



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clay Joint Elementary School District

CDS Code: 10 62109 6005839

School Year: 2026-27

LEA contact information:

Judi Szpor

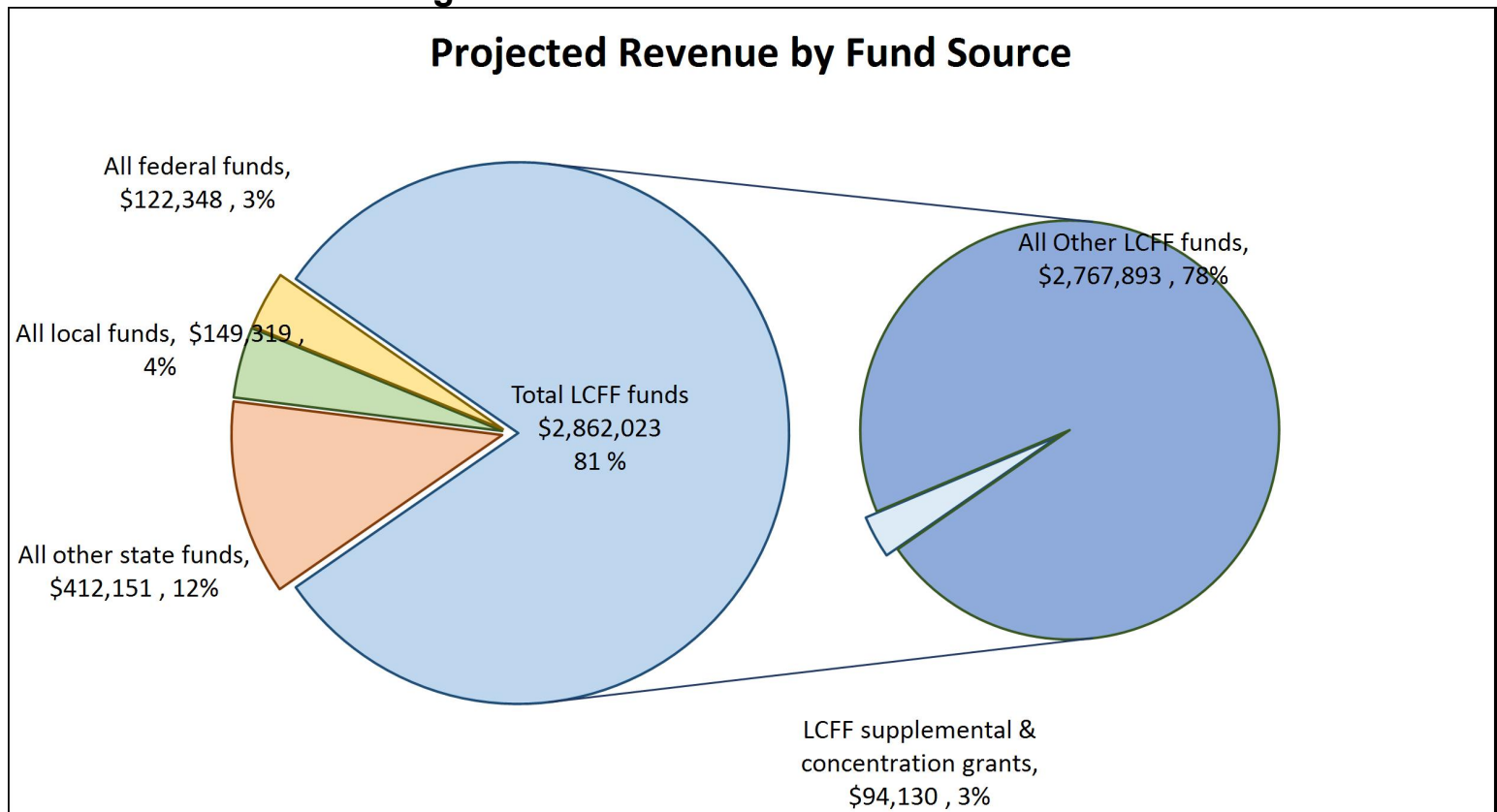
Superintendent/Principal

jszpor@clayelementary.org

559-897-4185

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

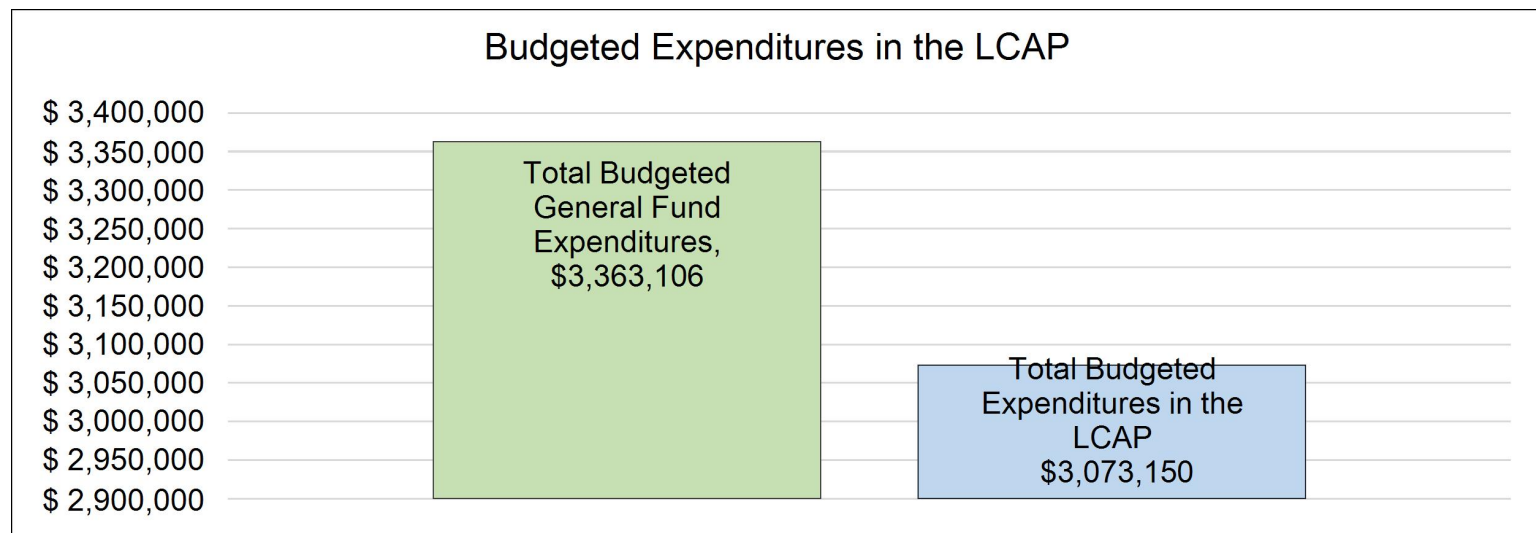


This chart shows the total general purpose revenue Clay Joint Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clay Joint Elementary School District is \$3,545,841, of which \$2,862,023 is Local Control Funding Formula (LCFF), \$412,151 is other state funds, \$149,319 is local funds, and \$122,348 is federal funds. Of the \$2,862,023 in LCFF Funds, \$94,130 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 Clay Joint 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: Clay Joint Elementary School District plans to spend \$3,363,106 for the 2026-27 school year. Of that amount, \$3,073,150 is tied to actions/services in the LCAP and \$289,956 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the expenses described in the LCAP, total expenditures also include those relating to The Prop 28 Art Program (Resource 6770), the After School ELOP Program (Resource 2600), and the School Board. School Board expenses include training, conferences, SSDA and CSBA membership and meeting expenses.

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

In 2026-27, Clay Joint Elementary School District is projecting it will receive \$94,130 based on the enrollment of Foster Youth, English learner, and low-income students. Clay Joint Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Clay Joint Elementary School District plans to spend \$269,062 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$258,160

■ Actual Expenditures for High Needs Students in LCAP

\$291,398

\$ 0 \$ 50,000 \$ 100,000 \$ 150,000 \$ 200,000 \$ 250,000 \$ 300,000 \$ 350,000

This chart compares what Clay Joint 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 Clay Joint 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, Clay Joint Elementary School District's LCAP budgeted \$258,160 for planned actions to increase or improve services for high needs students. Clay Joint Elementary School District actually spent \$291,398 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$33,238 had the following impact on Clay Joint Elementary School District's ability to increase or improve services for high needs students:

In the 24-25 school year, Clay School created a brand new full time Intervention Teacher position which was accounted for in Goal 1.2 of that year's LCAP. Due to the successful outcomes of the program, the Board elected to renew the position for the 25-26 school year, and set a budget for the full time position. However, during the year, the Intervention Teacher voluntarily requested to decrease her hours to part time. This request took place after the Mid-Year LCAP had already been completed, and was therefore not included at that time. The reduction in hours, and consequentially reduction to salary and benefits, reflect a decrease to Goal 1.2 in the 25-26 Annual Update Table. As this position was created to supplement the already established Intervention program, the Intervention Teacher's services --even at part time-- were still an additional benefit to Clay's high needs students.



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
Clay Joint Elementary School District	Judi Szpor Superintendent/Principal	jszpor@clayelementary.org 559-897-4185

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.

Nestled in the rural central valley with views of the snowcapped Sierra Nevada mountains in the winter, pink and white blossomed fruit trees in the spring, and fruit laden trees at the conclusion of the school year, Clay Elementary School is a one-school district located near the city of Kingsburg, California. When the morning bell rings, students and staff members gather from all areas of the school to the center of campus for an opening ceremony. The principal greets all students; announcements are made, birthdays are recognized, and new students are welcomed. After our oldest Cougars lead the Flag Salute, Student Body members read off PAWSITIVE Picks from the previous day celebrating students making good choices, and an inspirational charge is given to do their best, practice their P.A.W.S. and a hearty GOOOO COUGARS starts the day. Students are then dismissed to their classes and the instructional day at Clay School begins. Clay maintains a long-standing tradition of excellence and high expectations from its community.

Since 1880, Clay School has been a shining star in south Fresno County and the greater Kingsburg community. A kindergarten through eighth-grade school, Clay began as a one-room school and is now a beautiful yet modest rural country campus with an enrollment of 252. Some of the students at Clay, both past and present, are second, third, and even fourth-generation Clay students. Many traditions of the school have been maintained over the years, such as the whole school gathering together for the flag salute, a Thanksgiving Feast, and a Spring BBQ where parents come to play kickball and mushball against their child's class. Clay students benefit from added upgrades over the years to the school campus such as a beautiful music room, a library/media center, a learning center, a multipurpose building, a kindergarten suite, and most recently, all-new fourth through eighth grade classrooms and newly remodeled office, board room and primary bathrooms. In addition, we have two newer playgrounds, additional fences and gates for safety, 18 new cameras, a new one-way entrance

into the school with a new security check-in system, as well as new lighting and landscaping across the campus. In 2025, additional cement was laid to improve the pathways of travel.

The Clay staff is one of exceptional loyalty to the school district. Clay School enjoys staff who are eager to wear the many hats being part of a small district requires. The certificated staff includes the Superintendent/Principal, a Special Education/MTSS Teacher, an Intervention/English Language Development (ELD) Specialist, a math intervention teacher, 9 classroom teachers with the 8th-grade teacher also serving as Vice Principal, a full-time music teacher/librarian, and a full-time physical education teacher. The classified staff includes five instructional assistants, and one serving as our Prop 28 Art teacher. Clay has a food service assistant, an administrative assistant, a chief business officer/HR Director, a Director of Maintenance/Operations/Transportation/Technology, a full-time grounds/custodian who is also our second bus driver, and one part-time custodian. Clay contracts with the Fresno County Superintendent of Schools for nursing services, two days of psych services, and All 4 Youth Services. Clay also contracts out for our Speech and Language services. 2023-2024 was the first year with our Expanded Learning After-School Program services. Clay has three members on the Governing Board of Trustees. The Clay community is tight-knit and acts as a large family to ensure the best educational experiences and environment for all Clay students. The community shares common expectations for learners.

Our vision statement sums it up nicely: 'One Community, One Goal: to Exceed Expectations!' We work hard to provide a safe environment that is conducive to learning. There is a special bond that is shared among staff, students, and parents. Students and parents feel that our school represents an ideal, safe, educational setting where a child experiences the security that is necessary for learning to take place. The district is one of choice for many families residing in southern Fresno and northern Tulare Counties. Parents arrive at Clay to complete an inter-district transfer interest form soon after the birth of their child. Consequently, approximately 90% of the students at Clay are enrolled on inter-district transfer permits from neighboring school districts. Our small school atmosphere reflects respect, conservative family values, and a strong sense of community. The Clay School parent population is generous with their time and donates countless hours as classroom volunteers, trip and activity chaperones, as well as most other tasks requested by school personnel.

The Clay student population's ethnic composition remains close to the same from year to year: 0.4% African American, 0.0% American Indian or Alaska Native, 1.6% Asian, 0.8% Filipino, 0.4% Pacific Islander, 32.1% Hispanic/Latino, 64.2% White, and 0.4% two or more races, with 0.0% not reported. Up to 10% of the students ride the bus to/from school. Our Clay Cougars continue to achieve outstandingly as they attend high school. Over the years, Clay has consistently had at least one student represented among the group of Valedictorians in our feeder high school. Local high school teachers and administrators have communicated that Clay graduates are "always well prepared."

Clay School is committed to providing a high-quality academic program. Our teachers present a rigorous and challenging curriculum that is aligned with State Adopted Standards. Assessment is used to confirm the alignment of our teaching to our goals and expectations. Our California Assessment of Student Progress and Performance (CAASPP) scores are far above the statewide averages in both Math and English Language Arts. Through our Strategic Action Plan, Clay's staff is making individual growth a priority as we look closely at data to ensure each student is making growth specifically in ELA, Mathematics, and Science.

Our daily goal is to champion; "ardently defend the passion and purpose of," EACH Clay Cougar and promote each student's intellectual, ethical, emotional, social, and physical growth, and prepare each student to become productive and responsible members of our society. In addition to the school's community and culture, the many statewide recognitions and national distinctions have kept families interested in pursuing their children's education at Clay. Clay was recognized as a California Distinguished School in the years 1997, 2000, 2004, 2008,

and 2014, and was honored as a National Blue Ribbon School in 2000-2001 and 2017-2018. In a 2024 Niche survey, Clay Joint Elementary School received the #1 Best Public Elementary School in the Fresno Area out of 230, and maintains the number one school district for ELA CAASPP, Math CAASPP, and Science CAASPP scores in Fresno County as well as Region 7 representing 115 CA School Districts, and region 10 (CSBA) representing over 50 districts. All educational partners desire to maintain and uphold the principles on which Clay was founded: excellence in education, providing diverse opportunities, and raising strong, moral character that positively contributes to the community.

As part of the LCAP process, you must be informed that some Metrics do not apply to Clay because we are a K-8 school. Non-applicable metrics include the high school metrics; A-G course completion, CTE sequence of study, AP scores, EAP scores in ELA and math, dropout rate, and graduation rate. Additional metrics that do not apply to Clay are the English Learner reclassification and the percent of English Learner students who make progress towards English proficiency, because Clay has fewer than 30 EL students, and data is not displayed for under 30 students. In addition, in 2024-2025 Clay does not have any homeless or Foster Youth and Clay does not have a Bargaining Unit. All other metrics are applicable and will be reported in this LCAP.

Reflections: Annual Performance

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

Clay was excited to see a FIRST EVER 5 blues in ELA, Math, Science, Suspensions, and Chronic Absenteeism on the California Dashboard! Through the Plan Do Study Act process, we consistently review and modify our plans through improvement science methods to ensure we are making the progress needed to make continuous growth. Our dashboard shows that our hard work continues to pay off. In comparison data Clay ranks number 1/29 Fresno County School Districts in ELA, Math, and Science. Clay also ranks number 1/115 of all Region 7 districts in the State of California in ELA, Math, and Science. In addition, Clay's economically disadvantaged students also rank number 1/29 Fresno County School Districts in ELA, Math, and Science and in ELA 1/115 region 7, 2/115 Region 7 in Math and 3/115 Region 7 in Science. Our EL numbers were too small to report. However, one final celebration is that our SpecEd ranking is also 1/27 in Fresno County School Districts in ELA, Math, and Science as well as 1/98 Region 7 in ELA and Math with no scores to report in Science. One final comparison is worthy of noting and that is of race. Our white and hispanic students are the largest groups represented. All others are too small to report. However, considering Clay's white and Hispanic groups they were individually ranked number 1/29 of all Fresno County School Districts in ELA, Math, and Science as well. In Region 7 collectively all race groups were ranked 1/115 and the hispanic group was 1/113 in ELA, 2/113 in Math and 3/109 in Science while the white race group was 1/96 in ELA, 1/95 in Math and 1/75 in Science when compared to all school districts in Region 7 in the State of California. (This district and Region 7 data provided by Navigator Analytics and LinkIt!)

All students grew by 10.7 distance from standard (DFS) points from 50.3 to 61 points and improved in percentage meets and exceeds from 72% to 75% in ELA. In Math all students grew 11.5 DFS points from 44.3 to 55.8. and increased from 71% to 76% meets and exceeds. Science scores improved from 41% to 65% and we increased our distance from standard points by 4.8 points to 67.6. In Chronic Absenteeism Clay received an ALL Students Blue with a 0% chronically absent. We were super excited that due to a lot of communication with parents not one student was listed as chronically absent. Finally, our Suspension Rate for ALL students was back to 0% as we didn't have any severe behavior requiring suspension.

Our local scores as pulled from our iReady beginning-of-the-year 2025 scores as compared to our middle-of-the-year growth shows that All

students grew from 51.42% in beginning of the year to 66.4% proficient in iReady ELA . All students grew from 42.1% to 61.78% proficient in iReady Math. EL students group is too small to report growth<10. Low Income grew from 41.07% to 53.57% proficient in iReady ELA from BOY to MOY and Low Income increased from 25% to 49.09% proficient in iReady Math from BOY to MOY. Again, our iReady data shows that we are making the progress we want to make. The staff also feels that the new incentives with pins for each proficiency, move from performance level 1 to 2, or growth of 50 within a level 1 or level 2 range provides an incentive that all 4th-8th can improve. In a spring CAASPP assembly, the Superintendent models how the distance from standard model works so that students understand wherever they are and that it is important for them to grow no matter what level they were the previous year. Growth is the message along with teamwork. Every year feedback from parents and teachers reflects the power of the message as students make a human number line with real scores to demonstrate the power of growth and collective performance as a team.

Using the Improvement Science method of a Plan - Do - Study - Act cycle every year, we can determine the reason for success and missed opportunities in both ELA, Math, Science, ELD and Special Ed that help develop the next steps. Strengths determined for ELA growth were students who wanted to grow and trusted their teachers, targeted instruction, DEN (Differentiated Instruction for Every Need) time, which is targeted/protected differentiated time, Thinking Maps, and Write from the beginning, Accelerated Reading, and continued use of the progress monitoring tool, iReady as both a progress monitoring and intervention tool in addition to the training and implementation of Hattie's Visible learning training specifically in Teacher Clarity and Success Criteria. Strengths determined in Math were Eureka squared aligned curriculum that teaches math specifications, it's complex and digs deep giving students real-life applications. Additional strengths noted were number talks and the progress monitoring and intervention with iReady. In the last several years, we realized fluency in both reading and math is critical, as well as fidelity to the iReady program, and we added math fluency and intervention programs of Next Gen Math, Reflex, and Frax. All of these show consistent academic growth when used regularly and a strong correlation in fluency with growth in iReady. Staff also felt that the messaging of "doing your best the first time" and data chats with students continues to make a significant impact to student performance. Finally, the commitment of Clay staff to implement the learning and practices from Corwin and Hattie's Teacher Clarity and Success Criteria professional development has made a difference in how all teaching staff are presenting the learning criteria. This has given us similar vocabulary and practices vertically across the grades from Kindergarten to 8th grade including music and PE. After sharing official data with educational partners as well as all staff, it was a unanimous decision, "Keep doing what you're doing," but do it better by reaching deeper and wider. This is how Clay plans to build on existing success. We want to maintain the momentum and our upward trajectory. The main findings were how to focus on each individual with specific goals, using the monitoring progress of iReady, AR, DRA, and teacher-made assessments. Monitoring individual student data with conferences will ensure the continued success of each subgroup, including our Special Ed, English Learners, and low-income, as well as each ethnic group.

Our LREBG (Learning Recovery Educational Block Grant) funds were spent in their entirety on our math intervention teacher during the 24-25 school year. Based on our current iReady data, we feel that spending our funds with a math intervention teacher has made a profound impact on student success and increased teacher instruction strategies and competence. Because the details of the proposal, including the dollar amount, were not finalized in time for the 2025-2026 LCAP development process, we are including the 2025-26 and 2026-27 allocation in this LCAP. We received \$5,212 LREBG funds as part of the 2025-26 budget and \$5924.11 as part of the 2026-27 budget. Unfortunately, the original funds were only enough to meet the salary needs for 2024-2025 school year, help assist in the salary for 2025-2026, and not enough to maintain a full math intervention position for the 2026-2027 school year, so the position will not be filled. Instead, we moved a classified intervention aid (who was fully credentialed) to a part time certificated teacher position who will continue to do mostly reading intervention as previously covered, but as time allows will assist with math intervention as well. We are slated to receive just over 5K a year that will go towards the 52% of our certificated intervention teacher to fulfill the needs of 1.2 in Goal 1 action 2 Math and ELA intervention.

With CAASPP scores maintaining and increasing the last several years, we have data shows that our intervention is working. Our goal is to intervene early, identify learning gaps using our iReady assessment tools and setting up intervention groups that rotate every 8 weeks so by test taking years and local progress monitoring using iReady tools, our CAASPP scores will continue to maintain and improve and will thus be our metric of implementation success. Based on an internal needs assessment and analysis of data for our EL student groups (total number below 10), we identified the importance of providing targeted intervention to meet the unique needs of our English Learners. Additionally, educational partners expressed the importance of targeted intervention for both EL and low-income students. With this as our focus, we are able to provide intervention for all students to make growth and move towards proficiency as will be measured by the continued growth of our DFS (distance from standard) numbers and proficiencies on the CAASPP. This action is aligned with the allowable use of funds in supporting academic learning recovery and closing learning gaps as our CAASPP data shows that our growth in ELA is slower than our growth in math. Therefore ELA will be the focus with early intervention and fluent readers by third grade and intervening in math as needed. The needs that arose out of our needs assessment was to maintain that 2nd certificated position as we found that super valuable in our Math intervention teacher. With only receiving limited funds, we could no longer fund the FTE math intervention, but we could use the funds to turn the classified position into a certificated position with a depth of experience and knowledge to best meet the needs of our students.

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.

Clay JESD/ Clay Elementary School is not identified for Comprehensive Support and Improvement.

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
Parents	September 9 2025 Welcome back. Gave a facilities update, discussed chronic absenteeism, and always valuing their input on any subject. October 14, 2025 Discussed conferences coming up and needing 100% participation, talked about average daily attendance (ADA) needing to be around 98%. These are important metrics noted in the LCAP November 18, 2025 CAASPP Scores - shared ranking with parents, shared our tremendous growth January 13, 2026 Upcoming events, attendance, LCAP survey coming February 10, 2026 Upcoming events, attendance, LCAP survey out - CAASPP testing coming March 10th, 2026 Upcoming events, attendance, LCAP survey out - please fill out February - March 2026 CJESD LCAP Survey seeking input on climate, culture, curriculum, safety, connectedness, communication, etc. April 14, 2026 CAASPP testing, LCAP information, and input welcome, All are invited to our PAC meetings - next one on goals and survey results May 12, 2026 Final PAC on May 27th to review the completed LCAP, incentives for CAASPP,
Pupils/Students	January 26th, 2026 LCAP Survey sent out to all 5th grade asking about climate, culture, and safety issues as well as specifics to how they would change Clay School

Educational Partner(s)	Process for Engagement
	January 2th, 2026 LCAP Survey sent out to all 7th and 8th grade asking about climate, culture, and safety issues as well as specifics to how they would change Clay School
Certificated Teachers	August 8, 2025 Certificated In-service Day - Corwin all Day - Teacher Clarity and Success Criteria training August 11 2025-All staff meeting. Review of wins with CAASPP growth, new year, theme of Champions Lead with Heart, training, etc. August 25, 2025 All Staff meeting: Fall festival/parent involvement September 15 and 22, 2025 Certificated Staff meeting Reviewed 2025 data in both ELA and Math, used our Improvement Science model and identified our growth and missed opportunities in our Strategic Academic Plan October 27 2025 ALL staff meeting: Climate and culture discussion, PBIS update, and Data, Safe School Ambassador review. January 26, 2026 LCAP Survey for staff February 24 2026 Review the Safety Plans with entire staff with a focus on helping staff, students and community feeling safe March 16, 2026 LCAP Survey reviews with teaching staff - discussion about how to respond to parent concerns, and celebrating the called out successes
Other School Personnel/Classified Employees	October 27 2025 ALL staff meeting: Climate and culture discussion, PBIS update, and Data, Safe School Ambassador review. January 26, 2026 LCAP Survey for staff February 24 2026 Review the Safety Plans with entire staff March 16, 2026 LCAP Survey reviews with teaching staff - discussion about how to respond to parent concerns, and celebrating the called out successes
Administration & Principals	The Superintendent serves as the Principal and only full time administrator on campus and for the district
SELPA (for SWD actions)	September 11, 2025 SELPA Operation Meeting September 25, 2025 SELPA SGC Meeting October 14, 2025 SELPA Operations Committee Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring October 23, 2025 SELPA SGC Meeting

Educational Partner(s)	Process for Engagement
	November 12, 2025 SELPA Operations Committee Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring November 20, 2025 SELPA SGC Meeting January 15, 2026 SELPA Operations Committee Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring January 20, 2026 SELPA Operations Committee Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring February 19, 2026 SELPA Operations Committee Meeting to discuss fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring February 26, 2025 SELPA SGC Meeting March 12, 2026 SELPA Operations Committee Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring March 26, 2026 SELPA SGC Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance Improvement Monitoring April 16, 2026 SELPA Operations Committee Meeting to discuss local and state level concerns including LCAP update, new laws passed April 23, 2026 SELPA SGC Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance May 21, 2026 SELPA Operations Committee Meeting to discuss local and state level concerns including LCAP update, new laws passed May 28, 2026 SGC Meeting fiscal and Legislative updates, services to our students, LCAP updates, compliance
PAC/SAC Input & Draft LCAP for input from PAC (We have a student rep that sits on the PAC and comes to all of our meetings)	October 15, 2025 Met with Parent Advisory Committee and Student representative and reviewed the role of PAC, established officers and reviewed Robert's Rules of Order and Reviewed 2025 data, shared the Theory of Action from our Strategic Academic Plan during our improvement science strategic session with the teachers December 9, 2025 Reviewed the FIT Report and the EOP (Emergency Operation Plan) Comprehensive School Safety Plan

Educational Partner(s)	Process for Engagement
	April 22, 2026 Reviewed the survey results from Students, Parents, Annual Update and 26-27 Goals and Actions May 27, 2026 Full review of entire LCAP with BOP. *There were no questions asked of the Superintendent when the complete draft was presented to the PAC.
Mid- Year Report & Board Updates	September 2, 2025 Met with Governance Council and reviewed facility updates, enrollment, professional development calendar and initial CAASPP data. Board reviewed the annual goals for 2025-2026 October 7, 2025 Met with Governance Council and Reviewed 2025 data, shared the Theory of Action from our Strategic Academic Plan during our improvement science strategic session with staff January 13th, 2026 at regularly scheduled board meeting the Superintendent presented the Mid-Year Report to the Board Senate Bill 114 (2023) a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA. March 4, 2026 CJESD LCAP Survey seeking input on climate, culture, curriculum, safety, connectedness, communication, etc. April 7, 2026 The Superintendent reviewed the LCAP Actions, Goals and Surveys for 2026-2027
Public Comment Period as per Ed Code 52062(a)(3)	May 19 - June 2nd 2026 will be the window for public Comment: there was no feedback, therefore no Superintendent response
Public Hearing as per Ed Code 52062(b)(1)	June 2, 2026 Public Hearing: there was no feedback, therefore no Superintendent response
Board LCAP Adoption as per Ed Code 52062(b)(2)	June 9th, 2026 Adoption
Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2)	June 9th, 2026 Local Indicators presented in conjunction with LCAP
Board adopts the LEA budget at the same meeting of the LCAP Adoption 52062(b)(2)	June 9th, 2026 Adoption of Budget and LCAP

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

Feedback from all educational partners; Clay Board of Trustees, certificated staff including special education and EL coordinator, all teachers and administration, and classified staff (no bargaining units), students, SELPA, and PAC (which includes a SAC, student representative, DELAC representatives as we are not required to have an ELAC or DELAC) CSPC (Clay School Parent Club), and other parents/community

members has been 100% unanimous to maintain the goals Clay has in place while moving forward with the focus on writing, fluency in reading, math, and science while maintaining and always improving the climate, culture, and communication. All results were 90% or higher in approval of current practices. In addition, it is encouraged by some of our Clay parents to keep looking for ways to academically challenge our accelerated students.

The entire Clay community continued to express gratitude for the family and community feeling at Clay. ALL educational partners in all surveys gave a 98-100% rating on feeling safe at Clay School and were complimentary of the wonderful Clay staff and all the work that has been done on campus to add additional lighting, new buildings, new gates, new intercom system and a stronger adult presence. In addition many were grateful for maintaining old traditions like the Clay School Track meet. Overall, and at over 90% rates or higher in most cases, the Clay community is highly satisfied with the daily operation and academics offered at Clay and want to see the high levels of performance and success maintained. Attendance continues to be an area to improve as we are not making the 98% mark consistently however have greatly improved with our chronic absenteeism. With continued communication from Clay administration to parents, there is a stronger commitment to avoid chronic absenteeism and improve attendance. We are please that our ADA has increased from 239 to 242.

All our partners, including our Special Education partners, were happy with the over all direction regarding our goals and actions. All our survey markers were at 90% or higher on the approval which most were 97% -100%. A few commented regarding school lunches and acquiring yet another new vendor.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain a Culture of high-quality education in an environment designed to increase academic achievement of all students and sub groups and provide all students with opportunities to develop their greatest potential. Students will have access to rigorous, research-based instructional materials and supplies across the broad subjects and aligned to Common Core State Standards and 21st Century skills to be prepared for high school. All English Learners will receive English Language Development (ELD) aligned to the new ELD standards.	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.

At Clay, our ALL group outperforms most state schools and represents the highest achieving districts in all of Fresno County, region 7 and in the top 10 of like school districts in California. Our goal is to increase academic achievement of all students. In order to develop their greatest potential we want to focus on the individual growth of each student knowing that if each improves our overall performance and meets and exceeds will also improve. To focus on growth leading towards proficiency Clay School is focusing on the distance from standard model. So, our growth target is still to move all subgroups further positive distance from the standard each year in both subject areas. Although statistically insignificant and unreported, our English Learner, Foster Youth(none in 2025-2026), and Special Education subgroups are underperforming based on local data. However, when compared to other area and state data these same students are performing better than their neighbors as Clay ranks #1 in Fresno County as well as our Region 7. All students will have a broad course of study as measured by teacher schedules. The Clay team will continue to refine research based instructional practices to further close the existing achievement gap and maintain/improve overall student performance.

An achievement gap exists between the All Student group and the low income subgroup. Local data is collected on English Learners as CJESD does not have enough EL enrollment to be reported to the state. Local data will be used to monitor progress and EL reclassification rates because the subgroup is statistically insignificant. Classroom observations and data collection indicate ongoing professional learning around learning intentions and success criteria as explained and taught in Hattie's Visible Learning Books and series. Professional learning is valued. Staff model life-long learning. Work to expand the collective staff interest to reflect and discuss obstacles collaboratively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Properly Credentialed teachers with no misassignments nor vacancies as measured by SARC review.	2023-2024 100% Properly Credentialed with no mis-assignments or vacancies Data Source: SARC review.	100% Properly Credentialed with no mis-assignments or vacancies Data Year 2024-2025 Data Source: SARC Review	100% Properly Credentialed with no mis-assignments or vacancies Data Year 2025-2026 Data Source: SARC Review	2026-2027 100% Properly Credentialed with no mis-assignments or vacancies	Maintained at 100%
1.2	Access to standards aligned instructional materials: Sufficient core instructional materials as measured by SARC review.	2023-2024 100% Data Source: SARC Review	100% sufficient instructional materials Data Year: 2024-2025 Data Source: SARC Review	100% sufficient instructional materials Data Year: 2025-2026 Data Source: SARC Review	2026-2027 100%	Maintained at 100%
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	2023 - 2024 All state standards are implemented Data Source: State Reflection Tool	All state standards are implemented Data Year: 2024-2025 Data Source: State reflection tool	All state standards are implemented Data Year: 2025 - 2026 Data Source: State reflection tool	2026 - 2027 All state standards are implemented	Maintained that all state standards are implemented.
1.4	State Standardized Assessments as measured by Math CAASPP scores Distance from Standard.	2023 CAASPP Distance from Standard (DFS) *As calculated by CA Dashboard and PARSEC Growth All Students slightly declined by -1.8 from 30.3 to 28.5 DFS but increased from 64.25% to 65% meets and exceeds.	2024 CAASPP Distance from Standard (DFS) *As calculated by Abre Growth All Students made significant growth by 31 DFS points from 30.9 to 61.9 AND increased	2025 CAASPP Distance from Standard (DFS) *As calculated by CA Dashboard Growth All Students grew by 11.5 points from 44.3 to 55.8. but increased from	Maintain or grow in distance from standard by -2 to +3 or more for all students on the Math CAASPP. Math goal for ALL students is 75% meets and exceeds.	All students grew from 28.5 to 55.8 DFS points, a growth of 27.3 and from 65% to 76% and 11% increase from our baseline. LI were 14.7 DFS points and 47% meets and exceeds and grew

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low income declined - 19.3 DFS from +34 and 57% meets and exceeds down to +14.7 and 47% meets and exceeds. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2022-2023 Data Source CAASPP Scores	from 65% to 71.1 % meets and exceeds a 6% increase. Low income declined in DFS growth from +14.7 DFS to +6.5 DFS but grew significantly in proficiency from 47% meets and exceeds to 56% meets and exceeds.. The group of kids testing changed from 36 to 40. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2023-2024 Data Source CAASPP Scores	71% to 76% meets and exceeds. Low income grew from 53% to 64% with an average DFS growing from 6.5 to 15.1. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2024-2025 Data Source CA Dashboard	Maintain or grow in distance from standard by -2 to +3 or more for Low-Income students on the Math CAASPP.	.4 to 15.1 DFS points and 17% meets and exceeds to 64%.
1.5	State Standardized Assessments as measured by ELA CAASPP scores Distance from Standard.	2023 CAASPP Distance from Standard (DFS) *As calculated by CA Dashboard and PARSEC. All students declined by -0.7 with a DFS at 45.3	CAASPP Distance from Standard (DFS) *As calculated by Abre our Data System Analysis Program Consultants.	CAASPP Distance from Standard (DFS) *As calculated by CA Dashboard All students grew by 10.7 distance	Maintain or grow in distance from standard by -2 to +3 or more for all students on the ELA CAASPP.	All Students grew from 45.3 to 61 DFS, a 15.7 point growth and from 72% to 75% a 3% increase from our baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from 46, but improved in percentage meets and exceeds from 69.83% to 72% in ELA according to Parsec. Low income declined from a 41.6 DFS and 73% meets and exceeds to 22.9 DFS and 58% meets and exceeds. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2022-2023 Data Source CAASPP Scores	All students increase by 1.6 with a DFS at 48.6 from 47 and improved in percentage meets and exceeds from 72% to 73.5% in ELA Low income increased from a 19.4 DFS to 38.9 DFS AND INCREASED in meets and exceeds by growing from 73% meets and exceeds to 77% meets and exceeds. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2022-2023 Data Source CAASPP Scores	from standard points from 50.3 to 61 points. and improved in percentage meets and exceeds from 72% to 75% in ELA Low income decreased from 78% meets and exceeds to 68% and from an average DFS 48.6 to 33.6. English Learner and foster youth - too few or none to report for CAASPP data Data Year 2024-2025 Data Source CA Dashboard	ELA goal for ALL students is 80% meets and exceeds. Maintain or grow in distance from standard by -2 to +3 or more for Low-Income students on the ELA CAASPP.	LI were 22.9 DFS to 33.6 a 10.7 DFS growth and 58% to 68% a 10% increase from baseline.
1.6	EL access to state standards/ELD standards by State Reflection Tool	2023 - 2024 All state standards/ELD are implemented Data Source: State Reflection Tool	2024-2025 EL state standards/ELD standards are	EL state standards/ELD standards are implemented with sustainability	2023 - 2024 All state standards/ELD are implemented	Maintained all state standards/ELD are implemented.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			implemented with sustainability Data Source: State Reflection Tool			
1.7	State Standardized Assessments Science: CAST 5th and 8th grades	45% Met or Exceeded Standards for Science Data Year 2022-2023 Data Source CAASPP	40.67% Met or Exceeded Standards for Science LI 18.75% met or exceeded. Data Year 2023-2024 Data Source CAASPP Website	CAASPP Science scores improved from 41% to 65% and we increased our distance from standard points by 4.8 points to 67.6 Low income improved from 18.75% to 41.66% Data Year 2024-2025 Data Source CA Dashboard and Abre Data System	50% Met or Exceeded Standards for Science for All 25% Maintain or improve for Science Low Income Data Source CAASPP	All students grew from 45% to 65% a 20% increase from our baseline. Low Income grew from 19% to 41.66%
1.8	English Learner annual growth as measured by local ELPAC annual growth data. EL numbers are too small at CJESD to be reported by CDE.	The EL group is too small to report growth<10 Data Year 2023-2024 Data Source ELPAC Score Report	The EL group is too small to report growth<10 Data Year 2024-2025 Data Source ELPAC Score Report	The EL group is too small to report growth<10 Data Year 2024-2025 Data Source ELPAC Score Report	The EL group is too small to report growth<10	N/A
1.9	Academic targets for K8 students in the subjects of science and social studies meet or exceed an end of year classroom grade of "C" or better from 80% or	2023-2024 Science 98% Social Studies 92%	2024-2025 School Year Science 99% Social Studies 99%	2025-2026 School Year Science 100% Social Studies 99% Data Source local data Trimester 1	2026 - 2027 Science 80% or higher Social Studies 80% or higher	Maintained goal (Waiting for end of Year Data) Science grew from 98% to 100%, a 2 % gain Social Students grew from 92% to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	more of all students because these broad courses are not measured by state-wide assessments.					99%, a 7% gain from the baseline
1.10	Access to a broad course of study as measured by review of teacher and/or master schedules.	2023-2024 100% access to a broad course of study at CJESD 100% access for ALL students 100% access for Low Income	2024-2025 100% access to a broad course of study at CJESD 100% access for ALL students 100% access for Low Income	2025-2026 100% access to a broad course of study at CJESD 100% access for ALL students 100% access for Low Income	2026-2027 100% access to a broad course of study at CJESD 100% access for ALL students 100% access for Low Income	Maintained 100% access
1.11	Progress monitor subgroups across the broad subjects using standard aligned teacher made and/or local measures to include i-Ready.	2023-2024 Spring Scores Annual Growth All students grew from 64% to 68% proficient in iReady ELA All students grew from 70% to 74% proficient in iReady Math EL students group is too small to report growth < 10 Low Income grew from 58% to 67% proficient in iReady ELA Low Income maintained/small decrease from 65% to 63% proficient in iReady Math Data Year 2023-2024 Data Source Local	2024-2025 Fall Scores Growth All students grew from 46% to 62% proficient in iReady ELA All students grew from 41% to 64% proficient in iReady Math EL students group is too small to report growth < 10 Low Income grew from 30% to 52% proficient in iReady ELA from BOY to EOY Low Income increased from 26% to 50% proficient in iReady Math from BOY to MOY	2025-2026 Fall Scores Growth All students grew from 51.42 in beginning of the year to 71% proficient in iReady ELA All students grew from 42.1% to 77% proficient in iReady Math EL students group is too small to report growth < 10 Low Income grew from 41.07% to 64% proficient in iReady ELA from BOY to EOY. Low Income increased from 25% to 67% proficient in iReady	2026-2027 All Students will maintain iReady Spring to Spring scores or grow 2% in both math and ELA Low Income students will maintain iReady Spring to Spring scores or grow 2% in both math and ELA	All Students maintained growth and grew from 68% to 71% proficient in iReady in ELA All students grew from 74% to 77% in Math. EL students group is too small to report growth < 10 Low Income had a slight decrease from 67% proficient in iReady to 64% ELA Low Income increased from 63% to 67% proficient in iReady Math Data Year 2025-2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady Data from Parsec	Data Year 2024-2025 Data Source Local iReady Data from Abre	Math from BOY to EOY. Data Year 2025-2026 Data Source Local iReady Data from Abre		Data Source Abre Data
1.12	EL Reclassification Rate	2022 - 2023 0% Data Source: DataQuest	2023 - 2024 66% - reclassified 4 last spring. Data Source: DataQuest	2025 - 2026 The EL group is too small to report growth<10	2025-2026 25%	Too small to report

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.

The actions outlined in goal #1 supported and maintained a culture of high-quality education in an environment designed to increase the academic achievement of all students and subgroups and provide them with opportunities to develop their greatest potential. Clay School still ranks #1 in Fresno County, Region 7 (over 110 districts), and CSBA region 10 (over 50 Districts) and we are thrilled that our all student group grew in proficiency in both ELA, Math and Science. Based on our data as seen in the metrics we are confident that our implementations are working. The curriculum and training provided to staff continued to support the best practice strategies in the classrooms.

All 8 actions were carried out as planned in Goal #1. There were no challenges to the actions outlined in goal #1.

1.1 Successes: Fully and appropriately credentialed teachers were hired at all levels with monitoring and supervision by site/district administration support as planned by this action.

Challenges: None

1.2 and 1.3 Successes: We provided two additional credentialed teachers in addition to our instructional aides who will continue to provide specialized direct instructional support to students through individualized and small group remediation and acceleration lessons in ELD, Reading and Math during DEN time, Clay's intervention program Differentiation for Every Need. Our ELD/intervention teacher and aides, including our bilingual aides, ran a successful intervention and ELD program all year which included regularly scheduled diagnostics and regrouping approximately every 8 weeks to maximize individualized instruction based on need. Our math intervention teacher not only provides intervention for students, but instructional support and training for our teachers in teaching math. Our DEN program, differentiating for every need, continues to be the foundation of success at Clay School to best meet the individual needs of not just our English learners, foster youth, and low income, but all students on an LEA-wide basis.

Challenges: None

1.4 Successes: Clay provided the highest quality of services and facilities to all students as Clay maintained fully and appropriately credentialed Administration and experienced Management and all central office staff and includes all salaries and benefits of Superintendent, Business Office staff, Site Secretaries, Health office nurse/aides, general office materials, supplies, equipment, and central office operating costs.

Challenges: None

1.5 Successes: Clay provided all furniture, materials, and needed services to certificated and classified in support of student achievement, parent support, and climate and culture. Using the remainder building grant funds, Clay remodeled the primary bathrooms.

Challenges: None

1.6 Successes: Clay provided Learning Center staff in support of students with disabilities - special education teacher, school psychologist, speech services, and interpreter/translator. Services provided by these staff members include academics, speech, functional life skills, social/emotional support, and behavior interventions. It's exciting to see that our SpecEd department is providing the support to our students so much so that the data reported shows our SpecEd students ranked 1/29 Fresno County School Districts in ELA, Math, and Science and also ranked 1/98 Region 7 CA School Districts in ELA and Math.

Challenges: None

1.7 Successes: Clay provided Library Media and VAPA Services and instructional materials and supplies to include Math, ELA, NGSS, and VAPA for students that provide students the opportunity to use technology and access to expanded resources through the internet. Clay used Prop 28 funds to hire an hour a day to teacher our K-6 students art.

Challenges: None

1.8 Successes: Clay Elementary provided staff with professional learning opportunities to develop targeted instructional strategies and supplemental instructional materials that effectively meet our low-income and English learner students' unique needs. as well as provide Professional Development around Visible Learning, teacher clarity and success criteria.

Challenges: None

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.

In the time since the original 2025-26 budget was established, some LCAP expenditures increased due to changes that occurred throughout the course of the year.

1.2 The original budget included the Intervention Teacher's full time annual salary. During the year however, she requested to decrease her hours to part time, and consequentially also became ineligible for benefits. This change was received and approved by the Board in the early spring resulting in a decrease to the total expenditures for Goal 1.2. As this position was designed to supplement the already robust Intervention Program at Clay, students still received an additional benefit from this teacher's service even at part time.

1.3 Compared to the prior year, Clay experienced an increase to goal 1.3 for two main reasons. First, a prior vacancy was filled by a highly qualified and experienced individual; this resulted in higher salary schedule placement. Second, absences were much more prevalent this year compared to those in prior years. In part this was due to a long term medical leave of one staff member; however, there was also a general increase in the need for day-to-day substitutes resulting from staff attendance. As Clay strives to provide students to the same access to services regardless of absences, at times substitutes are necessary to fill these gaps.

1.5 Throughout the year, curriculum and instructional supply needs evolved to meet the needs of students. For example, licensing quantities were adjusted as additional students enrolled mid-year, and supplemental curriculum and materials were purchased to ensure those students had access to appropriate resources. In addition, certain resources such as paper and other classroom supplies, increased in terms of both cost and usage throughout the year. Also, because some one-time funding sources were directed toward other student support services, such as intervention staffing, a greater portion of these expenses were supported by the General Fund.

1.8 Professional development expenditures were higher than originally budgeted due to the inclusion of a professional development contract that was incurred during the year. At the time of the initial budget, this contract had not yet been included; however, the actual expenditures reflect the full cost of the contract for the year. Because this contract is not expected to continue into the upcoming school year, professional development expenditures are anticipated to return to more typical levels.

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

GOAL 1

Action 1.1 Clay will have fully and appropriately credentialed teachers will be hired at all levels with monitoring and supervision by site/district administration support as planned by this action.

Metric 1.1 100% Properly Credentialed with no mis-assignments or vacancies. In 2026-2027 all teachers will be fully credentialed.

Action 1.2 and 1.3 (CONTRIBUTING)

Student Groups/ Metrics: ALL students, EL and LI Our Intervention goal is working to ensure all of the following metrics are either met or exceeded the metric goal set. In all cases the goals were met. We continue to put heavy value in our intervention program and investments.

1.4 All Students grew by 11.5 points from 44.3 to 55.8. but increased from 71% to 76% meets and exceeds. Low income grew from 53% to 64% with an average DFS growing from 6.5 to 15.1. English Learner and foster youth - too few or none to report for CAASPP data

1.5 All students grew by 10.7 distance from standard points from 50.3 to 61 points and improved in percentage meets and exceeds from 72% to 75% in ELA. Low income decreased from 78% meets and exceeds to 68% and from an average DFS 48.6 to 33.6. English Learner and foster youth - too few or none to report for CAASPP data

1.9 Science 100% Social Studies 99% Academic targets for K8 students in the subjects of science and social studies were met or exceed an end of year classroom grade of "C" or better with an initial goal that 80% or more of all students will have a C or better. We chose this area because these broad courses are not measured by state-wide assessments. Goal Achieved.

1.11 Fall Scores Growth All students grew from 46% to 62% proficient in iReady ELA All students grew from 41% to 64% proficient in iReady Math EL students group is too small to report growth <10 Low Income grew from 30% to 52% proficient in iReady ELA from BOY to EOY Low Income increased from 26% to 50% proficient in iReady Math from BOY to MOY. Progress monitor subgroups across the broad subjects using standard aligned teacher made and/or local measures to include i-Ready. iReady continues to help us recognize learning trends or deficits so we can respond immediately with interventions.

Action 1.3 (Contributing)

Student Groups/Metrics: ALL Students, EL and LI

1.4 Growth All Students made significant growth by 31 DFS points from 30.9 to 61.9 AND increased from 65% to 71.1 % meets and exceeds a 6% increase. Low income declined in DFS growth from +14.7 DFS to +6.5 DFS but grew significantly in proficiency from 47% meets and exceeds to 56% meets and exceeds.. The group of kids testing changed from 36 to 40. English Learner and foster youth - too few or none to report for CAASPP data. We were very pleased with our Blues on the dashboard for our growth in MATH. Significant growth.

1.5 All students increase by 1.6 with a DFS at 48.6 from 47 and improved in percentage meets and exceeds from 72% to 73.5% in ELA. Low income increased from a 19.4 DFS to 38.9 DFS AND INCREASED in meets and exceeds by growing from 73% meets and exceeds to 77% meets and exceeds. English Learner and foster youth - too few or none to report for CAASPP data. Again, we got a blue on the dashboard for ELA. While it was just slight improvement, it was still improvement. We want to analyze how to go deeper and wider to get more significant growth.

1.9 Science 99% Social Studies 98% Academic targets for K8 students in the subjects of science and social studies were met or exceed an end of year classroom grade of "C" or better with an initial goal that 80% or more of all students will have a C or better. We chose this area because these broad courses are not measured by state-wide assessments. Goal Achieved.

1.11 Fall Scores Growth 79% of ALL students showed growth in ELA with an over-all average of 10.6 with EVERY class making growth. From Fall of 2025 to November of 2025 the over all growth grew in ELA from 50.6% to 66.4% proficient as a midyear mark. Using iReady Diagnostic data from August to November 82% of ALL students showed growth in Math with EVERY class making growth. From Fall of 2025 to November of 2025 the over all growth grew in Math from 41.43% to 61.78% proficient as a midyear mark. Progress monitor subgroups across the broad subjects using standard aligned teacher made and/or local measures to include i-Ready. iReady continues to help us recognize learning trends or deficits so we can respond immediately with interventions.

Action 1.4

Student Groups/Metrics: Our goal is to provide the highest quality of services and facilities to all students so Clay hired fully and appropriately credentialed Administration and experienced Management and all central office staff and includes all salaries and benefits of Superintendent, Business Office staff, Site Secretaries, Health office nurse/aides, general office materials, supplies, equipment and central office operating costs. Employees attend meetings and trainings to ensure they have the latest laws and training to ensure compliance and the next, best opportunities to take Clay to the next level.

Action 1.5

Student Groups/Metrics: Student achievement and climate /culture: Clay has provided all new furniture in every classroom, materials and needed services to certificated and classified in support of students achievement, parent support and climate and culture. Clay works hard to ensure our climate and culture doesn't just look good, but feels good to every person that walks on our campus. We want all to feel safe and work hard to ensure that at multiple levels. We added ACTVNET as one more layer of security to ensure a rapid response by local law enforcement if there was indeed an emergency. The staff has worked hard to continue to find ways to build up the students and acknowledge great choices. Pawsitive Picks continues to be a favorite, but we have also added medals to collect achievement pins collected throughout their K - 8 experience and Spirit of Clay awards to give yet one more opportunity to work towards being an all around great Clay Citizen.

Action 1.6

Student Groups/Metrics: SWD in academics, speech, functional life skills, social/emotional support, and behavior: Clay continues to provide Learning Center staff in support of students with disabilities - special education teacher, school psychologist, speech services, and interpreter/translator. Services provided by these staff members include academics, speech, functional life skills, social/emotional support and behavior interventions. Staff will receive on-going professional development on writing IEPs, insure FAPE, legal updates, instructional strategies and updates to the special education data system. All parents understood their parent rights, asked clarifying questions and all IEPs were cordial and successful, choosing as a team to do what was best for the child. This was true for all 504s and SSTs as well.

Action 1.7

Student Groups/Metrics: The district provided Library Media and VAPA Services and instructional materials and supplies to include Math, ELA, NGSS, ART and VAPA for students that provide students the opportunity to use technology and access to expanded resources through the internet. During the 2025-2026 school year, Clay used it's PROP 28 monies to hire an art teacher for 1 hour a day to rotate into the classrooms to teach art in grades K-6 and then provided art as an option for middle school electives. The annual Spring performance where all students perform vocally and instrumentally is also a huge hit every year.

Action 1.8 (Contributing)

Student Groups/Metrics: All, EL, LI for metric: Clay Elementary will provide staff with professional learning opportunities to develop targeted instructional strategies and supplemental instructional materials that effectively meet our low-income and English learner students' unique needs.

In Summary:

Clay School continues to provide 100% fully credentialed staff. We had hired an additional Math intervention teacher for the 25-26 school year. Not only is she targeting the gaps in our students' understanding of math concepts, but she is strengthening the conceptual understanding with instructional strategies for our teachers and providing support and collaboration with our veteran teachers. She has been able to help teachers analyze assessments to determine next steps in their instruction. Due to no additional funding, the position has unfortunately been eliminated for the 2026-2027 school year.

Administration and office staff work diligently to stay on top of chronic absenteeism and discipline as needed. The district has implemented many positive reinforcements to encourage good behavior as well as good attendance. Weekly champion award magnets are awarded to the 3 classes with the highest percentage of attendance. At the end of the trimesters free recess is offered to those classes with the highest, but also must exceed 98%. Administration has had many meetings with families explaining the importance of attendance and helping parents

understand how the attendance calculations work. The office staff is critical in the climate and culture aspect of Clay School as that is where the "pawsitive picks" are sent to be celebrated. Everyone in the office stops what they are doing and celebrates the student with the "pawsitive pick." This is a collective effort of all staff to support the positive choices that are happening on campus. Often times the celebration in the office consists of the Administrative Assistant, the HR Director/CBO, Director of MOT, and the Superintendent.

With the assistance of grants and hardship building funds, Clay has been able to touch every building with some kind of upgrade. Fourth - eighth grade classrooms and the learning center are brand new construction as of 2022, but Kindergarten through 3rd grade have received new carpet and new blinds freshening up those classrooms. All classrooms K-8 have brand new furniture. Also with the help of different grants we have purchase new materials and supplies for our Physical Education and VAPA programs with new risers for choir performance, new bleachers for games, new equipment, new instruments, new supplies for our garden. Also with hardship funding in addition to general funds, we were able to purchase new safety features like all new camera system and a new electronic sign in system in the office. Construction was completed on the primary bathrooms and during the summer of 2025 new carpet was laid in the music room and library. The Multi Purpose Room also received a facelift with new paint in addition to all the new electronics for our VAPA/theater department.

Based on parent feedback, the extra day of our Psychologist on campus continues to make a positive impact as she has moved from group counseling to individual counseling as requested as well as helping out with our Safe School Ambassadors training program. Our Special Education program continues to make positive gains as our SPED teacher pushes in 99% of the time offering support to the students identified during the learning. The additional Learning Center staff provides critical intervention Monday through Friday in our DEN program, Differentiating for Every Need where students are reassessed every 8 weeks on the need for further intervention. This program provided by Learning Center staff is critical to the continued success of our students.

With the addition of prop 28 funds we were able to hire and maintain a part time art teacher as well as materials for all grades to learn standards based art instruction. Parent feedback was thrilled with the addition of the art program at Clay. The VAPA program remains strong with this addition being added to the already strong vocal and drama departments that Clay has offered for decades. Clay is known for their amazing Christmas and Spring concerts as well as the late winter annual drama production.

Clay Elementary provided staff with professional learning opportunities to develop targeted instructional strategies and supplemental instructional materials that effectively meet our low-income and English learner students' unique needs as well as provide Professional Development around Visible Learning, teacher clarity and success criteria for our teaching staff. All staff continue to be trained in areas around all aspects of safety on campus and their expected contribution to the positive culture by catching kids making a positive difference with PAWSITIVE Picks!

All actions have proven to be effective with no areas of ineffectiveness.

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

The only changes that occurred were the funding source of our intervention person called out in action 1.2. She was an experienced, full-time certificated staff with benefits. Her intervention position was being paid with Learning Recovery grant funds. However, mid way through the year she requested a reduction in contract first to 80% then another request down to 50%. When she requested the 50% that was also a

reduction for the school district in benefits. This position was originally funded with LREBG funds. The last few years the position was supplemented with any available LREBG funds. This is now a part time position and partially funded with available LREBG funds used to fulfill the actions of 1.2.

Also, we called out the growth of our Low Income students in metric1.7 and their growth and improvement on the Science test from 18.75/19% to 41.66%. These are totally different kids, but wanted to call out the growth. We hope to maintain the target of 25% or grow.

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	Hire fully and appropriately credentialed teachers	Fully and appropriately credentialed teachers will be hired at all levels with monitoring and supervision by site/district administration support as planned by this action.	\$1,408,984.06	No
1.2	Intervention/ELD Teacher	Clay's Elementary will provide a supplemental intervention curriculum, supplies, and additional certificated intervention teachers. This action is using LREBG funds of \$5,924.11. This action is aligned with the allowable use of LREBG funds in supporting academic learning recovery and closing learning gaps as our CAASPP data shows that our growth in ELA is slower than our growth in math. Research supports the use of targeted small-group or individual reading intervention for elementary students experiencing reading difficulties. A meta-analysis of 47 studies involving 7,446 students in kindergarten through grade 3 found that interventions incorporating foundational reading skills had an educationally meaningful positive effect on students' reading comprehension outcomes (Denton et al., 2022). Therefore ELA will be the focus with early intervention and fluent readers by third grade and intervening in math as needed. The needs that arose out of our needs assessment was to maintain that 2nd certificated position as we found that super valuable in our Math intervention teacher. With only receiving limited funds, we could no longer fund the FTE math intervention, but we could use the funds to turn the classified position into a certificated position with a depth of experience and knowledge to best meet the needs of our students more efficiently. We will measure the effectiveness of this action by increased ELA CAASPP scores as reported in 1.5.	\$169,381.28	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Reading Intervention Instructional Aides	Clay Elementary will provide Reading Intervention Instructional Aides as well as any necessary associated supplemental materials and supplies	\$105,692.78	Yes
1.4	Provide Basic Operating Expenses	To provide the highest quality of services and facilities to all students Clay will hire fully and appropriately credentialed Administration and experienced Management and all central office staff and includes all salaries and benefits of Superintendent, Business Office staff, Site Secretaries, Health office nurse/aides, general office materials, supplies, equipment and central office operating costs.	\$555,868.57	No
1.5	Classroom Furniture, Instructional Materials and Services	Provide all furniture, materials and needed services to certificated and classified in support of students achievement, parent support and climate and culture.	\$141,628.00	No
1.6	Learning Center - Special Education	Continue to provide Learning Center staff in support of students with disabilities - special education teacher, school psychologist, speech services, and interpreter/translator. Services provided by these staff members include academics, speech, functional life skills, social/emotional support and behavior interventions. Staff will receive on-going professional development on writing IEPs, insure FAPE, legal updates, instructional strategies and updates to the special education data system.	\$119,308.47	No
1.7	Library Media and VAPA Services	The district will provide Library Media and VAPA Services and instructional materials and supplies to include Math, ELA, NGSS, and VAPA for students that provide students the opportunity to use technology and access to expanded resources through the internet.	\$61,379.28	No
1.8	Professional Learning and Development	Clay Elementary will provide staff with professional learning opportunities to develop targeted instructional strategies and supplemental instructional	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials that effectively meet our low-income and English learner students' unique needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn, and reach their full potential while parents, family, and all educational partners will remain fully engaged as partners in the education of their students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

FIT reports reflect that our buildings are in good condition. Post construction of West Wing, Clay was able to purchase all new furniture, new carpet and new blinds for all classrooms. In addition the office got new carpet, blinds, paint and new cabinets and completed the primary bathroom remodel. During the summer of 2025 both the music room and library received new carpet and the Multi Purpose Building received the final electronic equipment needed to house all the new VAPA equipment as well as a new internal paint job. PBIS interventions have proven successful with the maintenance of 2 or fewer suspensions in previous consecutive years. We've added additional Administrative Titles to several of our current teachers as administrative positions to help facilitate a restorative justice component to add to our PBIS system, a new Safe School Ambassadors program, as well as additional safety in administrative credentials on campus who are trained in crisis situations. We want to maintain our suspension rate at or below 4 or less a year and maintain or improve student attendance to 98%. Educational partner input desires the maintenance of the safe environment while maintaining social and emotional training for our students with a continued contract for Nurse and Psychology services as well as maintain the partnership with All4Youth and FCSS.

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 and Transportation Maintained	2023-24 All (100%) scored "good" or higher Data Source: FIT	Data Year 2024-2025 Good FIT rating 100% scored good or higher Data Source FIT Report	Good FIT rating Data Year 2025-2026 Data Source FIT Report	2026-27 All (100%) scored "good" or higher Data Source: FIT	Maintained 100% good or higher ranking

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Suspension Rate	2 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group) Data Year 2023-2024 Data Source: AERIES SIS	0 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group) Data Year 2024-2025 Data Source: AERIES SIS	2 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group) Data Year 2025-2026 Data Source: AERIES SIS	0 - 2 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group) Data Year 2026-2027 Data Source: AERIES SIS	Maintained at 2 suspensions
2.3	Expulsion Rate	2023-2024 All students 0% Data Source: AERIES SIS	All students 0% Data Year 2024-2025 Data Source: AERIES SIS	All students 0% Data Year 2025-2026 Data Source: AERIES SIS	2026-2027 All students 0% Data Source: AERIES SIS	Maintained at 0%
2.4	School Climate Survey % responses high levels for overall school connectedness. % responses feel very safe at school	Grade 5 - 92% feel connected Grade 7 - 89% feel connected Grade 5 - 96% feel safe (1 student marked neither safe or unsafe) Grade 7 - 89% feel safe (3 students marked neither	Grade 5 - 83% feel connected Grade 7 - 70% feel connected (only 10% were disagree, other 10% neutral) Grade 5 - 97% feel safe (1 student marked neutral)	Grade 5 - 92.3% feel connected Grade 7/8 - 95.2 % feel connected Grade 5 - 100% feel safe of that 57.7% feel Very Safe Grade 7/8 - 97% feel safe	Grade 5 - 80% or higher feel connected Grade 7 - 80% or higher feel connected Grade 5 - 80% or higher feel safe Grade 7 - 80% or higher feel safe	The feeling of being connected maintained from 92% to 92.3% in 5th. 89% to 95% in 7th/8th Feeling safe increased by 4% from 96% to 100% in 5th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		safe or unsafe) Staff (100%) and Parents (100%) for both measures Data Source: Local Survey Data Year 2023-2024	Grade 7- 87% (1 student marked unsafe, 3 neutral) Staff 100% on both connected and safe Parents 100% on safe Parents 88% on connected Data Source: Local Survey Data Year 2024-2025	Staff 100% on both connected and safe Parents 91.7% on connected Data Source: Local Survey Data Year 2025-2026	Staff: 80% or higher feel connected 80% or higher feel safe Parents: 80% or higher feel connected 80% or higher feel safe Data Source: Local Survey Data Year 2026-2027	Feeling safe increased by 8% from 89% to 97% in 7th Safety maintained for staff and parents at 100% Connectivity was 100% for parents and now 91.7% an 8.3% decline.
2.5	Attendance Rate	97.48% Data Year 2023-2024 Data Source: AERIES local calculations	97.22% 240 ADA (compared to 232 last year) Data Year 2024-2025 Data Source: AERIES local calculations	97.17% (as of December) UPDATE for end of the year Data Year 2025-2026 Data Source: AERIES local calculations	98% Data Year 2026-2027 Data Source: AERIES local calculations	ADA reduced by .3%
2.6	Chronic Absenteeism as measured by % students with 10% or more absenteeism (includes excused & unexcused absences)	ALL 1.2% LI is green on CA Dashboard with no specific data listed. FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group)	ALL 1.2% Chronic Absenteeism BLUE on dashboard LI is BLUE on CA Dashboard with no specific data listed. FY (data suppressed due to fewer than ten	ALL 0% LI, Hispanic and White are Blue on CA Dashboard with no specific data listed. FY (data suppressed due to fewer than ten members of the student group)	ALL 2% or less LI remains 2% or less Data Year 2026-2027 Data Source CA Dashboard	Chronic absenteeism improved from 1.2% to 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year 2022-2023 Data Source CA Dashboard	members of the student group) EL (data suppressed due to fewer than ten members of the student group) Data Year 2023-2024 Data Source CA Dashboard	EL (data suppressed due to fewer than ten members of the student group) Data Year 2024-2025 Data Source CA Dashboard So far 0% for 2025-2026 as well as of March		
2.7	Middle School Dropout Rate	2023-2024 0% Data Source: AERIES SIS	0% Data Year 2024-2025 Data Source: AERIES SIS	0% Data Year 2025-2026 Data Source: AERIES SIS	2026-2027 0% Data Source: AERIES SIS	Maintained at 0%
2.8	Maintain or improve parental participation in programs for all students : Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	94% Data Year 2023-2024 Data Source: Local Data Parent Back to School Night, Conferences, Progress Reports	94% (Open House, Conferences) Data Year 2024-2025 Data Source: Local Data Parent Back to School Night, Conferences, Progress Reports	98% Data Year 2025-2026 Data Source: Local Data: Parent Back to School Night, Conferences, Progress Reports	Maintain 94% or higher Data Year 2026-2027 Data Source: Local Data Parent Back to School Night, Conferences, Progress Reports	Improved from 94% to 98%

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.

The actions outlined in goal 2 supported the progress that all students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students. All planned actions were implemented. Our transportation was maintained for safe and sufficient transportation throughout the year and even to Los Angeles and the Sierra Nevadas as field trips. Our

climate and culture has vastly improved by multiple means. Our Director of Curriculum and Instruction facilitated many Student Success Team (SSTs) meetings to meet the specific behavioral and academic needs of referred students by parents or staff. Our Vice Principal and School Psychologist trained and sustained the Safe School Ambassador program. The staff made an intentional effort to reward more positive behavior with "Pawsitive Picks" - a school wide initiative as well as creating, building, and maintaining the "Cougar Cave" which is an incentive room earned during one recess a week. Consequently, our suspensions have gone back up from 0 to 2 but the over all feeling of safety on campus remains at an all time high as seen in the data from all educational partners. We saw an increase in students feeling connected.

Action 2.1

Successes: All in-district students were provided excellent/safe transportation to and from school. All local and most long-distance field trips were provided by our drivers in our buses. District breakfast and lunches were delivered daily by ORDO per our contract. August 2024 we got a new diesel bus provided by Fresno County Measure C grant funding.

Challenges: None

Action 2.2

Successes: New carpet installed in music and library and new electrical to support the new VAPA equipment and new paint job in Multi Purpose Building.

Challenges: None

Action 2.3

Successes: With the teaching of our PBIS expectations, lots of counseling, and parent meetings with new interventions, we saw an increase in positive behaviors during the 2025-2026 school year. Our PBIS program has taken a deeper dive into the intentionality of praising all students on campus with our PAWSitive Picks handed out daily by all staff to deserving students. Cougar Cave continues to be a favorite along with our Father/Daughter dance and a Mother/Son dance. Parent participation is over 90% and 100% for conferences. Parents are eager to be a part of on-campus events again and their attendance shows that commitment.

Challenges: Absenteeism is still an area to improve. While our goal is to be in the range of 98% attendance, we are consistently just shy and down by 1%. While Independent Study is desired by a few so parents can travel, we have remained consistent in only providing for sick students at 3 days or more. In years past, Independent Study requests were between 800 and 1000 adding an additional burden to our already taxed staff. This change has helped a lot while our attendance has improved particularly with two years in a row with 0% chronic absenteeism. We work with Child Welfare Services, All 4 Youth services, and Tulare and Fresno County resources to best meet the needs of these students and families as well as just continued communication on the importance of regular attendance.

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.

2.2 Maintenance expenditures exceeded the original budget due to staffing changes that occurred during the year. In January 2025, the Director of MOT announced his resignation effective June 30, 2025. The district then promoted the current Head Custodian to Director of MOT and hired a new full-time Head Custodian to fill the vacancy beginning July 1st. However, to support training during the transition, the Board approved an extension of the outgoing Director's contract through December 31, 2025. This extended transition period resulted in additional salary and benefit expenditures beyond those included in the original budget.

2.3 In the original budget, Goal 2.3 appropriately included Academic and Behavioral Support Staff. However, upon further review, a portion of the expenses related to Academic Support Staff had also been included in Goal 1.1. The redundancy was eliminated from Goal 2.3 resulting in a decrease to the total expenditures.

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

Goal 2 FIT reports reflect that our buildings are in good condition. Post construction of West Wing, Clay was able to purchase all new furniture, new carpet and new blinds for all classrooms. In addition the office got new carpet, blinds, paint and new cabinets and completed the primary bathroom remodel. During the summer of 2025 both the music room and library received new carpet and the Multi Purpose Building received the final electronic equipment needed to house all the new VAPA equipment as well as a new internal paint job. PBIS interventions have proven successful with the maintenance of 2 or fewer suspensions in previous consecutive years. We've added additional Administrative Titles to several of our current teachers as administrative positions to help facilitate a restorative justice component to add to our PBIS system, a new Safe School Ambassadors program, as well as additional safety in administrative credentials on campus who are trained in crisis situations. We want to maintain our suspension rate at or below 4 or less a year and maintain or improve student attendance to 98%. Educational partner input desires the maintenance of the safe environment while maintaining social and emotional training for our students with a continued contract for Nurse and Psychology services as well as maintain the partnership with All4Youth and FCSS.

Action 2.1

Student Groups/Metrics: To ensure student engagement in a rural school home to school transportation is satisfied with safe delivery of our students to and from school.

Action 2.2

Student Groups/Metrics: To maintain a safe environment facilities and grounds must be well maintained. Collect maximum Developer Fees. Based on our FIT report, Clay is scored all 100% "good" or higher. During the last 4 years we have added new flooring, blinds and furniture to every classroom including the Library and Music room.

Action 2.3 (Contributing)

Student Groups/Metrics: ALL and LI for metrics: The district will provide one Vice Principal positions (in addition to FTE teaching positions) one with oversight of PBIS, Safe School Ambassadors and restorative justice. The other as Director of Curriculum and Instruction with oversight over Curriculum, Intervention, assessment and oversight of Multi-Tiered Systems of Support (MTSS) including the ongoing training and implementation of our SEL curriculum, as well as the retention of a nurse and additional support by a psychologist to provide social and emotional support and behavioral support of these student groups who are most at risk. To better support the root causes of chronic absenteeism and higher than desired suspension rates, this same team will monitor attendance with the attendance clerk and administrator and coordinate parent involvement events with a focus on support for the families of our Low-Income students. In addition this position will monitor PBIS data and maintain the newly implemented Safe School Ambassadors.

*Additional costs of this action are embedded with Goal 1 Action 1.

1.4 Growth All Students made significant growth by 31 DFS points from 30.9 to 61.9 AND increased from 65% to 71.1 % meets and exceeds a 6% increase. Low income declined in DFS growth from +14.7 DFS to +6.5 DFS but grew significantly in proficiency from 47% meets and exceeds to 56% meets and exceeds.. The group of kids testing changed from 36 to 40. English Learner and foster youth - too few or none to report for CAASPP data. We were very pleased with our Blues on the dashboard for our growth in MATH. Significant growth.

1.5 All students increase by 1.6 with a DFS at 48.6 from 47 and improved in percentage meets and exceeds from 72% to 73.5% in ELA. Low income increased from a 19.4 DFS to 38.9 DFS AND INCREASED in meets and exceeds by growing from 73% meets and exceeds to 77% meets and exceeds. English Learner and foster youth - too few or none to report for CAASPP data. Again, we got a blue on the dashboard for ELA. While it was just slight improvement, it was still improvement. We want to analyze how to go deeper and wider to get more significant growth.

2.2 0 suspensions LI (data suppressed due to fewer than ten members of the student group) FY (data suppressed due to fewer than ten members of the student group) EL (data suppressed due to fewer than ten members of the student group) We use alternatives to suspension, but even with that, had only 1 incident resulting in 2 suspensions. Other than the one physical incident, we had minor offenses this year. The school environment was very harmonious.

2.3 No students were expelled. We work hard to establish strong relationships between students and adults and staff with families. We work together to ensure students feel connected, safe, and successful.

2.4 Grade 5 - 92.3% feel connected
Grade 7/8 - 95.2 % feel connected

Grade 5 - 100% feel safe of that 57.7% feel
Very Safe
Grade 7/8 - 97% feel safe

Staff 100% on both connected and safe
Parents 100% on safe
Parents 91.7% on connected

2.5 Attendance: 97.22% 243 ADA (compared to 239 last year) We did not allow any independent study the last two years for traveling, only when sick kids reached 3 or more days. This drastically helped with the number of days that students were in school. In comparison, there were over 800 requests in 2023-2024 for independent study which was a huge burden to the staff to maintain the preparation, the logs, the enrollment and the correction of the independent study to just under 60 for the 2025-2026 school year. We still need to work at getting our overall attendance back up to 98%. The sickness during the winter months is what really put us behind with 96% for our Trimester 2 attendance following an 80% attendance in Trimester 1.

2.6 ALL 0% Chronic Absenteeism BLUE on dashboard
LI is BLUE on CA Dashboard with no specific data listed.
FY (data suppressed due to fewer than ten members of the student group)

EL (data suppressed due to fewer than ten members of the student group)

During the 2025-2026 school year the Principal/Superintendent communicated monthly with our chronic absent families/students. This has resulted in a ZERO chronic absenteeism as of April 2026. We are looking forward to report that data next LCAP cycle.

2.7 Clay School does not have any dropouts.

2.8 Maintain or improve parental participation in programs for all students : Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs. This year we hit 94% again with parent participation. Our conferences are at 100%. We are blessed to have the participation that we have.

In Summary:

The actions outlined in goal 2 supported the progress that all students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential while parents, family, and community stakeholders will remain fully engaged as partners in the education of their students.

Our transportation was effective in providing excellent/safe transportation to and from school. Local and long-distance field trips were provided by our drivers in our buses. District breakfasts and lunches were collected daily from Ordo per our contract.

Our efforts to maintain facilities was highly effective as demonstrated by our Facilities Inspection Tool rating of good. As mentioned earlier, grades fourth through eighth grades and the learning center have brand new classrooms. Kindergarten through 3rd got all brand new carpet and blinds. All classrooms got brand new furniture. The primary bathroom remodel was completed and the administration buildings were able to update flooring, blinds, paint and cabinetry as well. Library got new blinds and new carpet, along with the music room. Our survey awarded our facilities and grounds with over 90% approval ratings.

Our climate and culture has improved a lot with more pawstive picks, more events for parents to get to know each other by adding two dances; mother/son and father/daughter, field trips where parents and siblings can attend, and continued upgrade and use of the Cougar Cave, and the addition of Safe School Ambassadors, Spirit of Clay awards and the success pins awarded to students for participation in clubs, sports and CAASPP awards.

Parents are eager to be a part of on-campus events again and their attendance shows that commitment. Absenteeism is still an area to improve as we try to have a solid 98%. But chronic absenteeism has been at 0% two years in a row now and so far in 2025-2026 we are at 0% as well., for us. We made some significant changes that has helped address our attendance issues, one being no more independent study except for sick students at 3 or more days. We have explained the law regarding attendance and the importance of all students being at school and to please save travel for the holiday breaks and summer time. We have had many one on one meetings with families helping them understand how Independent Study hurts our brick and mortar school and how chronic absenteeism works. The results have been positive. As of this writing, our chronic absenteeism is 0%. Our parents are working hard to work with the school district by bringing their students even for a partial day when they know they have to be out of town. The district greatly appreciates the partnership with our parents.

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.

All appropriate metrics were adjusted to include Low Income, English Learner, and Foster Youth student groups, in addition to the All Student group to better meet the needs of our unduplicated groups. We are not making any changes to the planned goal, metrics, desired outcomes or actions for the coming year in goal 2 other than maintaining the increase in our Psychology services from 1 day to 2 days to maintain the continued support to our students. We will continue with the positive reinforcement, counseling groups and individuals, and check in's that we implemented the last several years. We will have follow up SST meetings to check in with parents and students on the progress being made. In the student survey for metrics 2.4 we included the 8th graders for results in the 25-26 school year from just 7th grade to 7/8 to get a comprehensive survey and result from our Jr. High. Last year we were concerned about our 7th grade responses as they were lower than we like. We were pleased to see, along with 7th grade, that their perspective on things had changed and improved.

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	Transportation	To ensure student engagement in a rural school home to school transportation is required.	\$161,139.04	No
2.2	Safe Environment and Facilities	To maintain a safe environment facilities and grounds must be well maintained. Collect maximum Developer Fees.	\$275,822.61	No
2.3	Academic and Behavioral Support Staff	The district will provide two lead teacher positions. One position will be a Vice Principal position (in addition to FTE teaching positions) one with oversight of PBIS, Safe School Ambassadors and restorative justice. The other position will be the Director of Curriculum and Instruction with oversight over Curriculum, Intervention, assessment and oversight of Multi-Tiered Systems of Support (MTSS) including the ongoing training and implementation of our SEL curriculum, as well as the retention of a nurse and additional support by a psychologist to provide social and emotional support and behavioral support of these student groups who are most at risk. To better support the root causes of chronic absenteeism and higher than desired suspension rates, this same team will monitor attendance with the attendance clerk and administrator and coordinate parent involvement events with a focus on support for the families of our Low-Income students.	\$69,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In addition this position will monitor PBIS data and maintain the newly implemented Safe School Ambassadors. *Additional costs of this action are embedded with Goal 1 Action 1.		

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
\$94,130	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.454%	0.000%	\$0.00	3.454%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Intervention/ELD Teacher Need: According to state CAASPP assessments on the CA Dashboard, there is a need to continue to increase the low-income populations' academic achievement as the distance from standard for our overall is +61 (Blue) in ELA but our Hispanic group is +47.4 (blue) with a growth of 9.3 points. Our low income	We will provide a supplemental intervention curriculum, supplies, and additional certificated intervention teachers to meet this need. These staff members will continue to offer specialized direct instructional support to low-income students through individualized and small group remediation and acceleration lessons in ELD and DEN, as well as Clay's intervention program Differentiation for Every Need, which focuses on math instruction and intervention. As the identified students' reading/math skills are brought closer to	1.4, 1.5, 1.9, 1.11 (For All Students, English Learners and Low Income Students as applicable)

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
	decreased from 78% to 68% with an average Distance from standard from 48.6 to 33.6. In math, our overall distance from standard is +55.8.(blue) Our Hispanic group is +19.3 points above standard and increased +5 Points putting them in the green. Our low income grew from 53% to 64% with an average Distance from standard from 6.5 to 15.1. While our Hispanic and low socio-economic groups are ranked #1/29 Fresno County School Districts in all ELA, Math, and Science, yet on our campus there remains room to close the achievement gaps. Through research and experience, we know that when properly implemented, targeted individualized support in English and math, low-income students have greater access to improving missing skills and can reach current standards, especially when provided by highly effective teachers. Based on an internal needs assessment and analysis of data for our EL student groups (total number below 10), we identified the importance of providing targeted intervention to meet the unique needs of our English Learners. Additionally, educational partners expressed the importance of targeted intervention for both EL and low-income students. Scope: LEA-wide	grade level through intensive support, the associated test scores and student reading and math efficacy will increase. This action is designed to meet the academic needs most associated with our low-income students, however, because we know that all students struggling academically will benefit this action is provided on an LEA-wide basis. Services for students are determined based on the identified student needs. The aim is to ensure access to increased support for EL and LI students. We believe this action is the most effective use of the funds to increase achievement for EL and LI students supported by educational research. Research indicates that having additional staff (teachers and instructional assistants) has a positive impact on student achievement, in particular with math and reading (Hemelt, Ladd, & Clifton, 2021) Research shows that as a result of receiving training on teaching with the ELD strategies and coaching support, the teachers' mindset shift and skills increase so they are more confident and comfortable with providing English language learners rigorous instruction and improving their reading, writing, listening, and speaking skills (Mendoza & Wu, 2022).	

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
1.3	Action: Reading Intervention Instructional Aides Need: According to our 2025 CAASPP data, we know that our current programs are working to support maintenance as the distance from standard for our overall is +61 (Blue) in ELA but our Hispanic group is +47.4 (blue) with a growth of 9.3 points. Our low income decreased from 78% to 68% with an average Distance from standard from 48.6 to 33.6. In math, our overall distance from standard is +55.8.(blue) Our Hispanic group is +19.3 points above standard and increased +5 Points putting them in the green. Our low income grew from 53% to 64% with an average Distance from standard from 6.5 to 15.1. While our Hispanic and low socio-economic groups are ranked #1/29 Fresno County School Districts in all ELA, Math, and Science, yet on our campus there remains room to close the achievement gaps. An analysis of data for our EL student groups (total number below 11), we identified the importance of providing targeted intervention to meet the unique needs of our English Learners. Additionally, educational partners expressed the importance of targeted intervention for both EL and low-income students. Based on a local needs assessment, we determined that our intervention would focus on the identified elementary students in	To meet this need, Reading Intervention instructional aides, including several bilingual paraprofessionals, will continue to provide specialized direct instructional support to low-income students through individualized and small group remediation and acceleration lessons. As our low-income students reading/literacy skills are brought closer to grade level through small group intensive support, the associated test scores, and student reading and math efficacy increase. Bilingual paraprofessionals will support reading intervention for English Learners (ELs) by providing targeted language support and instruction in both their native language and English, facilitating comprehension and literacy development. Their bilingual proficiency enables them to bridge linguistic gaps, fostering a deeper understanding of reading materials and strategies tailored to ELs' unique needs. This action is designed to meet the academic needs most associated with our low-income students, however, because we know that all students struggling academically will benefit this action is provided on an LEA-wide basis. Services for students are determined based on the identified student needs. The aim is to ensure access to increased support for EL and LI students. We believe this action is the most effective use of the funds to increase achievement for EL and LI students supported by educational research. Research indicates that having additional staff (teachers and instructional assistants) has a positive impact on student	1.4, 1.5, 1.9, 1.11(For All Students, English Learners and Low Income Students as applicable)

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
	reading/literacy foundational skills during that intervention block. Through research and experience, we know that when properly implemented, targeted individualized support for low-income students in reading skills is an extremely effective approach to meeting their needs. Scope: LEA-wide	achievement, in particular with math and reading (Hemelt, Ladd, & Clifton, 2021)	
1.8	Action: Professional Learning and Development Need: According to our 2025 CAASPP data, we know that our current programs are working to support maintenance and/or growth in ELA as we have a blue on our dashboard with a slight increase on percentage of students who meet or exceed, and an increase in Distance from standard. According to state CAASPP assessments on the CA Dashboard, there is a need to continue to increase the low-income populations' academic achievement as the distance from standard for our overall is +61 (Blue) in ELA but our Hispanic group is +47.4 (blue) with a growth of 9.3 points. Our low income decreased from 78% to 68% with an average Distance from standard from 48.6 to 33.6. In math, our overall distance from standard is +55.8.(blue) Our Hispanic group is +19.3 points above standard and increased +5 Points putting them in the green. Our low income grew from 53% to 64% with an average Distance from standard from 6.5 to	Staff will engage in professional learning opportunities to focus on teacher clarity, success criteria and develop targeted instructional strategies and supplemental instructional materials that effectively meet our low-income students' unique needs. These additional learning opportunities include providing teachers with strategies for supporting language in the classroom, scaffolding writing instruction and literacy across content areas, and learning to write clear learning progressions with clearly stated success criteria. As educators continue to develop their differentiation skills to personalize pacing, content, and assessments based on the individual needs of the learner and communicate that content more clearly, the identified students will have greater access to content, which will help close learning gaps in the distance from standard and improve achievement. Professional development for English Learners (ELs) will focus on equipping educators with strategies and resources to effectively support linguistic and academic growth among students acquiring English as an additional language.	1.4, 1.5, 1.9, 1.11 (All Students, English Learners, and Low-Income as applicable)

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
	15.1. While our Hispanic and low socio-economic groups are ranked #1/29 Fresno County School Districts in all ELA, Math, and Science, yet on our campus there remains room to close the achievement gaps. Based on a local needs assessment, low-income students need the most access to differentiated instruction in core content areas to support closing achievement gaps on the CAASPP and the distance from standard. Research and experience have shown that teachers who receive intentional and targeted professional development have improved instructional strategies for differentiation. Based on an internal needs assessment and analysis of data for our EL student groups (total number below 11), we identified the importance of providing targeted supports to meet the unique needs of our English Learners Scope: LEA-wide	This action is designed to meet the academic needs most associated with our low-income students; however, because we know that all students struggling academically will benefit, this action is provided on an LEA-wide basis. Services for students are determined based on the identified student needs. The aim is to ensure access to increased support for EL and LI students. We believe this action is the most effective use of the funds to increase achievement for EL and LI students supported by educational research. Research shows that professional development that provides teachers with strategies tailored to the linguistic and cultural needs of ELs can improve instructional practices and student outcomes in this group. Furthermore, teachers who participated in targeted PD showed a greater ability to design and deliver instruction that was both accessible and challenging for their diverse student populations, leading to improved student performance (Penuel, W. R., Gallagher, L. P., & Moorthy, S., 2011)	
2.3	Action: Academic and Behavioral Support Staff Need: Based on a local data we are maintaining pretty steady in the area of academic and behavior with only slight change in both. In addition, Clay rated in blue on CA dashboard (Chronic Absenteeism Rate) and blue (Suspension Rate- decline from 2 suspensions	To address these needs and maintain an orderly, physically and emotionally safe environment in which low income students can engage, learn, and reach their full potential, the district will provide a Vice Principal position with oversight of PBIS and restorative justice as well as Safe School Ambassadors. A director of Curriculum and Instruction will also oversee Curriculum, Intervention, assessment and will have oversight of Multi-Tiered Systems of Support (MTSS)	1.4, 1.5, 2.2, 2.3, 2.4, 2.5, .2.6, 2.7, 2.8,(For All Students and Low Income Students as applicable)

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 2024 to 0 in 2025, However, we will go up to 2 again in 25-26 and back to yellow on the dashboard). Traditionally our Dashboards show that low-income students have a higher chronic absenteeism rate than the all student group. In the LEA's experience and based on a local needs assessment and educational partner input, there is a need for additional attention and focus on meeting the unique behavioral and health needs of low-income students to ensure they can actively engage in all academic and social aspects of school. Therefore it was a collective decision to keep this goal in place. Scope: LEA-wide	including the ongoing training and implementation of our SEL curriculum, as well as the retention of a nurse and additional support by a psychologist to provide academic and behavioral support of low income students who are most at risk. These additional staff will engage in intensive problem-solving, data evaluation, additional communication and collaboration, capacity building, and leadership to support Tier 1 & 2 student needs. The school psychologist will actively advocate for and participate in implementing MTSS in the school to facilitate the selection of evidence-based curriculum and intervention and progress monitoring tools and support the fidelity of implementation in serving the identified students. Added nurse support will provide heightened support services by ensuring that the basic needs of low-income students are met. This refers to the most essential resources required to thrive as a student, including safety, food, housing, and overall wellness. Local data shows that in order for low-income students to be active and engaged learners, it is essential that their basic needs are met. This action is designed to meet the behavioral and attendance needs most associated with our low-income students; however, because we know that all students struggling will benefit, this action is provided on an LEA-wide basis. Services for students are determined based on the identified student needs. The aim is to ensure access to increased in-class support for EL and LI students. We believe this action is the most effective use of the funds to increase achievement	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		for EL and LI students supported by educational research. Students who have a sense of belonging and identification feel connected to their school community and want to participate, qualities that support school completion, reduce absenteeism and help prevent dropout (ESSA State Framework)	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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.

We did not receive additional concentration funds

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,725,237	94,130	3.454%	0.000%	3.454%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,790,783.01	\$134,044.03	\$0.00	\$148,323.05	\$3,073,150.09	\$2,631,501.66	\$441,648.43

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	Hire fully and appropriately credentialed teachers	All	No			All Schools		\$1,408,984.06	\$0.00	\$1,408,984.06				\$1,408,984.06	0%
1	1.2	Intervention/ELD Teacher	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$169,381.28	\$0.00	\$117,698.43	\$5,924.11		\$45,758.74	\$169,381.28	0%
1	1.3	Reading Intervention Instructional Aides	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$105,692.78	\$0.00	\$77,417.88			\$28,274.90	\$105,692.78	0%
1	1.4	Provide Basic Operating Expenses	All	No			All Schools		\$503,272.57	\$52,596.00	\$555,868.57				\$555,868.57	0%
1	1.5	Classroom Furniture, Instructional Materials and Services	All	No			All Schools		\$0.00	\$141,628.00	\$118,906.42	\$22,721.58			\$141,628.00	0%
1	1.6	Learning Center - Special Education	Students with Disabilities	No			All Schools		\$119,308.47	\$0.00		\$79,538.65		\$39,769.82	\$119,308.47	0%
1	1.7	Library Media and VAPA Services	All	No			All Schools		\$60,379.28	\$1,000.00	\$1,000.00	\$25,859.69		\$34,519.59	\$61,379.28	0%
1	1.8	Professional Learning and Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	0%
2	2.1	Transportation	All	No			All Schools		\$150,439.04	\$10,700.00	\$161,139.04				\$161,139.04	0%
2	2.2	Safe Environment and Facilities	All	No			All Schools		\$114,044.18	\$161,778.43	\$275,822.61				\$275,822.61	0%
2	2.3	Academic and Behavioral Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$69,946.00	\$69,946.00				\$69,946.00	0%

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
2,725,237	94,130	3.454%	0.000%	3.454%	\$269,062.31	0.000%	9.873 %	Total:	\$269,062.31
								LEA-wide Total:	\$269,062.31
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Intervention/ELD Teacher	Yes	LEA-wide	English Learners Low Income	All Schools	\$117,698.43	0%
1	1.3	Reading Intervention Instructional Aides	Yes	LEA-wide	English Learners Low Income	All Schools	\$77,417.88	0%
1	1.8	Professional Learning and Development	Yes	LEA-wide	English Learners Low Income	All Schools	\$4,000.00	0%
2	2.3	Academic and Behavioral Support Staff	Yes	LEA-wide	Low Income	All Schools	\$69,946.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,108,714.90	\$3,093,271.64

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	Hire fully and appropriately credentialed teachers	No	\$1,413,207.38	\$1,318,225.81
1	1.2	Intervention/ELD Teacher	Yes	\$173,955.89	\$135,033.99
1	1.3	Reading Intervention Instructional Aides	Yes	\$106,109.65	\$120,095.45
1	1.4	Provide Basic Operating Expenses	No	\$554,799.00	\$561,414.78
1	1.5	Classroom Furniture, Instructional Materials and Services	No	\$117,671.71	\$160,690.38
1	1.6	Learning Center - Special Education	No	\$122,040.31	\$117,509.47
1	1.7	Library Media and VAPA Services	No	\$60,642.28	\$65,549.51
1	1.8	Professional Learning and Development	Yes	\$21,500.00	\$44,260.97
2	2.1	Transportation	No	\$176,317.01	\$176,117.01
2	2.2	Safe Environment and Facilities	No	\$280,268.67	\$324,428.27
2	2.3	Academic and Behavioral Support Staff	Yes	\$82,203.00	\$69,946.00

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)

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)
97,557	\$258,160.71	\$291,398.95	(\$33,238.24)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Intervention/ELD Teacher	Yes	\$97,247.94	\$87,095.43	0%	0%
1	1.3	Reading Intervention Instructional Aides	Yes	\$69,959.77	90,096.55	0%	0%
1	1.8	Professional Learning and Development	Yes	\$8,750.00	\$44,260.97	0%	0%
2	2.3	Academic and Behavioral Support Staff	Yes	\$82,203.00	\$69,946.00	0%	0%

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)
\$2,648,804	97,557	0	3.683%	\$291,398.95	0.000%	11.001%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

- 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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