The District needs to be able | rate gains. Evidence from local experience demonstrates that the provision of experienced teachers is a key part of this action's design to meet the specific needs of English Learners and low-income students. By ensuring that students are served by stable, high-quality instructional staff with access to ongoing professional development, the LEA increases the likelihood that these teachers can build on prior learning, deepen their instructional expertise, and implement targeted supports with fidelity over time to address the language, literacy, and academic needs of English Learners and low-income students.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | • California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency<br>• Instructional Educational Partner Satisfaction Feedback<br>• Annual Number of Staff Leaving for a Higher Salary |

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| | to continue to retain a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District.<br><br>**Scope:**<br>LEA-wide | | |
| **1.15** | **Action:**<br>Student and Staff Recognition<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above | Low-Income students, English Learners, and Foster Youth will be regularly recognized for their progress toward standards in ELA, math, and English language acquisition through incentivized educational assemblies, educational field trips, and awards assemblies. Staff will also be recognized schoolwide with certificates for participation in professional learning activities and implementation of strategies to improve student outcomes. Recognition may include certificates and incentives that fall within the District's BP 5126. Data from the past year showed the success of this action in improving those students' academic performance through an incentive and recognition program.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | • California School Dashboard: ELA Distance from Standard<br>• California School Dashboard: Math Distance from Standard<br>• Reclassification Rate<br>• California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency<br>• Educational Partners' Feedback |

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| | the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br>After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.<br>The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group | | |

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| | in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.<br>The Spring 2026 surveys showed that students, parents, and teachers appreciate the incentive/recognition program and would like to see it expanded to TK/K and to student behavior recognition.<br>Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that this action has been effective. Educational partners provide ongoing praise for the efforts to recognize students' success with incentives. These results confirm that Raisin City Elementary School needs to continue this action to better pave the path to students' success.<br><br>**Scope:**<br>LEA-wide | | |
| **1.16** | **Action:**<br>Smaller Class Sizes<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, | The District will provide staffing to maintain smaller class sizes in 4th through 8th grades.<br><br>By providing smaller class sizes in grades 4-8, we expect that our English Learners, Foster Youth, and Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments. Glass and Smith concluded in their 1979 study of the impact of class size on | • California School Dashboard: ELA Distance from Standard<br>• California School Dashboard: Math Distance from Standard |

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| | Distance from Standard data reflect that the Overall ELA performance level, and those for Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not | student achievement that “A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes.” Based on research, and in our experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners.<br><br>In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | • ELPAC Summative Assessment: Rate of English Learner Students Making Progress toward English Proficiency<br>• Reclassification Rate<br>• SBAC ELA: Percentage of students assessed meeting or exceeding standard<br>• SBAC Math: Percentage of students assessed meeting or exceeding standard |

| 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 |
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| | match the Distance from Standard (DFS) results, which slightly improved.<br>In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.<br>The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results.<br>Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.<br>After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a | | |

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| | success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.<br>The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.<br>While these results show we are on the right track, inequalities in percentages of students meeting or exceeding standard are clearly apparent between English Learners and Overall results in both ELA and math. Significant inequalities remain between RCESD Low-Income students and their peers statewide in ELA (RC, 25.6% vs. California, 38.2%) and Math (RC, 14.6% vs. County, 26.2%).<br>In our experience, in order to close the identified inequalities in those areas, Low-Income students, English Learners and Foster Youth need more targeted and individual supports that can be provided by smaller class sizes. Examining state and local assessment metrics, the tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups | | |

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| | confirm that this action has been effective. Smaller class sizes resulted in more teacher time available to unduplicated pupils who continue to struggle. For English Learners, the additional attention and targeted small group instruction possible with smaller class sizes contributed to increased learning in the content areas. These results confirm that Raisin City Elementary School needs to continue this action.<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>School Culture and Social Behavior<br><br>**Need:**<br>The 2025 Dashboard showed that the Overall suspension rate went down, as did the rates for Low-Income students, English Learners, and LTEL, moving them from the Red (lowest-performing) to the Yellow (medium) level on the Dashboard. These improvements are the result of this action -- providing Low-Income students and English Learners with targeted social-emotional and mental health supports in order to ensure that they feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). The data reflect that it has been effective.<br>This action has also resulted in further declines in Chronic absenteeism rates Overall, and for English Learners, LTEL, and Low-Income students, with those groups all | The District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by:<br>• Hiring and/or retaining staff, including an on-site therapist and additional psychologist services, beyond those required for IEPs, focused on providing behavior guidance and support, training for staff in dealing with student conflict, and helping students in creating positive peer interactions.<br>• Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.<br>• Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. | • California School Dashboard: Suspension Rates (AS, LI, EL, FY)<br>• California School Dashboard: Chronic Absenteeism (AS, LI, EL, FY)<br>• Students' Feelings of School Connectedness (AS)<br>• Students' Feelings of School Safety (AS)<br>• Educational Partners' Feedback<br>• Attendance Rate |

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| | achieving the Green (high-performing) category. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates. [UPDATE ATTENDANCE RATE] Though it declined 0.6%, the overall attendance rate remained high at 96.1%.<br>We believe that current survey data (March, 2026) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism and suspension rates. Chronic Absenteeism rates are improved for Low-Income students, English Learners, and LTEL, reaching the Green performance level, and Suspension rates are improved to the Yellow level. Another strong indicator that Action 2.3 has had a positive effect is that the percentages of surveyed students who responded they feel safe at school was maintained above 80%. Those responding that they feel connected to school rose from 80% to 82.<br>Climate and engagement data from surveys suggest that our efforts in Goal 2 have been effective. 100% of parents and 94% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that 100% of parents agreed the school provides a welcoming environment, and 98% responding that school staff are interested in each family's strengths, cultures, languages, | • Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment: The counselor will develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth supporting each other.<br>• Caring adults such as coaches, teachers, aids, and community volunteers will support opportunities to practice to learning how to play with others through compromise, conflict resolution and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed.<br>• Fully implementing a model system of school-based positive behavior interventions and school supports (PBIS) including recognition and incentives.<br><br>This action is expected to continue to positively impact school climate and engagement outcomes for Low-Income students, English Learners, and Foster Youth, since it has shown effectiveness in the past and addresses their identified needs for social-emotional supports, school safety, and school connectedness.<br><br>In order to maximize its impact in lowering Chronic Absenteeism rates and suspension rates, | |

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| | and goals for their children. Ninety percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families."<br>Parents overwhelmingly felt that their children feel safe at school, with 98% agreeing or strongly agreeing, an increase of 5% from last year. Support staff similarly felt that schools are safe for students, with 100% of respondents agreeing. Also, 91% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS. Parent surveys show that 95% of parents responding feel their children are connected to school. Teacher Educational Partners also gave high marks to PBIS and expressed a desire to see full implementation of the program.<br>We believe that this action has been effective, as intended, and a needs assessment revealed that we need to continue to provide social emotional supports, counseling, and PBIS in order to maintain these positive outcomes. Staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements in suspension rates.<br><br>**Scope:**<br>LEA-wide | increasing attendance rates, and contributing to feelings of school safety and connectedness for all students, this action is being provided on an LEA-wide basis. | |
| **2.4** | **Action:**<br>Transportation for Easier School Access<br><br>**Need:** | The District will contract with its bus service provider, Southwest Transportation Agency, to maintain additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 | California School Dashboard: Chronic Absenteeism (AS, LI, EL, FY) |

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| | Student and parent partners have indicated that, for Low-Income students and many of our English Learner students, prior to the implementation of this action, transportation to and from school for students in outlying areas often resulted in 60 to 90 minutes on the bus, each way. Their attendance and engagement were impacted by the lack of available transportation that got them to school and back home in a reasonable time that allowed them to complete their homework, engage in family activities, and get plenty of sleep. The excessive time spent riding on the bus discouraged some students from attending school regularly.<br>This action has also resulted in further declines in Chronic absenteeism rates Overall, and for English Learners, LTEL, and Low-Income students, with those groups all achieving the Green (high-performing) category. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.The implementation of Action 2.4 has contributed to those positive results needs to be continued.<br><br>**Scope:**<br>LEA-wide | minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half.<br><br>This action is expected to close inequalities in Chronic Absenteeism rates by providing Low-Income students and English Learner students with safe, reliable transportation to and from school and ensuring they can arrive without spending an excessive amount of time on the bus. It will address their needs by giving them the opportunity to be at school daily and stay for the entire school day which would increase their instructional time in their classes. It will also do more to ensure that they have sufficient time to complete their homework, engage in family activities, and get plenty of sleep.<br><br>In order to maximize its impact in lowering Chronic Absenteeism rates, this action is being provided on an LEA-wide basis. | |
| **3.1** | **Action:**<br>Increase Community Outreach and Family Engagement | The District will seek parent input and promote parental participation in programs for unduplicated students, including students with exceptional needs. Through the following activities, the District | Parent Engagement Self-Reflection Instrument (AS) |

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| | **Need:**<br>The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board showed a rating of 4.5 on a scale of 1 to 5. This puts the District in the "High" to "Very High" range. The rating has increased from the baseline (2019) rating of 3.7. These data confirm that the action has been effective in promoting family participation and in engaging families in more profound ways.<br>The number of parents graduating from the PIQE program increased for another year. The attendance at Family Math Night, Literacy Night and the enormous turnout for parent conferences, the holiday concert, and the pre-school/early education workshop demonstrated increasingly profound family participation.<br>• 90% responded that the school staff build trusting and respectful relationships with families, a 2% increase from 2025.<br>• 100% responded that the school staff create a welcoming environment, an 8% increase from 2025.<br>• 98% of respondents agreed that the school engages in 2-way communication with families, a 13% increase from 2025.<br>• 86% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented | will target the engaged and continuous participation of their parents:<br>• Parent Square software/application for communication between school and home, including training for teachers on the most effective use of the app.<br>• Parent Programs (e.g., Parent Teacher Club, Parent/Principal Coffee, etc.)<br>• Parent Institute for Quality Education (PIQE)<br>• Parent Workshops/Trainings/Meetings, including an "Family Math Learning" workshop to support parents in helping their children through learning math together and how parents can support their students in math.<br>• Supplemental translation services for communications at family events<br>• Maintaining welcoming environments at schools and District facilities<br>• Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.<br>• Participation of the Cara y Corazon/Heart and Face parent group.<br><br>Building trusting relationships between the District and families is an area for continued focus. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents. | |

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| | groups in the school community, a 1% decline from 2025.<br>We are confident that these positive results demonstrate the effectiveness of this action, and support continuing it.<br>The parent feedback cited above revealed that we need to continue to provide community outreach and family engagement opportunities to maintain these positive outcomes.<br><br>**Scope:**<br>LEA-wide | Participation through these activities and Parent/Teacher Club is expected to continue to have the positive impact reflected in Educational Partners feedback and the Parent Engagement Self-Reflection Instrument.<br><br>In order to maximize its impact in increasing parent and family engagement as measured by the state's self-reflection instrument, this action is being provided on an LEA-wide basis and will include parents of students with exceptional needs. | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| **1.3** | **Action:**<br>Additional Supports for Low-Income and English Learner Students with Exceptional Needs<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, Distance from Standard data reflect that the Overall ELA performance level, and those for | The District will provide supplemental materials and access to technology that will support greater success in the core curriculum by providing them with devices so they can access learning applications intended to address their specific learning needs at home. The supplemental materials, in the form of applications, are intended for Students with Disabilities who may need to accelerate progress in particular areas of the curricula, and need visual or auditory accommodations.<br>The District will also provide professional development for teachers in supporting English | • California School Dashboard: ELA Distance from Standard (AS, LI, EL)<br>• California School Dashboard: Math Distance from Standard (AS, LI, EL)<br>• SBAC ELA: Percentage Meeting or |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | Low-Income students and English Learners again improved from the prior year and maintained a performance level to the Yellow (Medium) level, with the exception of LTELs. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status. All other groups improved by 14 points or more in ELA. In comparing 2025 Dashboard results to baseline levels, we saw that English Learners and Low-Income students improved by more than 40 points, and narrowed performance inequalities between both groups and the Overall results. RFEP students scored above the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year, Overall and for Low-Income students and English Learners who improved by 25 points and 22 points, respectively, from the baseline year.<br>As with Distance from Standard, the 2025 SBAC data showed that the Overall percentage of students meeting/exceeding standard in ELA improved from the 2024 results; Low-Income students and English Learners showed increases in percentages, with the exception of Long-Term English Learners. The results for this group did not match the Distance from Standard (DFS) results, which slightly improved. | Learners who are identified as students with exceptional needs, to help the teachers in assessing whether a student's struggles are primarily due to the identified disability or to a lack of English language acquisition.<br>Professional development activities will also be provided that reflect practices from the Practitioner's Guide to Educating English Learners with Disabilities, such as "integrated and designated ELD emphasizing disability-related services" to address foundational literacy and math skills, and practices to accelerate vocabulary development for EI and LI students with disabilities, including non-linguistic representations and using a variety of learning modalities.<br>Two paraprofessionals will support greater success in the core curriculum by providing additional assistance in excess of special education services described in students' IEPs. These services will be in addition to Special Education services that those Low-Income and English Learner students receive.<br><br>These actions are expected to significantly increase academic outcomes for Low-Income students and English Learners who are also SWD because they are designed to address their identified needs in math and ELA and provide them with supports that are in addition to their mandated Special Education services. These actions will also result in increased language acquisition as measured by the ELPI. | Exceeding Standard (AS, LI, EL)<br>• SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI, EL)<br>• California School Dashboard: English Learner Progress Indicator (ELPI) |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | In comparing 2025 results to baseline levels, we saw that English Learners have improved by about 4%, and Low-Income students improved by almost 10%. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. The 2025 results in the Math assessments showed little change from 2024 results for Low-Income students and English Learners. Baseline comparisons show a more positive picture, as results for both groups reflect improvements. Percentages for Low-income students showed the gap closing between that group and the Overall results. English Leaners also increased percentages, though not at the same rate as Overall results. Comparing 2023 to 2025 results for the areas within the Math assessment, we find that the percentages of Low-Income students "Below Standard" in Concepts/Procedures declined by 10.2%, in Problem Solving/Data Analysis by 8.8%, and in Communicating Reasoning by 8.1%. Similar trends are seen for English Learners. Comparing 2023 to 2025 results for the areas within the Math assessment, we find that the percentages of EL students "Below Standard" in Concepts/Procedures declined by 4.4%, in Problem Solving/Data Analysis by 4.3%, and in Communicating Reasoning by 9.7%. Results at this level are not reported for the LTEL group, but their results are included with those for English Learners.<br>After increasing by more than 22% points in the previous year, the 2025 percentage of | | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | English Learners making a year or more progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.<br>The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.<br>These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, | | |

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| | providing support with mathematical rules and operations accelerated improvement.<br>Teacher observations and IEP information indicate that in addition to the inequalities they experience that are reflected above, identified Low-Income and English Learner Students with Exceptional Needs have learning disabilities that present needs for additional supports at home which Low-Income students and many English Learners students lack the resources to obtain on their own. The District has identified a need to provide additional help beyond that provided by special education funding.<br>Additionally, these students do not have access to technology and learning applications at home where they can practice what they have learned in school. Parents of Low-Income and English Learner Students with Exceptional Needs have requested that the school provide supports that can allow students to more effectively study at home and allow their parents to assist them.<br><br>The tremendous gains by the Low-Income students and English Learners, contributed substantially to the increases Overall and for Students with Disabilities, who experienced a 30.7 points improvement over baseline in ELA Distance from Standard and a 28.3 points improvement over baseline in Math. These results suggest that this action to provide additional academic supports for students was successful and needs to be continued.<br><br>**Scope:** | | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | Limited to Unduplicated Student Group(s) | | |
| **1.4** | **Action:**<br>Supports for English Learners<br><br>**Need:**<br>The performance of our students has been discussed with parents, teachers, students, support staff, school board, bargaining units, SELPA, and administrators. As described in the "Reflections: Annual Performance" section, Distance from Standard data reflect that the ELA performance level for English Learners again improved from the prior year by 15.8 points and maintained a performance level to the Yellow (Medium) level. While Long-Term English Learners showed modest (0.9 point) improvement, their performance level was reassigned to Orange (Low) based on the group's status.<br>In comparing 2025 Dashboard results to baseline levels, we saw that English Learners improved by 44.8 points, and narrowed performance inequalities from Overall results. RFEP students scored above the state average for their group. These steady improvements in results for our English Learners are evidence that they are experiencing lasting success in English language acquisition and dual language fluency. Math results also improved from the prior year for English Learners who improved by 22.4 points from the baseline year.<br>After increasing by more than 22% points in the previous year, the 2025 percentage of English Learners making a year or more | The District will contract with the Fresno County Superintendent of Schools for consultants who will provide professional learning, instructional coaching, data analysis support, and leadership coaching in ELD and implementation of the additional elements of this action:<br>• English Learner intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school.<br>• Purchase supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner Students will be integrated into the After School Program.<br>• In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), additional supports, including rich, culturally-responsive literature, and tutoring so that they can continue to make progress.<br>• Educational partners have been pleased with additions to the library. Based on that feedback, and to support the access to rich, culturally-responsive literature in a welcoming environment, the District will use concentration add-on funds for a part-time library aide. | • California School Dashboard: ELA Distance from Standard (AS, EL)<br>• California School Dashboard: Math Distance from Standard (AS, EL)<br>• California School Dashboard: English Language Progress Indicator (EL)<br>• Reclassification Rate (EL) |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | progress in acquiring English language skills declined by 12.4%. Despite this decline, the 2025 rate remained over 50% (50.8%), 10% above the baseline rate, and above the statewide rate of 46.4%. 2025 results for Long-Term English Learners (LTEL) also showed a decline 8.1%, still maintaining a Green (high) performance level, with a success rate of 69.7%, far above the statewide rate of 45.8%. The achievement these higher achievement levels is a result of our instructional staff's commitment to improving results for English Learners.<br>The Raisin City Elementary School 2025 reclassification rate was 14.1%, basically maintained from the 14.2% of 2024. As noted in the "Reflections" section, RFEP students scored above the state average for their group in ELA Distance from Standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided in this action, and the consistent, determined efforts of students and staff reap positive results.<br>These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for English Learners. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. | This action is expected to significantly increase academic outcomes for English Learners because it is designed to address their identified needs in math, ELA, and ELD. | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
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| | These results indicate that this action, focused on providing extra supports to develop literacy skills and academic vocabulary that improve reading and writing, supported the decoding and reading comprehension needed to be able to understand and communicate in writing for English Learners, who made great progress in ELA and Math. Based on this, the action needs to be continued.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **1.13** | **Action:**<br>Addressing the Needs of Long-Term English Learners<br><br>**Need:**<br>Distance from Standard (DFS) data reflect that the Long-Term English Learners (LTEL) showed modest (0.9 point) improvement, and their performance level was reassigned to Orange (Low) based on the group's status. Math results showed greater increases from the prior year, with LTEL improving by 12 points.<br>The 2025 SBAC data showed that the percentages of LTEL students meeting/exceeding standard in ELA declined from the 2024 results and improved in Math. Examining both state assessment metrics, Long-Term English Learners have mostly gained, though only slightly in ELA. These results indicate that this action has been only partially effective. However, the generally | The Raisin City ESD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. The District will provide a Structured English Immersion (SEI) program for all Long-Term English Learners. School and District staff time will examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Possible root causes can be identified and ideas of evidence-based strategies to address those causes can be shared. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, peer collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Through the parent workshops and other engagement activities described in Goal 3, teachers and administrators can provide parents and families with information | • SBAC ELA: Percentage Meeting or Exceeding Standard (LTEL)<br>• SBAC Math: Percentage Meeting or Exceeding Standard (LTEL)<br>• California School Dashboard: ELA Distance from Standard (LTEL)<br>• California School Dashboard: Math Distance from Standard (LTEL) |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | positive results from this action demonstrate the need to continue it in 2026-27.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.<br><br>This action is expected to significantly increase academic outcomes for Long-Term English Learners because it is designed to identify their unique needs needs in math, ELA, and ELD, and develop strategies to meet those needs, then monitor progress and adjust instruction as necessary. | |

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

N/A

## Additional Concentration Grant Funding

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

The additional Concentration grant funding will be used to fund the Library Tech (.75 FTE) in Action 1.4, and to maintain the additional Kindergarten Aide (.75 FTE) and Kindergarten Teacher (1.0 FTE) in Action 1.12.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | n/a | n/a |

| Staff-to-student 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 | n/a | n/a |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 2,919,069 | 1,346,429 | 46.125% | 6.410% | 52.535% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $1,529,151.54 | $4,495,915.57 | $21,000.00 | $537,005.32 | $6,583,072.43 | $3,785,732.00 | $2,797,340.43 |

| 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 | Supplemental Instruction, Materials, and Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $541,006.00 | $167,850.32 | $356,153.00 | $11,232.00 | $0.00 | $341,471.32 | $708,856.32 | |
| 1 | 1.2 | Qualified, Credentialed Teachers | All | No | | | All Schools | | $1,379,444.00 | $0.00 | $0.00 | $1,379,444.00 | $0.00 | $0.00 | $1,379,444.00 | |
| 1 | 1.3 | Additional Supports for Low-Income and English Learner Students with Exceptional Needs | English Learners Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Low Income | All Schools | | $89,793.00 | $242,609.57 | $1,500.00 | $262,141.57 | $0.00 | $68,761.00 | $332,402.57 | |
| 1 | 1.4 | Supports for English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | $161,578.00 | $28,449.00 | $171,578.00 | $0.00 | $0.00 | $18,449.00 | $190,027.00 | |
| 1 | 1.5 | Professional Development for Staff | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $5,939.00 | $30,500.00 | $16,750.00 | $0.00 | $0.00 | $19,689.00 | $36,439.00 | |
| 1 | 1.6 | Textbooks and Materials | All | No | | | All Schools | | $0.00 | $10,000.00 | $0.00 | $10,000.00 | $0.00 | $0.00 | $10,000.00 | |
| 1 | 1.7 | Access to a Broad Course of Study | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $216,114.54 | $156,114.54 | $48,000.00 | $0.00 | $12,000.00 | $216,114.54 | |
| 1 | 1.8 | Instructional Leadership and Guidance Support | All | No | | | All Schools | | $0.00 | $32,028.00 | $0.00 | $0.00 | $0.00 | $32,028.00 | $32,028.00 | |

| 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 | 1.9 | Student Data and Assessment | All | No | | | All Schools | | $0.00 | $23,500.00 | $0.00 | $0.00 | $0.00 | $23,500.00 | $23,500.00 | |
| 1 | 1.10 | Early Childhood Education | All | No | | | All Schools | | $0.00 | $7,107.00 | $0.00 | $0.00 | $0.00 | $7,107.00 | $7,107.00 | |
| 1 | 1.11 | Extended Learning Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $208,654.00 | $287,005.00 | $5,000.00 | $490,659.00 | $0.00 | $0.00 | $495,659.00 | |
| 1 | 1.12 | Focus on Early Support and Intervention | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $143,320.00 | $0.00 | $143,320.00 | $0.00 | $0.00 | $0.00 | $143,320.00 | |
| 1 | 1.13 | Addressing the Needs of Long-Term English Learners | | Yes | Limited to Unduplicated Student Group(s) | | All Schools | | $0.00 | $1,000.00 | $1,000.00 | $0.00 | $0.00 | $0.00 | $1,000.00 | |
| 1 | 1.14 | Provide Improved Excellent Instruction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $136,885.00 | $0.00 | $136,885.00 | $0.00 | $0.00 | $0.00 | $136,885.00 | |
| 1 | 1.15 | Student and Staff Recognition | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $0.00 | $5,500.00 | $5,500.00 | $0.00 | $0.00 | $0.00 | $5,500.00 | |
| 1 | 1.16 | Smaller Class Sizes | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $266,156.00 | $0.00 | $266,156.00 | $0.00 | $0.00 | $0.00 | $266,156.00 | |
| 1 | 1.17 | Required Action: Increased Professional Development | Low-Income students, English Learners, and Hispanic students | No | | | All Schools | | $0.00 | $500.00 | $0.00 | $500.00 | $0.00 | $0.00 | $500.00 | |
| 1 | 1.18 | Required Action: Developing English Language Skills and Academic Vocabulary | Low-Income students, English Learners, and Hispanic students | No | | | All Schools | | $0.00 | $500.00 | $0.00 | $500.00 | $0.00 | $0.00 | $500.00 | |

| 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 | 1.19 | Required Action: Data Review and Root Cause Analysis | English Learners | No | | | All Schools | | $0.00 | $500.00 | $0.00 | $500.00 | $0.00 | $0.00 | $500.00 | |
| 1 | 1.20 | Early Access to Technology | All | No | | | All Schools TK-1st grades | | $0.00 | $54,344.00 | $0.00 | $54,344.00 | $0.00 | $0.00 | $54,344.00 | |
| 2 | 2.1 | Maintaining Clean, Safe Facilities | All | No | | | All Schools | | $204,450.00 | $536,389.00 | $0.00 | $740,839.00 | $0.00 | $0.00 | $740,839.00 | |
| 2 | 2.2 | Positive School Climate | All | No | | | All Schools | | $496,082.00 | $484,660.00 | $0.00 | $980,742.00 | $0.00 | $0.00 | $980,742.00 | |
| 2 | 2.3 | School Culture and Social Behavior | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | $152,425.00 | $103,770.00 | $224,195.00 | $11,000.00 | $21,000.00 | $0.00 | $256,195.00 | |
| 2 | 2.4 | Transportation for Easier School Access | Low Income | Yes | LEA-wide | Low Income | All Schools | | $0.00 | $293,514.00 | $25,000.00 | $268,514.00 | $0.00 | $0.00 | $293,514.00 | |
| 3 | 3.1 | Increase Community Outreach and Family Engagement | | Yes | LEA-wide | | All Schools | | $0.00 | $271,500.00 | $20,000.00 | $237,500.00 | $0.00 | $14,000.00 | $271,500.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 2,919,069 | 1,346,429 | 46.125% | 6.410% | 52.535% | $1,529,151.54 | 0.000% | 52.385 % | **Total:** | $1,529,151.54 |
| | | | | | | | | **LEA-wide Total:** | $1,355,073.54 |
| | | | | | | | | **Limited Total:** | $174,078.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Supplemental Instruction, Materials, and Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $356,153.00 | |
| **1** | **1.3** | Additional Supports for Low-Income and English Learner Students with Exceptional Needs | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Low Income | All Schools | $1,500.00 | |
| **1** | **1.4** | Supports for English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $171,578.00 | |
| **1** | **1.5** | Professional Development for Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $16,750.00 | |
| **1** | **1.7** | Access to a Broad Course of Study | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $156,114.54 | |
| **1** | **1.11** | Extended Learning Opportunities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.12 | Focus on Early Support and Intervention | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $143,320.00 | |
| 1 | 1.13 | Addressing the Needs of Long-Term English Learners | Yes | Limited to Unduplicated Student Group(s) | | All Schools | $1,000.00 | |
| 1 | 1.14 | Provide Improved Excellent Instruction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $136,885.00 | |
| 1 | 1.15 | Student and Staff Recognition | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,500.00 | |
| 1 | 1.16 | Smaller Class Sizes | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $266,156.00 | |
| 2 | 2.3 | School Culture and Social Behavior | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $224,195.00 | |
| 2 | 2.4 | Transportation for Easier School Access | Yes | LEA-wide | Low Income | All Schools | $25,000.00 | |
| 3 | 3.1 | Increase Community Outreach and Family Engagement | Yes | LEA-wide | | All Schools | $20,000.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $7,344,769.00 | $7,119,676.00 |

| 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** | Supplemental Instruction, Materials, and Support | Yes | $813,101.00 | $717,614.00 |
| **1** | **1.2** | Qualified, Credentialed Teachers | No | $1,586,150.00 | $1,594,952.86 |
| **1** | **1.3** | Additional Supports for Low-Income and English Learner Students with Exceptional Needs | Yes | $340,205.00 | $329,910.57 |
| **1** | **1.4** | Supports for English Learners | Yes | $219,196.00 | $211,481.20 |
| **1** | **1.5** | Professional Development for Staff | Yes | $147,342.00 | $65,706.41 |
| **1** | **1.6** | Textbooks and Materials | No | $60,000.00 | $86,013.00 |
| **1** | **1.7** | Access to a Broad Course of Study | Yes | $288,400.00 | $261,000.00 |
| **1** | **1.8** | Instructional Leadership and Guidance Support | No | $32,028.00 | $59,258.66 |
| **1** | **1.9** | Student Data and Assessment | No | $12,214.00 | $23,500.00 |
| **1** | **1.10** | Early Childhood Education | No | $8,874.00 | $4,124.00 |
| **1** | **1.11** | Extended Learning Opportunities | Yes | $169,573.00 | $519,803.00 |

| 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 | 1.12 | Focus on Early Support and Intervention | Yes | $137,739.00 | $140,797.00 |
| 1 | 1.13 | Addressing the Needs of Long-Term English Learners | Yes | $1,000.00 | $500.00 |
| 1 | 1.14 | Provide Improved Excellent Instruction | Yes | $103,000.00 | $110,500.00 |
| 1 | 1.15 | Student and Staff Recognition | Yes | $10,000.00 | $5,500.00 |
| 1 | 1.16 | Smaller Class Sizes | Yes | $265,077.00 | $272,128.00 |
| 1 | 1.17 | Required Action: Increased Professional Development | No | $28,000.00 | $24,300.00 |
| 1 | 1.18 | Required Action: Developing English Language Skills and Academic Vocabulary | No | $10,000.00 | $500.00 |
| 1 | 1.19 | Required Action: Data Review and Root Cause Analysis | No | $500.00 | $250.00 |
| 2 | 2.1 | Maintaining Clean, Safe Facilities | No | $934,414.00 | $849,101.30 |
| 2 | 2.2 | Positive School Climate | No | $1,374,415.00 | $1,081,578.00 |
| 2 | 2.3 | School Culture and Social Behavior | Yes | $281,014.00 | $239,149.00 |
| 2 | 2.4 | Transportation for Easier School Access | Yes | $251,027.00 | $269,285.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| **3** | **3.1** | Increase Community Outreach and Family Engagement | Yes | $271,500.00 | $252,724.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 1,328,935 | $1,653,651.00 | $1,528,889.00 | $124,762.00 | 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 | Supplemental Instruction, Materials, and Support | Yes | $419,730.00 | $391,870.00 | | |
| 1 | 1.3 | Additional Supports for Low-Income and English Learner Students with Exceptional Needs | Yes | $10,000.00 | $1,500.00 | | |
| 1 | 1.4 | Supports for English Learners | Yes | $167,691.00 | $159,571.00 | | |
| 1 | 1.5 | Professional Development for Staff | Yes | $10,000.00 | $11,750.00 | | |
| 1 | 1.7 | Access to a Broad Course of Study | Yes | $230,400.00 | $190,000.00 | | |
| 1 | 1.11 | Extended Learning Opportunities | Yes | $5,000.00 | $5,000.00 | | |
| 1 | 1.12 | Focus on Early Support and Intervention | Yes | $137,739.00 | $140,797.00 | | |
| 1 | 1.13 | Addressing the Needs of Long-Term English Learners | Yes | $1,000.00 | $500.00 | | |
| 1 | 1.14 | Provide Improved Excellent Instruction | Yes | $103,000.00 | $110,500.00 | | |
| 1 | 1.15 | Student and Staff Recognition | Yes | $10,000.00 | $5,500.00 | | |
| 1 | 1.16 | Smaller Class Sizes | Yes | $265,077.00 | $272,128.00 | | |
| 2 | 2.3 | School Culture and Social Behavior | Yes | $249,014.00 | $207,149.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.4** | Transportation for Easier School Access | Yes | $25,000.00 | $25,000.00 | | |
| **3** | **3.1** | Increase Community Outreach and Family Engagement | Yes | $20,000.00 | $7,624.00 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 2,850,477.00 | 1,328,935 | 13.425% | 60.046% | $1,528,889.00 | 0.000% | 53.636% | $182,722.54 | 6.410% |

# 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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