LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raisin City Elementary School District

CDS Code: 10-62380-6007074

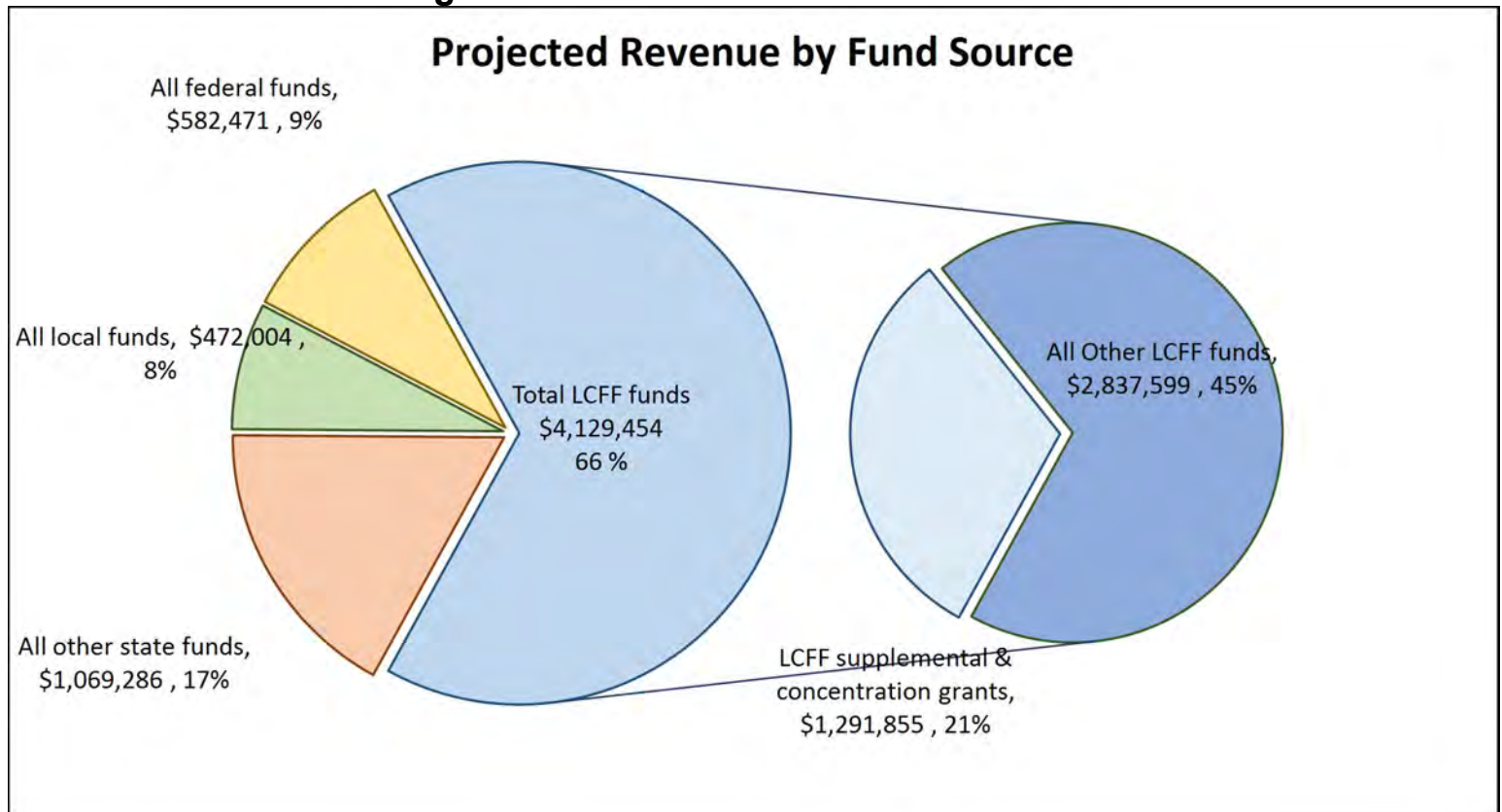School Year: 2025-26

LEA contact information:

Orin Hirschkorn

Superintendent

559.495.6402

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $582,471 , 9%

All local funds, $472,004 , 8%

All other state funds, $1,069,286 , 17%

Total LCFF funds $4,129,454 66 %

All Other LCFF funds, $2,837,599 , 45%

LCFF supplemental & concentration grants, $1,291,855 , 21%

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

The text description for the above chart is as follows: The total revenue projected for Raisin City Elementary School District is $6,253,215, of which $4,129,454 is Local Control Funding Formula (LCFF), $1,069,286 is other state funds, $472,004 is local funds, and $582,471 is federal funds. Of the $4,129,454 in LCFF Funds,

$1,291,855 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
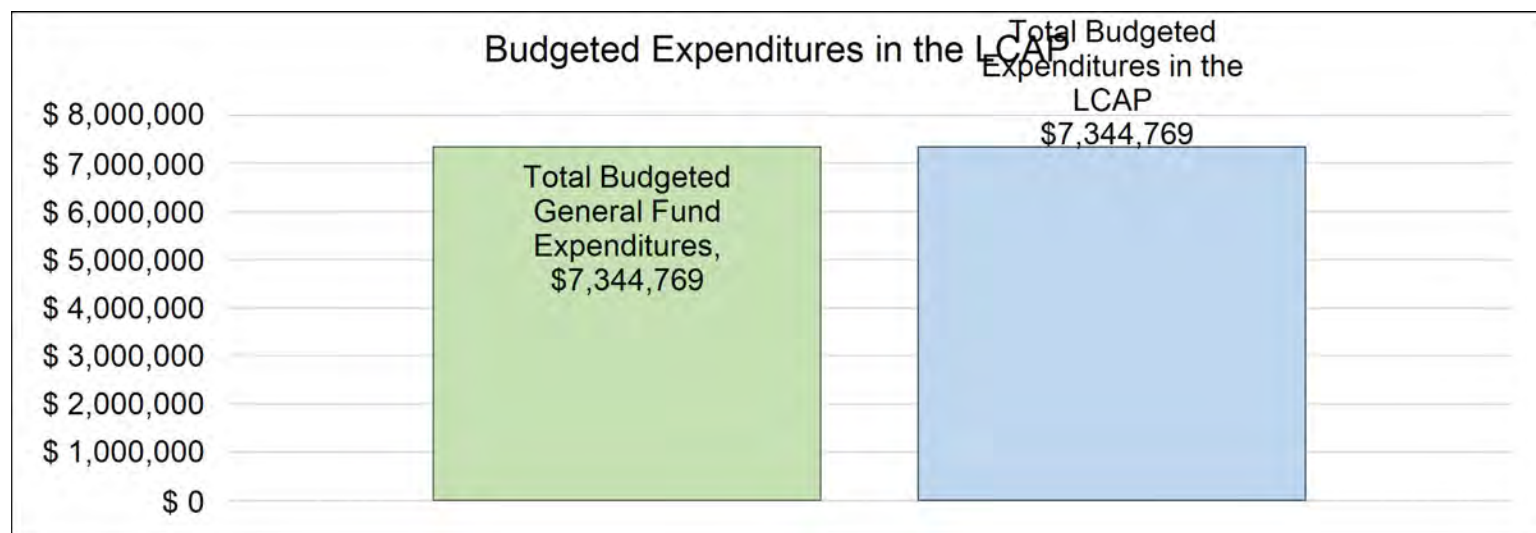
This chart provides a quick summary of how much Raisin City Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Raisin City Elementary School District plans to spend $7,344,769 for the 2025-26 school year. Of that amount, $7,344,769 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
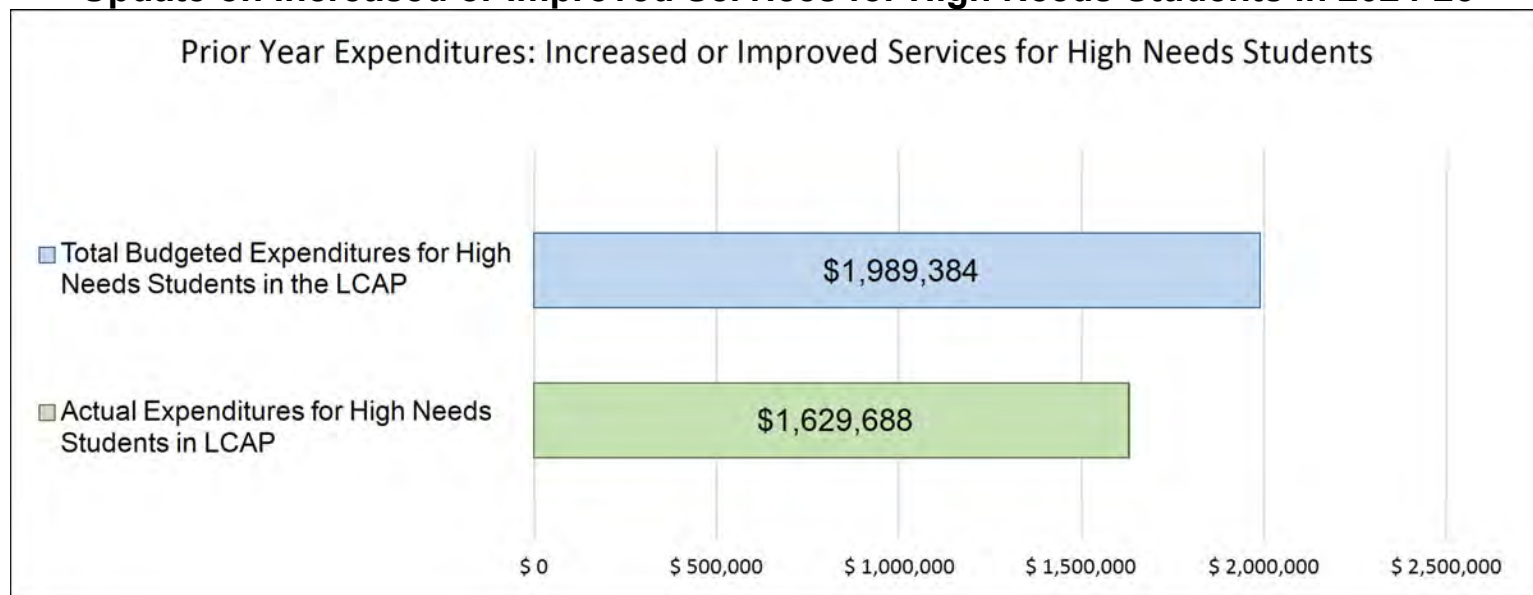
Does not apply

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

In 2025-26, Raisin City Elementary School District is projecting it will receive $1,291,855 based on the enrollment of foster youth, English learner, and low-income students. Raisin City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Raisin City Elementary School District plans to spend $1,653,651 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,989,384
☐ Actual Expenditures for High Needs Students in LCAP	$1,629,688

Chart axis: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000

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

The text description of the above chart is as follows: In 2024-25, Raisin City Elementary School District's LCAP budgeted $1,989,384 for planned actions to increase or improve services for high needs students. Raisin City Elementary School District actually spent $1,629,688 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $359,696 had the following impact on Raisin City Elementary School District's ability to increase or improve services for high needs students:

The difference in the 2024-25 budgeted and actual expenditures for high needs students was due to the District paying for some services and materials with other Federal and state funding that was set to expire at the end of the year. The District recognized the need to be fiscally responsible in maximizing its use of available funding. The use of the other Federal and state funds had no impact on the planned actions and services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Raisin City Elementary School District is located in the unincorporated area of Raisin City, California, in Fresno County. In the 2024-25 school year, the school's student population of 255 students was comprised of 86% Hispanic, 9% White, 5% Asian, and less than 1% African American. Almost 53% are English Learners, and 98% are Socioeconomically Disadvantaged or Low-Income. Students with Disabilities comprise 13.3% of our student population. Just over 5% of our students are Homeless, and 2.4% are Foster Youth.

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

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

Raisin City Elementary School District promotes an environment for success and creates partnerships with parents and the community, to assist in providing all students the opportunity to achieve their full potential, to become lifelong learners, responsible and productive citizens

and leaders. Our vision is for all students to be proficient at their grade level in language arts, mathematics, science, social studies, physical education and visual and performing arts.

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

The District has no unspent LREBG funds to carry over to 2025-26.

Reflections: Annual Performance

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

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High.
 The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

State Assessments, 2024 California School Dashboard, SBAC Distance from Standard (Table 1):
 The Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. Students with Disabilities showed a slight decline in ELA, as did English Learners recently reclassified as English Proficient (RFEP), who were still scoring within eight points of the statewide average for that group.
 The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful.

State Assessments, 2024 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math (Table 2):
 The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased or declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.
 Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to

2024 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness.

iReady Local Assessments, 2025 Percentage of Students At or Above Grade Level in Reading and Math (Table 3):
 The data shown in Table 3 are 2025 Diagnostic 3 (Spring) assessment results compared to the prior year's Diagnostic 3. The results show that almost every student group increased percentages at or above grade level in both areas from 2024. We did note a few declines among our smaller student groups: RFEP students (33 total) in math, White students (18 total) in ELA, and SWD (31 total) in ELA, as well. While we will examine the data and our practices to identify specific areas in which those groups may be struggling, we believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued.

2025 Diagnostic 3 iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been effective. Comparing results from the beginning of the school year (Fall Diagnostic 1) to the end (Spring Diagnostic 3), we saw significant growth in overall results and those for Low-Income students and English Learners. Overall results were a 23% increase in students reading on or above grade level, and a 13% increase in math. For Low-Income students, the increases were 20% and 10% in reading and math, respectively. Results for English Learners were even more impressive, improving by 25% in reading, and by 17% in math.

2024 California School Dashboard, English Learner Progress Indicator (ELPI):
 The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.
 The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results.

State Assessments, 2024 SBAC Percentage of Students Meeting or Exceeding Standard in Science (Table 4):
 Because the state's Science assessment is only given to 5th and 8th graders at Raisin City Elementary, the number of students assessed is small and, in addition to Overall results, results are only reported for Low-Income, English Learner, and Hispanic student groups. The Overall percentage of students meeting or exceeding standard did not change from the prior year, and there were declines in the percentages for the English Learner and Hispanic groups. One bright spot was that the Low-Income student group showed improvement, and closed the gap with Overall results.
 The "Distance from Standard" for the SBAC Science assessment was reported for the first time, and the Overall result was 26.6 points below standard; no performance level was assigned. All student group results were in a range between 21.7 and 31.1 points below.

Teachers' ratings of the implementation of state standards declined 0.2 points to 3.5, placing it squarely between "initial implementation" and

"high implementation". All teachers who responded to the survey agreed that they have received appropriate professional development training for their current position with RCSD.

2024 California School Dashboard, Suspension Rates (Table 5):
 As seen in the table, there was an Overall increase in the suspension rate, and increases for most student groups, resulting in Red performance levels. The White student group declined significantly, and the Foster Youth and Students with Disabilities held steady at no suspensions.
 In more closely examining the data, we found that for both the Low-Income student group and English Learners, the number of suspensions for defiance increased from one to nine and from one to eight, respectively. These data highlighted the need to continue to address Suspension Rates by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). These services will include retaining staff to provide behavior intervention and support, focused on providing services to Low- Income students, English Learners, and Foster Youth in grades TK-8, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; continued implementation of PBIS structures; and providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

2024 California School Dashboard, Chronic Absenteeism (Table 6):
 Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, Low-Income students, and Hispanic students all achieved the Green(High) performance level. The White students group and Students with Disabilities also improved. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.

 We believe that current survey data (March, 2025) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism and increased attendance. As noted above, Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and LTEL reached the Green performance level. Another strong indicator that Action 2.3 has had a positive effect is that he percentages of surveyed students who responded they feel safe at school increased from 74% to 83%. Those responding that they feel connected to school rose from 73% to 80%.
 Additionally, the overall attendance rate for the 2024-25 school year was 96.1%.

 Climate and engagement data from surveys suggest that our efforts in Goal 2 have been effective. 95% of parents and 100% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that showed that we maintained 92% of parents agreeing that the school provides a welcoming environment, and 92% responding that school staff are interested in each family's strengths, cultures, languages, and goals for their children. Eighty-eight percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families." "The best part of Raisin City Elementary School is the entire staff, from the administration to the teachers and support staff, who are world-class!"
 Partner feedback has been very positive about the expanded play areas and access, including remarks such as "outdoor environment looks amazing," and "good campus environment". The on-site therapist, school counselor, and psychologist continue to report that students' behavior and attitudes are improving.

Parents overwhelmingly felt that their children feel safe at school, with 93% agreeing or strongly agreeing. Parents remarked "I am happy with the security at school". Support staff similarly felt that schools are safe for students, with 100% of respondents agreeing. Also, 100% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS. Parent surveys show that 95% of parents responding feel their children are connected to school.

- 92% responded that the school staff create a welcoming environment.
- 85% of respondents agreed that the school engages in 2-way communication with families.
- 87% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community.

The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board maintained a rating of 4.4 in 2025. The rating has increased from the baseline (2019) rating of 3.7.

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

- Action 4.1: School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the "Very Low" level in ELA. As a result, this action was included in the LCAP to address this need. As seen in Table 1, ELA results for all of those student groups improved, and none remained in the "Very Low" performance level. Because Raisin City Elementary School Exited Comprehensive Support and Improvement status, Goal 4 was discontinued, and this required action was redesignated as Action 1.17.
- Action 4.2: School-wide, the 2023 Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the "Very Low" level in Math. As a result, a specific action was included in the LCAP to address this need. As seen in Table 1, Math results for all of those student groups improved, and none remained in the "Very Low" performance level. Because Raisin City Elementary School Exited Comprehensive Support and Improvement status, Goal 4 was discontinued, and this required action was redesignated as Action 1.18.
- Action 4.3: School-wide, the 2023 percentage of English Learners making a year or more progress in acquiring English language skills was 40.9%, a decline 10.6% from the prior year, resulting in a "Very Low" performance level on the California School Dashboard. A specific action to address this English Learner Indicator was included in the LCAP. The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a "Very High" performance level assignment on the California School Dashboard. Because Raisin City Elementary School Exited Comprehensive Support and Improvement status, Goal 4 was discontinued, and this required action was redesignated as Action 1.19.

Comprehensive Support and Improvement (CSI)
Goal 4, and Actions 4.1 through 4.5 were all created to achieve the following goal and exit CSI status:
"By June, 2027, All Students, Low-Income students, and Hispanic student groups will each show 30 points, or greater, improvement in ELA scores in the 2026 California School Dashboard "Distance from Standard". English Learners will show 39 points, or greater, improvement in ELA.
"By June, 2027, All Students, Low-Income students, English Learners, and Hispanic student groups will each show 40 points, or greater, improvement in Math scores in the 2026 California School Dashboard "Distance from Standard".

"During this same time period, the percentage of English Learners making appropriate progress in English language acquisition, as measured on the 2026 California School Dashboard ELPI will increase by 15%."
 The 2024 state assessment data indicate that these action were successful in showing improvements from the prior year. On the 2024 California School Dashboard, ELA Distance from Standard showed that the Overall performance level improved by 25.2 points; those for Low-Income students by 30.6 points; and for Hispanic students by 26 points. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. Overall performance improved by 22.4 points; Low-Income students by 24 points; and Hispanic students by 22.5 points.
 The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.
 The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results.
 Educational partners provide ongoing praise for the efforts to recognize students' success with incentives.

As a result, Raisin City Elementary School exited CSI status, and Goal 4 will be discontinued.

DISTANCE FROM STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	68.8 points below	25.2 points improvement	93.8 points below	22.4 points improvement
English Learners	75.3 points below	27.9 points improvement	98.2 points below	20.8 points improvement
Low-Income	68.8 points below	30.6 points improvement	93.8 points below	24.0 points improvement
RFEP	9.5 points below	6.3 points decline	49.4 points below	13.2 points improvement
LTEL	67.9 points below	54.6 points improvement	137.4 points below	24.4 points improvement
Hispanic	70.3 points below	26.0 points improvement	97.7 points below	23.2 points improvement
White	65.3 points below	8.2 points improvement	57.5 points below	12.7 points improvement
Students w/Disabilities	140.6 points below	3.5 points decline	129.5 points below	30.5 points improvement

Table 1

MEETING OR EXCEEDING STANDARD:	ELA	CHANGE FROM 2023	MATH	CHANGE FROM 2023
Overall	23.2%	6.3% improvement	15.4%	7.0% improvement
English Learners	11.5%	0.3% improvement	6.4%	2.1% improvement
Low-Income	23.3%	8.1% improvement	15.4%	8.1% improvement
RFEP	67.9%	17.9% improvement	50.0%	27.3% improvement
LTEL	9.1%	4.7% improvement	3.0%	3.0% improvement
Hispanic	22.7%	5.7% improvement	16.3%	9.1% improvement
White	30.8%	7.7% improvement	16.7%	6.4% decline
Students w/Disabilities	0%	no change	4.6%	3.1% decline

Table 2

iReady 2025 Diagnostic 3	Reading: % On or Above Grade Level	Change from 2024	Math: % On or Above Grade Level	Change from 2024
Overall	29.2%	3.7% improvement	27.3%	3.1% improvement
English Learners	20.9%	2.2% improvement	19.2%	2.2% improvement
Low-Income	29.7%	2.6% improvement	25.8%	0.7% improvement
RFEP	63.6%	17.2% improvement	45.5%	25.9% decline
Hispanic	30.4%	5.5% improvement	25.6%	4.9% improvement
White	33.3%	23.0% decline	44.4%	6.9% improvement
Students w/Disabilities	6.5%	2.5% decline	9.7%	5.7% improvement

Table 3

MEETING OR EXCEEDING STANDARD:	Science	CHANGE FROM 2023
Overall	8.2%	no change
English Learners	2.7%	2.3% decline
Low-Income	8.8%	3.0% improvement
RFEP	<11	n/d
LTEL	<11	n/d
Hispanic	7.7%	2.1% decline
White	<11	n/d
Students w/Disabilities	<11	n/d

Table 4

SUSPENSION RATES	2024	CHANGE FROM 2023
Overall	6.0%	2.2% increase
English Learners	7.7%	3.4% increase
Low-Income	6.3%	2.1% increase
LTEL	13.2%	5.7% increase
Hispanic	6.0%	2.8% increase
White	10%	8.8% improvement
Foster Youth	0%	n/d
Students w/Disabilities	0%	no change

Table 5

CHRONIC ABSENTEEISM RATES	2024	CHANGE FROM 2023
Overall	8.8%	5.4% improvement
English Learners	7.4%	7.5% improvement
Low-Income	9.0%	5.4% improvement
LTEL	5.3%	5.0% improvement
Hispanic	9.8%	4.5% improvement
White	0%	6.7% improvement
Foster Youth	9.1%	n/d
Students w/Disabilities	10.3%	0.5% improvement

Table 6

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Raisin City Elementary School exited Comprehensive Support and Improvement and Goal 4 will be discontinued.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Administration/Principals Meetings	Ongoing through the school year.
Classified Bargaining Unit and Other School Personnel	Input Meeting~ Bargaining Unit Meeting 3.13.25 Support staff were asked to complete surveys March 10-21, 2025 to inform the LCAP and to gather information for a report on Local Indicators • 100% agreed that the District provides the supports needed for teaching culturally and linguistically diverse students. • 100% agreed that the District promotes academic success for all students. • 100% agreed that school is a safe places for our students. • 77% agreed that they have received appropriate professional development training for their current position with the RCSD. In their open-ended responses, common themes included the following: • Parents are noticing their children's academic improvement. • The school has made positive changes, with a supportive leadership team and dedicated teachers. • Staff and parents describe the school as feeling like a close-knit family. • Students have benefited from various learning methods and supports that have been implemented to help them succeed. • Employees enjoy working with students and seek more training to better support teachers.

Educational Partner(s)	Process for Engagement
	Areas for Improvement: • Parents have remarked to some staff that they would like to see improved enforcement of respect and anti-bullying policies. • More parental engagement and the addition of parenting classes were suggested. • Many respondents recommended increased collaboration between administration, certificated, and classified staff. Overall, the school is praised for its supportive staff, student growth, and family-like atmosphere, but there are calls for improved student behavior, stronger communication, and increased parent involvement.
Certificated Bargaining Unit including Teacher Educational Partners	Input Meeting -- Bargaining Unit Meeting 3.13.25 and Staff Meeting 3.3.25 • Teachers agreed on the need to continue to do FIAB's/IAB's for student exposure in Math/ELA/ELPAC. • ELD deployment in grades 3rd-5th seems to be going well; students are trying harder to pass the ELPAC and seem more motivated. • Maybe having an assembly to kick off the year with Crazy Karen/Reptile Ron. • Training for tutors on how to deal with outside/recess behavior • Add asphalt for parking on the side of Bryan Ave so teachers have more parking available. • Teachers would like more punishments/consequences for students when incidents occur. • Hard because recess can't be taken away anymore • Fun Friday works sometimes but some students get picked up early on Friday so they don't serve PR (detention). • Teacher's can't take away sports anymore; but can take away field trips

Educational Partner(s)	Process for Engagement
	• Have a staff member ref the soccer games during lunch, since that is when we have most of our issues happen. Teachers were asked to complete surveys March 10-21, 2025 to inform the LCAP and to gather information for a report on Local Indicators. • 100% of teachers reported feeling safe at school. • 100% of teachers reported feeling connected to school. • 100% agreed that they have received appropriate professional development training for their current position with RCSD. In their open-ended responses, teachers' themes included the following: Strengths of the School: • The leadership team effectively supports teachers and fosters a positive work environment. • They appreciated the smaller class sizes that allow for more individualized learning and helps minimize behavioral issues, contributing to students' success. • Teachers, students, and staff build strong relationships, which empowers first-generation students. • Teachers, tutors, custodians, and support staff are praised for going above and beyond to help students. • The RSP team -- the counselor, the RSP teacher, and tutors -- are recognized for their exceptional dedication and extra effort. • The students are viewed as capable and deserving of continued incentives and rewards. Areas for Improvement: • There is a call for more consistent and meaningful consequences for major offenses that are needed to promote safety and learning. • Another theme was that teachers and support staff deserve higher pay to reflect their hard work and address the rising cost of living.

Educational Partner(s)	Process for Engagement
	- Suggestions include building a multi-purpose facility with indoor bleachers, a basketball court, and a stage. - Increasing rallies and fostering school spirit was recommended. - Hosting conferences in classrooms instead of the cafeteria would allow teachers to showcase student work and create a more productive, meaningful experience for parents. Overall, the school is praised for its strong leadership, caring staff, and hardworking students, but improvements in accountability, consequences, facilities, and pay are desired.
Parent and Community Educational Partners	- Input Meeting – Parents 3.3.25 and DELAC 2.19.25 - The Public Comment period ran from 5.12.25 to 5.26.25. A draft of the LCAP was made available to educational partners by request at the sites and on the school website. Comments could be provided to school site administrators for consideration. - The LCAP that was submitted for RCESD Governing Board approval was posted on the District's website and a link included in the Board agenda, posted 72 hours prior to the meeting. Parents were asked to complete surveys March 10-28, 2025 to inform the LCAP and to gather information for a report on Local Indicators. Summary of Parent Feedback: - Parents appreciate the school's role in their children's academic and personal growth, both at school and at home. Several parents praise the secure and nurturing environment, with one highlighting their satisfaction with the school's safety measures. - Many parents commend the dedication and professionalism of the teachers and staff. The caring attitude and involvement of teachers are viewed positively.

Educational Partner(s)	Process for Engagement
	- The school is recognized for its effective communication, motivation, and support for students. Parents appreciate the school's incentives that encourage and motivate children. - There is a desire for more parental involvement, particularly for parents of English learners, with requests for training opportunities. - Multiple parents express concerns with the food quality, advocating for better and healthier meal options, including homemade meals. - Concerns were also raised about the cleanliness of the bathrooms, with requests for improved hygiene standards. - Some parents want more supervision to prevent incidents of physical harm, citing a need for better monitoring of student interactions. - Key themes were praise for the school's role in students' academic and social growth; concerns about food quality and restroom cleanliness; requests for enhanced supervision and physical safety measures; and, desire for more parent engagement and volunteer opportunities.
Students	Raisin City Elementary Student Advisory Committee meeting on 3.18.25. The District Superintendent's designee presented the draft LCAP to the SAC for review and comment. They were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their peers to improve academically. There were no questions or comments from the SAC that required a written response from the Superintendent. Students in grades 5-8 were asked to complete surveys March 10-21, 2025 to inform the LCAP and to gather information for a report on Local Indicators. 91% agreed that school is meeting their academic needs in ELA; 82% agreed for math; 89% for science and social studies. 89% agreed that their teachers motivate them to learn, and 95% that their teachers want them to succeed.

Educational Partner(s)	Process for Engagement
	86% of English Learners responded that they get the support they need to be successful in school. In their open-ended responses, the things they like: - Friends and teachers: Many students appreciate spending time with their friends and value kind, supportive teachers. - Sports and activities: Sports, free time, and electives are frequently mentioned as enjoyable. - Library and learning: Several students enjoy the library, math class, and enrichment programs. - School environment: Students mention the cleanliness of the school and appreciate that it feels safe. Things they would change: - School lunch: A common complaint is about the quality and variety of food. Many students want better-tasting meals. - Recess and break time: Several students want longer or more frequent breaks. - Playground and sports facilities: Some request swings, upgraded soccer fields, or an indoor gym for rainy days. - Restrooms: Complaints include broken stalls, temperature issues, and cleanliness. - Additional programs: Requests for music classes, swimming teams, and robotics clubs are mentioned. Overall, students enjoy the social aspects and some educational activities but want improvements in food, facilities, and extracurricular offerings.
SELPA Consultation	The District consulted with the SELPA through attendance at its monthly Operations Committee meetings, and the District's consultation with SELPA staff. Student records for students receiving services from FCSS were reviewed by the Special Education teacher to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff, the District's Special Education staff ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	On May 7, 2025, the District Superintendent's designee "present[ed] the draft LCAP to the parent advisory committee established pursuant to Section 52063 for review and comment." [EC 52062(A)(1)]. The Parent Advisory Committee (PAC) were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically. There were no questions or comments from the PAC that required a written response from the Superintendent.
District English Learner Advisory Committee (DELAC)	The District Superintendent's designee presented to the District English Learner Advisory Committee (DELAC) with the draft LCAP for review and comment on May 7, 2025, at a meeting separate from the PAC. The DELAC were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically. There were no questions or comments from the DELAC that required a written response from the Superintendent.
Raisin City Elementary School District Governing Board	The RCESD Governing Board provided ongoing input into the LCAP development. On February 11, 2025, the Mid-Year Report was presented to the Board, including the most recent data on state and local metrics, LCAP expenditures to-date, and the progress on implementation of actions. The public hearing of the plan was held on May 12, 20225. The 2025-26 LCAP was approved at the Board meeting of June 5, 2025. Subsequently, the Board also approved the District Budget at this meeting. The Local Indicator Report was also presented.

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

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

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

Many parents commended the dedication and professionalism of the teachers and staff. The caring attitude and involvement of teachers are viewed positively. A theme from the certificated surveys was that teachers and support staff deserve higher pay to reflect their hard work and address the rising cost of living. In order to respond to these themes, the District has developed action 1.14.

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

Parents appreciate the school's role in their children's academic and personal growth, both at school and at home. Several parents praise the secure and nurturing environment, with one highlighting their satisfaction with the school's safety measures. Many parents commend the dedication and professionalism of the teachers and staff. The caring attitude and involvement of teachers are viewed positively. The school is recognized for its effective communication, motivation, and support for students. Parents appreciate the school's incentives that encourage and motivate children. The positive recognition by parents of the academic success and positive learning environment underscore the need to continue our Goals 1 and 2 as written, with the addition of Action 4.4 to Goal 1. Accommodating the parents' desire for increased training and participation is an overarching theme of Goal 3, and we will continue deeper implementation of the actions in that goal.

2024:

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

Teachers give high marks for iReady; they also looked forward to more professional learning as the feeling of staff around the school is eagerness to improve. Based on this feedback, iReady was continued and the District continued to explore means of providing teachers with increased opportunities for professional learning. Teachers rated the implementation of state standards at 3.7, up from 3.2 in 2023. Staff rated the District lower on materials and professional development in science and social studies, and the District intended to collaborate with teachers to identify appropriate materials and professional learning activities in those subject areas for the future. To enhance the impact of professional development activities on the academic progress for Low-Income students and English Learners in ELA and Math, the District added contracting with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities. (Action 1.5) Teacher input included confirming the need for increased professional development around using data sources (Action 1.9). Additionally, teacher survey data indicated a need for increased staff development in Math when compared to ELA AND ELD. (Action 1.5). Staff Educational Partners have noted that many students at all grade levels needed to "relearn" appropriate in-school behaviors as they exhibited more relaxed behaviors such as they might at home. This need to "relearn" extended to interactions with peers, as Family and Student partners have also expressed some concerns about addressing interactions between students to ensure bullying and intimidation are curtailed. The on-site therapist, school counselor, and psychologist continue to report that students' behavior and attitudes are improving. As a result, we continued the Action 2.3, which has generally been successful as demonstrated by the increasing percentage of students who feel safe at school. Student, Parent, and Staff Educational Partners feedback has been very positive about the expanded play areas and access, including remarks such as "outdoor

environment looks amazing," and "school [grounds] are...upgraded". Teachers strongly suggested that recognition for academic progress would support better outcomes, a suggestion that is incorporated into Action 4.4.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote academic achievement for all students, including low-income, English learners, and foster youth students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our parents and community want students to have a quality education that sets the foundation for future success; the basic purpose of education is to promote literacy and numeracy for all students, and the actions described under this goal are all designed to achieve those purposes. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. These data are analyzed to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing supplemental materials.
Over 60% of our students are English Learners. To meet their needs for language development and increased academic success, the District must provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-instruction to increase the academic outcomes.
In order to set the foundation our educational partners want and our students deserve, we must have a sharp focus on providing language, math, and critical thinking skills that promote high school, college, and career success. Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate input from our educational partners.

As described in the "Reflections" section, the California School Dashboard results for Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. Students with Disabilities showed a slight decline in ELA, as did English Learners recently reclassified as English Proficient (RFEP), who were still scoring within eight points of the statewide average for that group.
The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful.

The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased or declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.
The results for both groups confirm that our efforts have been successful with students at all levels of readiness.
The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.
The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	All Students – 94.0 points below Students w/Disabilities – 137.1 points below English Learners – 103.2 points below Hispanic – 96.4 points below White -- 73.5 points below Low Income – 99.3 points below Foster Youth -- n/r Homeless -- n/r [2023 California School Dashboard]	All Students – 68.8 points below Students w/Disabilities – 140.6 points below English Learners – 75.3 points below LTEL -- 67.9 points below RFEP -- 9.5 points below Hispanic – 70.3 points below White -- 65.3 points below Low Income – 68.8 points below Foster Youth -- n/r		All Students – 60 points below Students w/ Disabilities --75 points below English Learners – 65 points below LTEL -- 65 points below RFEP -- at Standard Hispanic – 60 points below White -- 50 points below Low Income – 60 points below	All Students – 25.2 points improvement Students w/Disabilities – 3.5 points decline English Learners – 27.9 points improvement LTEL -- 54.6 points improvement RFEP -- 6.3 points decline Hispanic – 26.0 points improvement White -- 8.2 points improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless -- n/r [2024 California School Dashboard]		Foster Youth -- 60 points below Homeless -- 60 points below [2026 California School Dashboard]	Low Income – 30.6 points improvement
1.2	California School Dashboard: Math Distance from Standard	All Students – 116.3 points below Students w/Disabilities – 160.0 points below English Learners – 119.1 points below Hispanic – 120.2 points below White -- 70.2 points below Low Income – 117.8 points below Foster Youth -- n/r Homeless -- n/r [2023 California School Dashboard]	All Students – 93.8 points below Students w/Disabilities – 129.5 points below English Learners – 98.2 points below LTEL -- 137.4 points below RFEP -- 49.4 points below Hispanic – 97.7 points below White -- 57.5 points below Low Income – 93.8 points below Foster Youth -- n/r Homeless -- n/r [2024 California School Dashboard]		All Students – 75 points below Students w/ Disabilities -- 100 points below English Learners – 80 points below LTEL -- 80 points below RFEP -- 25 points below Hispanic – 80 points below White -- 50 points below Low Income – 80 points below Foster Youth -- 80 points below Homeless -- 80 points below [2026 California School Dashboard]	All Students – 22.4 points improvement Students w/Disabilities – 30.5 points improvement English Learners – 20.8 points improvement LTEL -- 24.4 points improvement RFEP -- 13.2 points improvement Hispanic – 23.2 points improvement White -- 12.7 points improvement Low Income – 24.0 points improvement
1.3	California State Assessments: SBAC ELA	All Students – 16.9% Low Income – 15.2% Students w/Disabilities – 0%	All Students – 23.2% Low Income – 23.3%		All Students – 30% Low Income – 30%	All Students – 6.3% improvement Low Income – 8.1% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Meeting or Exceeding Standard	English Learners – 11.2% Hispanic – 17.0% White -- 23.1% Foster Youth -- n/r Homeless -- n/r [2023 California State Assessments]	Students w/Disabilities – 0% English Learners – 11.5% LTEL -- 9.1% RFEP -- 67.9% Hispanic – 22.7% White -- 30.8% Foster Youth -- n/r Homeless -- n/r [2024 California State Assessments]		Students w/Disabilities – 20% English Learners – 28% LTEL -- 28% RFEP -- 75% Hispanic – 30% White -- 33% Foster Youth -- 30% Homeless -- 30% [2026 California State Assessments]	Students w/Disabilities – No change English Learners – 0.3% improvement LTEL -- 4.7% improvement RFEP -- 17.9% improvement Hispanic – 5.7% improvement White -- 7.7% improvement
1.4	California State Assessments: SBAC Math Percentage Meeting or Exceeding Standard	All Students – 8.4% Low Income – 7.3% Students w/Disabilities – 7.7% English Learners – 4.3% Hispanic – 7.2% White -- 23.1% Foster Youth -- n/r Homeless -- n/r [2023 California State Assessments]	All Students – 15.4% Low Income – 15.4% Students w/Disabilities – 4.6% English Learners – 6.4% LTEL -- 3.0% RFEP -- 50.0% Hispanic – 16.3% White -- 16.7% Foster Youth -- n/r Homeless -- n/r [2024 California State Assessments]		All Students – 25% Low Income – 25% Students w/Disabilities – 25% English Learners – 23% LTEL -- 23% RFEP -- 60% Hispanic – 25% White -- 33% Foster Youth -- 25% Homeless -- 25% [2026 California State Assessments]	All Students – 7.0% improvement Low Income – 8.1% improvement Students w/Disabilities – 3.1% decline English Learners – 2.1% improvement LTEL -- 3.0% improvement RFEP -- 27.3% improvement Hispanic – 9.1% improvement White -- 6.4% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	ELPAC Summative Assessment: Rate of English Learner Students Making Progress Toward English Proficiency	40.9% [2023 California School Dashboard]	English Learners -- 63.2% LTEL -- 77.8% [2024 California School Dashboard]		English Learners -- 50% LTEL -- 50% [2026 California School Dashboard]	English Learners -- 22.3% improvement LTEL -- 23.9% improvement
1.6	Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	11.7% [2022-23 CALPADS Reports 8.1 and 2.16]	14.2% [2023-24 CALPADS Reports 8.1 and 2.16]		20% [2025-26 CALPADS Reports 8.1 and 2.16]	2.5% increase
1.7	Teachers Appropriately Credentialed ana Assigned: Reported to the RCESD Governing Board	64.1% of teachers appropriately credentialed and assigned. [2022-23 DataQuest]	TBD WHEN 2023-24 STATE DATA ARE AVAILABLE		100% of teachers appropriately credentialed and assigned. [2024-25 DataQuest]	TBD
1.8	Access to Standards-Aligned Materials: Reported to the RCESD Governing Board	MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards aligned curriculum materials. [June, 2024 Report to Board]	MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards aligned curriculum materials. [June, 2025 Report to Board]		MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students will have access to standards aligned curriculum materials. [June, 2027 Report to Board]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2024 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [June, 2025 Report to Board]		MET -- Results reported at the Board meeting at which the LCAP was adopted. All students will have access to a broad course of study. [June, 2027 Report to Board]	No change
1.10	Implementation of Standards for All Students and Enable English Learners to Access State Standards and English Language Development Standards: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 3.7 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards. [June, 2024 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 3.5 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards.		MET -- Results reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool will reflect an average rating of 4.0 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in District classrooms and English Learner access to core curriculum and ELD standards.	Declined 0.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[June, 2025 Report to Board]		[June, 2027 Report to Board]	
1.11	iReady Reading	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 26% 27% 19% K -- 57% 62% 55% 1 -- 21% 23% 13% 2 -- 38% 44% 33% 3 -- 40% 39% 28% 4 -- 12% 13% 14% 5 -- 6% 3% 0% 6 -- 10% 11% 0% 7 -- 17% 17% 0% 8 -- 25% 28% 20% [2024 iReady Diagnostic 3]	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 29% 30% 21% K -- 44% 43% 33% 1 -- 40% 39% 41% 2 -- 29% 29% 30% 3 -- 48% 45% 40% 4 -- 7% 8% 0% 5 -- 11% 13% 0% 6 -- 21% 19% 12% 7 -- 21% 24% 0% 8 -- 45% 46% 29% [2025 iReady Diagnostic 3]		Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 41% 42% 39% K -- 72% 77% 72% 1 -- 36% 43% 33% 2 -- 53% 60% 50% 3 -- 55% 55% 48% 4 -- 27% 28% 29% 5 -- 21% 21% 17% 6 -- 25% 26% 20% 7 -- 32% 32% 20% 8 -- 42% 45% 38% [2027 iReady Diagnostic 3]	Overall L.I. E.L. All -- +3% +3% +2% K -- -13% -19% -22% 1 -- +19% +16% +28% 2 -- -9% -15% -3% 3 -- +8% +6% +12% 4 -- -5% -5% -14% 5 -- +5% +10% N/C 6 -- +11% +8% +12% 7 -- +4% +7% N/C 8 -- +20% +18% +9%
1.12	iReady Math	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 25% 25% 17%	Percentage "On or Above Grade Level": Overall L.I. E.L. All -- 27% 26% 19%		Percentage "On or Above Grade Level": Overall L.I. E.L.	Overall L.I. E.L. All -- +2% +1% +2% K -- +12% +8% +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		K -- 32% 35% 35% 1 -- 16% 8% 0% 2 -- 14% 11% 0% 3 -- 20% 19% 22% 4 -- 27% 29% 21% 5 -- 12% 10% 5% 6 -- 22% 24% 0% 7 -- 23% 24% 0% 8 -- 46% 52% 60% [2024 iReady Diagnostic 3]	K -- 44% 43% 50% 1 -- 23% 18% 18% 2 -- 6% 7% 10% 3 -- 14% 10% 0% 4 -- 22% 20% 13% 5 -- 33% 29% 25% 6 -- 6% 3% 0% 7 -- 15% 17% 8% 8 -- 69% 69% 50% [2025 iReady Diagnostic 3]		All -- 35% 35% 32% K -- 42% 45% 45% 1 -- 26% 26% 15% 2 -- 24% 24% 15% 3 -- 30% 30% 32% 4 -- 37% 39% 34% 5 -- 22% 22% 20% 6 -- 32% 34% 20% 7 -- 33% 34% 20% 8 -- 56% 62% 70% [2024 iReady Diagnostic 3]	1 -- +7% +8% +18% 2 -- -8% -4% +10% 3 -- -6% -9% -22% 4 -- -5% -9% -8% 5 -- +21% +19% +20% 6 -- -16% -21% N/C 7 -- -8% -7% +8% 8 -- +23% +17% -10%
1.13	California State Assessments: Science Percentage Meeting or Exceeding Standard	All Students – 8.2% Low Income – 5.77% Students w/Disabilities – n/r English Learners – 5.4% Hispanic – 9.8% White -- n/r Foster Youth -- n/r Homeless -- n/r [2023 California State Assessments]	All Students – 8.2% Low Income – 8.8% English Learners – 2.7% Hispanic – 7.7% All other groups' data samples are too small to be reported due to		All Students – 25% Low Income – 20% Students w/Disabilities – 20% English Learners – 20% LTEL -- 20% RFEP -- 40% Hispanic – 20% White -- 20% Foster Youth -- 20%	All Students – No change Low Income – 3.0% improvement English Learners – 2.3% decline Hispanic – 2.1% decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			privacy concerns (<11). [2024 California State Assessments]		Homeless -- 20% [2026 California State Assessments]	
1.14	California School Dashboard: Science Distance from Standard	Not Reported for 2023	All Students – 26.6 points below Low Income – 26.6 points below English Learners – 27.9 points below LTEL -- 31.1 points below RFEP -- 21.7 points below Hispanic – 28.2 points below		All Students – 15 points below Low Income – 15 points below English Learners – 15 points below LTEL -- 15 points below RFEP -- at Standard Hispanic – 15 points below White -- 15 points below Foster Youth -- 15 points below Homeless -- 15 points below	First year reported, so establishing baseline with 2024 Dashboard results.

Goal Analysis [2024-25]

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

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

The implementation of Action 1.1 was generally not implemented as planned. The exploration of the necessary conditions to implement, with integrity, a Dual Immersion program uncovered that implementation of such a program was not possible. A current challenge to meeting those conditions is that California law requires that dual-immersion teachers, since they will provide initial instruction in Spanish, hold a BCLAD credential, which severely limits what the District is able to offer at this time. An after-school Dual Immersion program will be offered to interested students. Orton Gillingham and Reading Dynamics were used, as needed, by Reading Corps intervention staff funded by Title

I; Reflex Math was used by Math Corps teachers for students struggling with math concepts. All students participated in the Renaissance Reading Program. Feedback from teacher educational partners showed continued enthusiasm for the iReady program in both ELA and math. The Student Study Team met regularly to identify at-risk students and provide suggestions for interventions. In response to suggestions from educational partners, the District added two teachers to reduce class sizes in 4-6 grades. Also survey of local conditions also found that, with few exceptions, our Low-Income students and English Learners did not have access to a device at home for completing homework and/or research. Based on this finding, The District decided to provide each student with a Chromebook that they could take home, in addition to one at school.

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

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

The District was more successful in implementation of all aspects of Action 1.4, but continued to experience challenges. Implementation of designated and integrated ELD in every classroom is increasing, and has not yet reached full implementation. Difficulty in providing sufficient release time has limited the amount of professional development that is provided. We have been successful in providing English Learner intervention support from certificated staff, including supplemental services offered after school. Support materials have been purchased and used. The After School Program includes enrichment and physical activities for the English Learner Students. The use of English Learner folders to chart progress and review the effectiveness of supports and interventions that have been provided was limited. Every teacher now has access to their EL students' ELPAC data; however, more training is necessary on the effective use of those data. Individual ELPAC scores are reviewed with parent, and the District data shared with the ELAC and DELAC.

Staff professional development as described in Action 1.5 was not implemented as planned, with most professional development activities implemented as part of Goal 4, Action 2. Contracted teacher induction services were available for new teachers, as were mentors to support them. Some supplemental materials to implement practices were purchased as needed. As described above, the Principal and Leadership Team continued to collaborate in instituting new procedures to track the progress of English Learners, and were successful in expanding the use of those procedures.

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

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

Action 1.8 was successfully continued in the area of leadership guidance and support for the Principal, who was provided mentoring and coaching from the CUSD Superintendent, the Assistant Superintendent, other CUSD instructional support staff, and an outside consultant. The Leadership Team continues to enhance its capacity, with members becoming more comfortable their roles in representing and supporting their peers in implementation of supports for Low-Income and English Learner students.

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

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

Action 1.11 was implemented to a large degree by the FCSS. All intersession classes were held during the summer for students who wished to participate in enrichment opportunities. Low-Income students, English Learners, and Foster Youth also had opportunities for extra support and enrichment before and after school in the areas of ELA and Math that the students themselves identified as most important to them. Since participation in the program was voluntary, students who participated were more highly motivated to get the tutoring or extra homework help that the program provided; or to participate in other activities that increased background and experiential knowledge. The addition of Saturday School was appreciated by parents, and created a greater-than-expected demand for participation. Implementation was successful in ensuring that every student who wished to attend was able to do so, which required a greater expenditure of funds than planned.

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

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.

1.3 Under Budgeted -- Raises for the additional staff resulted in the District spending more than planned.

1.4 Over Budgeted -- A large portion of the contracted fees for FCSS Consultants was charged to CSI funds.

1.5 Over Budgeted -- The $158K difference was due to FCSS Consultants was charged to CSI funds as part of Goal 4, Action 2, and the remaining amount that was intended for EL/LTEL support that ended up being charged to Title I.

1.7 Over Budgeted -- The $200K difference was due to continuing difficulties in securing transportation, and by having the ELOP program pick up some of the field trip expenditures.

1.10 Over Budgeted -- Declining enrollment reduced the need for the planned scope of the action.

1.11 Under Budgeted -- A higher demand for demand for services before and after school, and increasing the subject offerings to include enrichment during Saturday School, resulted in greater expenditures than budgeted.

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

The 2024 state assessment data indicate that Action 1.1 was successful in showing improvements from the prior year. On the 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased or declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

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

The 2024 state assessment data indicate that Action 1.3 was successful in showing improvements from the prior year. On the 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, Low-Income and English Learner groups showed increases in percentages. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

Action 1.4 had excellent improvements in 2024 ands was effective. The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.

The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results. Educational partners provide ongoing praise for the efforts to expand the library offerings, that it is an improvement from the past, and that students now love reading there. Continued efforts to enhance the library would be welcomed.

On the 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math.

The data show that Action 1.5 was effective, as expected, based on ELA, Math, and ELD data. On the 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased or declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.

The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results.

Action 1.6 was effective in ensuring access to sufficient standards-aligned materials. Though the overall rating for implementation declined to 3.5, down from 3.7 in 2023, teachers rated the implementation of state standards in ELA, Math, and ELD between "high" and "full and sustained". Staff rated the District lower on materials and professional development in science and social studies, and the District will continue to collaborate with teachers to identify appropriate materials and professional learning activities in those subject areas for the future.

All students had access to a broad course of study. 2024 state metrics suggest that Action 1.7 was very effective. On the 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English

Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased or declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, with over two-thirds achieving that status in ELA, and half doing so in math, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

2025 iReady data show that almost every student group increased percentages at or above grade level in both areas from 2024. We did note a few declines among our smaller student groups: RFEP students (33 total) in math, White students (18 total) in ELA, and SWD (31 total) in ELA, as well. While we will examine the data and our practices to identify specific areas in which those groups may be struggling, we believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued.

As described above, the Principal and Leadership Team collaborated in continuing procedures to track the progress of English Learners, evidence that Action 1.8 continues to be effective.

The growth described above in state assessment data indicate that Action 1.9 was as effective as anticipated.

The positive relationship between the District and the preschool, and continuing improved reading results for our Kindergarten students suggest that Action 1.10 has been effective.

The 2023 state assessment data cited above suggests that Action 1.11, designed to provide extra supports to our students, had a significant positive impact. The data show that Action 1.5 was effective, as expected, based on ELA, Math, and ELD data. On the 2024 California School Dashboard, Distance from Standard showed that the Overall performance level, and those for Low-Income student, and Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level. Those groups, along with English Learners as a whole, and Hispanic students all improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The District will continue the suggestions from Educational Partners to expand Saturday school offerings, and better communicate with parents when their students are struggling and how they might be helpful in providing assistance at home.

The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.

2025 iReady data show that almost every student group increased percentages at or above grade level in both areas from 2024. We did note a few declines among our smaller student groups: RFEP students (33 total) in math, White students (18 total) in ELA, and SWD (31 total) in ELA, as well. While we will examine the data and our practices to identify specific areas in which those groups may be struggling, we believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued.

2025 Diagnostic 3 iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been effective. Comparing results from the beginning of the school year (Fall Diagnostic 1) to the end (Spring Diagnostic 3), we saw significant growth in overall results and those for Low-Income students and English Learners. Overall results were a 23% increase in students reading on or above grade level, and a 13% increase in math. For Low-Income students, the increases were 20% and 10% in reading and math, respectively. Results for English Learners were even more impressive, improving by 25% in reading, and by 17% in math.

The 2024 SBAC data showed that the percentages of Long-Term English Learners "Meeting or Exceeding Standard" in ELA and Math improved by 4.7% and 3.0%, respectively. These results demonstrate the effectiveness of this action. Additionally, On the 2024 California School Dashboard, Distance from Standard showed that Long-Term English Learners, improved from the Red (Very Low) performance level to the Yellow) Medium level.   The 2024 percentage of English Learners making a year or more progress in acquiring English language skills was reported for LTEL the first time, and our LTELs achieved the Blue performance level, with a success rate of 77.8%.

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.

Added "LTEL" and "RFEP" to the metrics where those scores are reported. The former is now a group to which a number is assigned, and we believe it is crucial to collect and report data on the latter to ensure they continue to receive supports after reclassification, if necessary.

Added metric, "California School Dashboard: Science Distance from Standard" to align with its addition to the Dashboard.

Added "California School Dashboard: ELA Distance from Standard (LTEL)' and "California School Dashboard: Math Distance from Standard (LTEL)" to metrics to measure progress in the "Required Descriptions: Limited Actions" section.

Because the District has faced challenges in recruiting and hiring teachers appropriately credentialed to offer a full Dual-Immersion program, Action 1.1 was amended to read "Offer an after-school Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency."

At the suggestion of Support Staff Educational Partners, "Professional development for paraprofessionals to more effectively support classroom teachers" was added to Action 1.5.

Action 1.14 was added to address the need to continue to recruit, hire, and retain excellent teachers.

Action 1.15 was adapted from former Action 4.4 as a result of its success and feedback from student, staff, and parent educational partners.

Action 1.16 was added to provide more individualized direct support for 4-8 grades students in their classrooms.

Required Actions 1.17, 1.18, and 1.19 were added.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Instruction, Materials, and Support	The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will make decisions based on evidence; administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. The materials and implementation strategies may include: • Offer an after-school Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency. • AmeriCorps is contracted with for intervention for reading to provide struggling readers the support to move from decoding levels to learning to read. • The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers motivate students to read more, improving comprehension skills. • Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by "making" math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division. • AmeriCorps is contracted with for intervention for math to provide students struggling with mathematical skills and foundational building blocks. • i-Ready Adaptive Assessments to target students' specific area of need. A Student Study Team will continue to be in place to identify students at-risk and provide interventions.	$813,101.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials. The District will also provide instructional and social-emotional supports for students with exceptional needs, including a Special Education resource specialist teacher, a part-time psychologist, and a part-time speech pathologist.	$1,586,150.00	No
1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	The District will provide supplemental materials and access to technology that will support greater access in the core curriculum. The District will also provide professional development for teachers in supporting English Learner students who are identified as students with exceptional needs. These services will be in addition to Special Education services that those Low-Income and English Learner students receive.	$340,205.00	Yes
1.4	Supports for English Learners	The District will: • The District will contract with the Fresno County Superintendent of Schools for consultants who will provide professional learning, instructional coaching, data analysis support, and leadership coaching in ELD and implementation of the additional elements of this action. • Provide English Learner intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes. • Purchase supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner Students will be integrated into the After School Program.	$219,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), the District will provide additional supports, including supplemental services after school, rich, culturally-responsive literature, and tutoring so that they can continue to make progress. Educational partners have been pleased with additions to the library. Based on that feedback, and to support the access to rich, culturally-responsive literature in a welcoming environment, the District will use concentration add-on funds for a part-time library aide.		
1.5	Professional Development for Staff	District instructional staff will participate in targeted professional development to enhance their skills in addressing additional supports and acceleration activities for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Teaching will integrate differentiated instructional strategies to meet learners' needs. Areas may include: • Contracted teacher induction services, to increase teacher capacity. • Mentor Teachers. • Contracted professional development services with other districts or county offices of education, including math. • Professional development for paraprofessionals to more effectively support classroom teachers. • Supplemental materials to implement practices. • Contract with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities. The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to	$147,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		best meet the needs of English Learners, low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs.		
1.6	Textbooks and Materials	All students will be provided with the current state-adopted textbooks and instructional materials in ELA, ELD, Math, Science, and Social Studies, including classroom supplies.	$60,000.00	No
1.7	Access to a Broad Course of Study	The District will continue to plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth, have access to a broad course of study in all grades. Students in grades K-8 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. To address this issue, the Raisin City Elementary School District will provide field trips that support standards-aligned instruction, which may include: • 7th/8th: State Capital; Colleges • 6th: Science Camp • 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park; • 4th: Mission; gold mining Cobb Ranch • 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair • K-2nd: Zoo; Fresno County Fair	$288,400.00	Yes
1.8	Instructional Leadership and Guidance Support	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy.	$32,028.00	No

Action #	Title	Description	Total Funds	Contributing
		In order to maintain and build effective site leadership the District will support continued professional learning for the Principal, and the development of an effective School Leadership Team.		
1.9	Student Data and Assessment	The District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting supporting Low-Income students, English Learners, and Foster Youth: • Illuminate Data • Benchmarks • Self-Assessments/Rubrics • PARSEC data representations and training	$12,214.00	No
1.10	Early Childhood Education	The District will collaborate with the Pre-School staff in Universal PreK Planning and Implementation with the goal of expanding access to the District's prekindergarten program. Expenditures may include classroom operating costs, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. This planning is intended to actively support early access for students and enable them to successfully transition to elementary school.	$8,874.00	No
1.11	Extended Learning Opportunities	The District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development for grades TK-8 that include: • Before and/or After School extended learning sessions • Tutoring • Summer School • Saturday School	$169,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will explore the possibility of increasing the subject offerings to include enrichment during Saturday School. The progress of students participating in expanded learning programs will be more closely followed through data collection (Action 1.9) and review, and concerns with students' progress shared promptly with parents, along with suggestions for help at home. Students who participate in the program will be recognized for their progress toward standards in ELA, math, and English language acquisition.		
1.12	Focus on Early Support and Intervention	The District will continue to use Concentration Grant add-on funds to retain an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1. The District will also retain a certificated staff member to provide academic supports in ELA, math, and ELD for students in K-2, and an additional paraprofessional FTE for K-2 academic assistance. The teacher will provide small group and individual instruction, small group and individual acceleration, and data collection. A paraprofessional will assist the teacher and also provide small group and individual assistance. The teacher will oversee the paraprofessional and provide guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment.	$137,739.00	Yes
1.13	Addressing the Needs of Long-Term English Learners	The Raisin City ESD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. School and District staff time will examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Possible root causes can be identified and ideas of evidence-based strategies to address those causes can be shared. The site administrator participating in the ELNIC will share learning that can support the efforts of staff. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		data analysis, per collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Through the parent workshops and other engagement activities described in Goal 3, teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.		
1.14	Provide Improved Excellent Instruction	In order to continue prior gains in students' learning, and to address the inequalities that continue to exist, the District needs to be able to have a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. It is through the hiring and retention of high quality staff that the District is able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth.

The District will offer competitive salaries that will enable us to hire and retain high-quality and well-trained instructional staff. An "Instructional Educational Partner Satisfaction Feedback" baseline will be established in the 2025-26 school year and will be reported annually in the description of the effectiveness or ineffectiveness of this specific action in making progress toward the goal. | $103,000.00 | Yes |
| 1.15 | Student and Staff Recognition | Low-Income students, English Learners, and Foster Youth will be regularly recognized for their progress toward standards in ELA, math, and English language acquisition. Staff will also be recognized for participation in professional learning activities and implementation of strategies to improve student outcomes. Recognition may include certificates and incentives that fall within the District's BP 5126. The District will examine the possibility of increasing rallies to fostering school spirit to the degree possible without taking away from instructional time. | $10,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
1.16	Smaller Class Sizes	The District will hire and retain properly credentialed teachers for the purpose of reducing class sizes as needed for grades 4-8, in order to provide additional support to Low-Income students, English Learners, and Foster Youth.	$265,077.00	Yes
1.17	Required Action: Increased Professional Development	School-wide, the Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red ("Very Low") level in ELA on the 2023 California School Dashboard. As a result, a specific action was required to be included in the LCAP to address this need. The School will contract with the Fresno County Superintendent of Schools for consultants who will provide professional learning, instructional coaching, data analysis support, and leadership coaching in ELA, ELD, and math for grades TK-8th. In collaboration with the consultants, structures will be created and professional learning activities conducted to enhance the impact of our paraprofessionals. In addition to building instructional skills, a primary purpose will be to build the self-efficacy and capacity of all staff to sustain improvements beyond the term of this action.	$28,000.00	No
1.18	Required Action: Developing English Language Skills and Academic Vocabulary	School-wide, the Overall performance level, and those for Low-Income students, English Learners, and Hispanic students were all in the Red ("Very Low") level in Math on the 2023 California School Dashboard. As a result, a specific action was required to be included in the LCAP to address this need. In the upper grades, the School will focus on reading and writing strategies, supported by English language development that will better enable students to understand stories and information that they read, and to better communicate in writing.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Early literacy will be a focus in the primary grades, supported by English language development activities. The School will provide on-campus and off-campus activities to build background knowledge and academic vocabulary, including academic field trips, virtual experiences, and software.		
1.19	Required Action:	School-wide, the percentage of English Learners making a year or more progress in acquiring English language skills was 40.9%, a decline 10.6% from the prior year, resulting in a Reds ("Very Low") performance level on the California School Dashboard. A specific action to address this English Learner Indicator was required be included in the LCAP The school will systematically collect data through the use of local assessments (IAB, iReady) and weekly classrooms walkthroughs, and a specifically designed data collection instrument/dashboard that will reflect an enhanced purposefulness of the information to be collected. The data will be examined weekly by the Leadership team, and quarterly with the FCSS consultants and CSI team.	$500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

As described in the "Reflections" section, there was an Overall increase in the suspension rate, and increases for most student groups, resulting in Red performance levels. The White student group declined significantly, and the Foster Youth and Students with Disabilities held steady at no suspensions.
In more closely examining the data, we found that for both the Low-Income student group and English Learners, the number of suspensions for defiance increased from one to nine and from one to eight, respectively. These data highlighted the need to continue to address Suspension Rates by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). These services will include retaining staff to provide behavior intervention and support, focused on providing services to Low- Income students, English Learners, and Foster Youth in grades TK-8, their parents, and the staff who work with them; increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; continued implementation of PBIS structures; and providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, Low-Income students, and Hispanic students all achieved the Green(High) performance level. The White students group and Students with Disabilities also improved. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance continue to be very effective in lowering chronic absenteeism rates.

We believe that current survey data (March, 2025) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism and increased attendance. As noted above, Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and LTEL reached the Green performance level.   Another strong indicator that Action 2.3 has had a positive effect is that he percentages of surveyed students who responded they feel safe at school increased from 74% to 83%. Those responding that they feel connected to school rose from 73% to 80%.

Climate and engagement data from surveys suggest that our efforts in Goal 2 have been effective. 95% of parents and 100% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that showed that we maintained 92% of parents agreeing that the school provides a welcoming environment, and 92% responding that school staff are interested in each family's strengths, cultures, languages, and goals for their children. Eighty-eight percent of respondents agreed that "The staff at my child's school build trusting and respectful relationships with families." "The best part of Raisin City Elementary School is the entire staff, from the administration to the teachers and support staff, who are world-class!"
Partner feedback has been very positive about the expanded play areas and access, including remarks such as "outdoor environment looks amazing," and "good campus environment". The on-site therapist, school counselor, and psychologist continue to report that students' behavior and attitudes are improving.
Parents overwhelmingly felt that their children feel safe at school, with 93% agreeing or strongly agreeing. Parents remarked "I am happy with the security at school". Support staff similarly felt that schools are safe for students, with 100% of respondents agreeing. Also, 100% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS. Parent surveys show that 95% of parents responding feel their children are connected to school.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported to Governing Board]		reported to Governing Board]	
2.2	Expulsion Rate	0% [2022-23 DataQuest Expulsion Rate]	0% [2023-24 DataQuest Expulsion Rate]		0% [2025-26 DataQuest Expulsion Rate]	No change
2.3	California School Dashboard: Suspension Rate	Overall – 3.8% Hispanic – 3.1% White -- 18.8% Low Income – 4.2% English Learners – 4.3% Students w/Disabilities – 0% [2023 CA School Dashboard]	Overall – 6.0% Hispanic – 6.0% White -- 10.0% Low Income – 6.3% English Learners – 7.7% LTEL -- 13.2% Students w/Disabilities – 0% Foster Youth -- 0% [2024 CA School Dashboard]		Overall – 2% Hispanic – 2% White -- 10% Low Income – 2% English Learners – 2% LTEL -- 2% Students w/Disabilities – 0% Foster Youth -- 0% [2026 CA School Dashboard]	Overall – 2.2% increase Hispanic – 2.8% increase White -- 8.8% improvement Low Income – 2.1% increase English Learners – 3.4% increase LTEL -- 5.7% increase Students w/Disabilities – No change Foster Youth -- no 2023 data
2.4	California School Dashboard: Chronic Absenteeism Rate	Overall -- 14.2% English Learners -- 14.8% Low-Income -- 14.3% Foster Youth -- n/d Homeless -- 27.3% Students w/ Disabilities -- 10.7% Hispanic -- 14.3% White -- 6.7%	Overall -- 8.8% English Learners -- 7.4% Low-Income -- 9.0% Foster Youth -- 9.1% Homeless -- <11		Overall -- 10% English Learners -- 10% Low-Income -- 10% Foster Youth -- 10% Homeless -- 10% Students w/ Disabilities -- 5%	Overall -- 5.4% improvement English Learners -- 7.5% improvement Low-Income -- 5.4% improvement Foster Youth -- No data from 2023

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023 CA School Dashboard]	Students w/ Disabilities -- 10.3% Hispanic -- 9.8% White -- 0% [2024 CA School Dashboard]		Hispanic--10% White -- 5% [2026 CA School Dashboard]	Students w/ Disabilities -- 0.5% improvement Hispanic -- 4.5% improvement White -- 6.7% improvement
2.5	Middle School Dropout Rate	0% [2022-23 CALPADS]	0% [2023-24 CALPADS]		0% [2025-26 CALPADS]	No change
2.6	School Climate Survey: % of Students Feeling Connected to School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 73.1% of students responding felt connected to their school(s) [June, 2024 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 79.6% of students responding felt connected to their school(s) [June, 2025 Report to Board]		MET -- Results were reported at the Board meeting at which the LCAP was adopted. 90% of students responding felt connected to their school(s) [June, 2027 Report to Board]	6.5% improvement
2.7	School Climate Survey: % of Students Feeling Safe at School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 74.4% of students responding felt safe at their school(s)	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 83.0% of students responding felt		MET -- Results were reported at the Board meeting at which the LCAP was adopted. 90% of students responding felt	8.6% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[June, 2024 Report to Board]	safe at their school(s) [June, 2025 Report to Board]		safe at their school(s) [June, 2027 Report to Board]	
2.8	School Climate Survey: % of Parents Feeling their Child Feels Safe at School % of Parents Feeling Connected to School	95.7% of parents responding indicated that their child feels safe at their school. 95.8% of parents responding felt welcome at their school. [Spring, 2024, District Survey]	93% of parents responding indicated that their child feels safe at their school. 92% of parents responding felt welcome at their school. [Spring, 2025, District Survey]		95% of parents responding indicated that their child feels safe at their school. 95% of parents responding felt welcome at their school. [Spring, 2027, District Survey]	2.7% decline in parents responding that their child feels safe at their school. 3.8% decline in parents responding that they felt welcome at their school.
2.9	School Climate Survey: % of Teachers Feeling Safe at School % of Teachers Feeling Connected to School	100% of teachers reported feeling safe at school. 100% of teachers reported feeling connected to school. [Spring, 2024, District Survey]	100% of teachers reported feeling safe at school. 100% of teachers reported feeling connected to school. [Spring, 2025, District Survey]		100% of teachers reported feeling safe at school. 100% of teachers reported feeling connected to school. [Spring, 2027, District Survey]	No change
2.10	Attendance Rate	Attendance rate is 96.7%. [2023-24 AERIES Summary Report]	Attendance rate is 96.1% [2024-25 AERIES Summary Report]		Attendance rate will be 97%. [2026-27 AERIES Summary Report]	0.6% decline

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

Goal Analysis [2024-25]

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

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

Overall implementation for actions 2.1 was successful. Facilities and grounds were continuously monitored and maintained. Projects that have been delayed were completed.

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

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

Bus stops were successfully continued as planned.

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.

2.1: Under Budgeted -- In order to complete projects that had been delayed, the District spent more than originally budgeted.

2.3: Over Budgeted -- $91K difference was due to paying for some expenditures with Title I funds that were about to expire.

2.4: Over Budgeted -- The actual cost of implementing was $158K less than expected.

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

Action 2.1 was effective based on 95% of parents and 100% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained.

In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that showed 92% of parents responding agreed that the school provides a welcoming environment, and 92% responding that school staff are interested in each family's strengths, cultures, languages, and goals for their children, and increase of 8%.

Partner feedback has been very positive about the expanded play areas and access, including remarks such as "outdoor environment looks amazing," and "school [grounds] are...upgraded". The on-site therapist, school counselor, and psychologist continue to report that students' behavior and attitudes are improving.

We believe that this current survey data (March, 2025) is a strong indicator that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism and increased attendance. Overall Chronic Absenteeism rates and those for Low-Income students, English Learners, and LTEL reached the Green performance level. Our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance have been very effective in lowering chronic absenteeism rates.

Another strong indicator that Action 2.3 has had a positive effect is that the percentages of surveyed students who responded they feel safe at school increased from 74% to 83%.
Those responding that they feel connected to school rose from 73% to 80%. Parents overwhelmingly felt that their children feel safe at school, with 93% agreeing or strongly agreeing. Also, 100% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS. Staff were generally positive about PBIS and commented on hoping for full implementation.

However, Action 2.3 did not have the expected effectiveness on lowering suspension rates. English Learners and Low-Income students showed increases from the prior year. While suspension rates saw increases, the rates did not seem to affect students', teachers', or parents' attitudes about school safety; the percentages of students, parents, and teachers reporting positive feelings about school safety all increased from 2024.

The implementation of Action 2.4 was effective. Chronic absenteeism rates continued to decline from the previous year's double-digit improvements, including by 5.4% Overall, 7.5% for English Learners, and by 5.4% for Low- Income students. While there were no data for Foster Youth, we know from examining local circumstances that their attendance improved, as well.

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

Added "LTEL" to the Suspension Rate metric since results for that group is now reported in this indicator. No LTEL results were reported for Chronic Absenteeism.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate. Custodial staff and grounds services will ensure the school's environment maximizes student learning. Continuous monitoring and maintenance and repair of school facilities, and school grounds will enhance quality learning environments for students, including a monthly report on the condition of school facilities and an update on facilities repaired.	$934,414.00	No
2.2	Positive School Climate	A positive, welcoming school climate is the responsibility of all District staff. The District will provide office support staff and school leadership team members who will undertake a collaborative approach to provide responsive services to students, instructional staff, and families.	$1,374,415.00	No
2.3	School Culture and Social Behavior	The District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by: • Hiring and/or retaining staff, including an on-site therapist and additional psychologist services, beyond those required for IEPs, focused on providing services to Low-Income students, English Learners, and Foster Youth, including behavior guidance and support, training for staff in dealing with student conflict, and helping students in creating positive peer interactions to lower suspension rate inequalities and address concerns from educational partners. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. • Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment: The counselor	$281,014.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth supporting each other. • Caring adults such as coaches, teachers, aids, and community volunteers will support opportunities to practice to learning how to play with others through compromise, conflict resolution and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed. • Implementing a model system of school-based positive behavior interventions and school supports (PBIS) including recognition and incentives.		
2.4	Transportation for Easier School Access	The District will contract with its bus service provider, Southwest Transportation Agency, to maintain additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half.	$251,027.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

- 92% responded that the school staff create a welcoming environment.
- 85% of respondents agreed that the school engages in 2-way communication with families.
- 87% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community.

The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board maintained a rating of 4.4 in 2025. The rating has increased from the baseline (2019) rating of 3.7.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 4.4	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an		MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for parent and family engagement. [June, 2024 Report to the RCESD Governing Board]	average rating of 4.4 for parent and family engagement. [June, 2025 Report to the RCESD Governing Board]		average rating of 4.5 for parent and family engagement. [June, 2027 Report to the RCESD Governing Board]	

Goal Analysis [2024-25]
An analysis of how this goal was carried out in the previous year.

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

Action 3.1 was mostly successfully implemented as planned. Parent Institute for Quality Education (PIQE) was a success, with 17 parents graduating. Th Based on family partners' suggestions, the focus for PIQE this year was social-emotional learning. The activities organized by PIQE were praised by parents. Literacy Night had over 60 families attend. There was an enormous turnout for parent conferences, and the holiday concert was well-attended as well as the pre-school/early education workshop. During conferences, teachers reviewed how parents can use their phones to access their child's grades on AERIES. GED and ESL classes for families were again held, with attendance averaging from 5-8 participants. Translation services for communications at family events was provided. However, the Parent Teacher Club was not formally implemented and the Parent/Principal Coffee were not held.

Welcoming environments were maintained at our school.

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

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

No material differences.

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

The attendance at Literacy Night and other activities, and the results of parent surveys indicate that this action has been effective in promoting parent engagement and communication. The feedback from families described in the "Educational Partners" section of this plan shows that they are pleased with the communication efforts and the improvements made in the school. Parent surveys show:

- 88% responded that the school staff build trusting and respectful relationships with families.
- 92% responded that the school staff create a welcoming environment.
- 85% of respondents agreed that the school engages in 2-way communication with families.
- 87% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community.
- 97% responded that the school promotes academic success for all students.
- 95% responded that the school has clean and well-maintained facilities.

The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board showed a rating of 4.4 on a scale of 1 to 5. This puts the District in the "High" to "Very High" range. The rating has increased from the baseline (2019) rating of 3.7.

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.

"During parent-teacher conferences, parents are offered the opportunity to enroll their children in CalKIDS, a program that provides eligible students in California with financial resources for college or career training. As of today, we currently have 197 completed CalKIDS accounts. Additionally, parents are given a tutorial on utilizing Aeries to monitor their child's academic progress and were guided on how to use ParentSquare to stay informed and maintain communication with the school. Furthermore, the conferences provide an opportunity for parents to register their children for Preschool, Transitional Kindergarten (TK), and Kindergarten, ensuring a seamless and supportive transition into the school community.

In addition to academic support, our school is committed to assisting families in need through our monthly food distribution program. We host three food distributions each month to help ensure families have access to essential resources" was added to Action 3.1 to fully describe the District's efforts to engage and support families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community Outreach and Family Engagement	The District will seek parent input and promote parental participation in programs for unduplicated students, including students with exceptional needs. Through the following activities, the District will target the engaged and continuous participation of their parents: • Parent Square software/application for communication between school and home, including training for teachers on the most effective use of the app. • Parent Programs (e.g., Parent Teacher Club, Parent/Principal Coffee, etc.) • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings, including an "Emotional Awareness" workshop to support parents in helping their children through crisis and recognizing signs of emotional distress. • Supplemental translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. During parent-teacher conferences, parents are offered the opportunity to enroll their children in CalKIDS, a program that provides eligible students in California with financial resources for college or career training. As of today, we currently have 197 completed CalKIDS accounts. Additionally, parents are given a tutorial on utilizing Aeries to monitor their child's academic progress and were guided on how to use ParentSquare to stay informed and maintain communication with the school. Furthermore, the conferences provide an opportunity for parents to register their children for Preschool, Transitional Kindergarten (TK), and Kindergarten, ensuring a seamless and supportive transition into the school community. In addition to academic support, our school is committed to assisting families in need through our monthly food distribution program. We host three food distributions each month to help ensure families have access to essential resources. Building trusting relationships between the District and families is an area	$271,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for continued focus. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents. Participation through these activities and Parent/Teacher Club is expected to continue to have the positive impact reflected in the metric in the Measuring and Reporting Results section above.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,291,855	$176,126

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
47.662%	13.425%	$355,689.67	61.087%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Instruction, Materials, and Support **Need:** The performance of our students has been discussed with parents, teachers, students, support staff, school board and administrators. As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and	In order to address these needs, the District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will make decisions based on evidence; administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. The materials and implementation strategies may include:	• California School Dashboard: ELA Distance from Standard (AS, LI, EL, FY) • California School Dashboard: Math Distance from Standard (AS, LI, EL, FY)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math.

The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased nor declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages | • Exploration of the necessary conditions to implement, with integrity, a Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency.
• AmeriCorps is contracted with for intervention for reading to provide struggling readers the support to move from decoding levels to learning to read.
• The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers motivate students to read more, improving comprehension skills.
• Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by "making" math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division.
• AmeriCorps is contracted with for intervention for math to provide students struggling with mathematical skills and foundational building blocks.
• i-Ready Adaptive Assessments to target students' specific area of need.
A Student Study Team will continue to be in place to identify students at-risk and provide interventions.

The action has been changed from the prior action with the addition of Americorps to support more targeted implementation of the math and ELA | • SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY)
• SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY) |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	of Low-Income students "Below Standard" in Reading declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm	materials. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in Math and ELA. Developing literacy skills and academic vocabulary that improve reading and writing will support the decoding and reading comprehension to be able to understand and communicate in writing -- including word problems -- to make great progress in ELA and Math. Providing additional support with mathematical rules and operations will also accelerate improvement. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that the actions in Goal 1 to provide additional academic supports for students were successful. **Scope:** LEA-wide		
1.5	**Action:** Professional Development for Staff **Need:** The performance of our students has been discussed with parents, teachers, students, support staff, school board and administrators. As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/ exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students	District instructional staff will participate in targeted professional development to enhance their skills in addressing additional supports and acceleration activities for Low-Income students, English Learners, and Foster Youth. Teachers and instructional aides will be engaged in learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices, including math. Teaching will integrate differentiated instructional strategies to meet learners' needs. The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of our students. Additionally, the District will contract with the Fresno County Superintendent of Schools to provide feedback and recommendations in maximizing the impact of professional learning activities with the challenges of limited release time opportunities. The addition of the contract with FCSS in this action action is to effect more impactful professional learning through collaboration.	- California School Dashboard: ELA Distance from Standard (AS, LI, EL, FY) - California School Dashboard: Math Distance from Standard (AS, LI, EL, FY) - SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY) - SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI, EL, FY) - iReady Reading (AS, LI, EL, FY) - iReady Math (AS, LI, EL, FY)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with Disabilities, who neither increased nor declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency. Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students.	This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth. Teacher induction will provide new, inexperienced teachers a broader and more effective "toolkit" of instructional strategies to differentiate instruction and meet the the identified needs of their students, including decoding, literacy skills, academic vocabulary, reading comprehension, and mathematical rules and operations to be able to make great progress in ELA, ELD, and Math. Mentor teachers for new teaching staff will enhance the induction services by offering demonstration lessons and coaching to present and examine instructional practices in "real time", allowing teachers to adjust and improve more quickly to meet their students' needs. Professional development for all staff will increase academic outcomes for Low-Income students, English Learners, and Foster Youth because we are confident that enhancing the self-efficacy of individual teachers will also build team effectiveness, enabling enhanced data analysis, more confident and responsive lesson planning, and increasingly engaging instructional delivery. Professional learning activities that have been identified with staff input and that are evidence-based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning, one of the most powerful determiners of student success. (Hattie, 2008)	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. 2025 iReady Diagnostic 3 assessment results compared to the prior year's Diagnostic 3 show that Low-Income students and English Learners increased percentages at or above grade level in both areas from 2024. We believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued. Teachers give high marks for iReady; they also look forward to more professional learning as the feeling of staff around the school is eagerness to improve. The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful.	In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Access to a Broad Course of Study **Need:** The performance of our students has been discussed with parents, teachers, students, support staff, school board and administrators. As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased nor declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English	Students in grades K-8 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students will have access to experiences that inform and complement the subject matter that they learn in school, including field trips that support standards-aligned instruction, which may include: - 7th/8th: State Capital; Colleges - 6th: Science Camp - 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park; - 4th: Mission; gold mining Cobb Ranch - 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair - K-2nd: Zoo; Fresno County Fair This action is expected to significantly increase academic outcomes for Low-Income students, since it is designed to provide them with educational experiences and a broader language background to close the "experience gap" that exists between them and non Low-Income students who may have access to more enrichment activities outside school. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- California School Dashboard: ELA Distance from Standard (AS, LI) - California School Dashboard: Math Distance from Standard (AS, LI) - SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI) - SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI) - iReady Reading (AS, LI) - iReady Math (AS, LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency. Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing		

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
	supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. 2025 iReady Diagnostic 3 assessment results compared to the prior year's Diagnostic 3 show that Low-Income students and English Learners increased percentages at or above grade level in both areas from 2024. We believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued. Teachers give high marks for iReady; they also look forward to more professional learning as the feeling of staff around the school is eagerness to improve. The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful. **Scope:** LEA-wide		

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
1.11	**Action:** Extended Learning Opportunities **Need:** The performance of our students has been discussed with parents, teachers, students, support staff, school board and administrators. As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and	The District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development for grades TK-8 that include: • Before and/or After School extended learning sessions • Tutoring • Summer School • Saturday School The District will explore the possibility of increasing the offerings during Saturday School. The progress of Low-Income students, English Learners, and Foster Youth participating in expanded learning programs will be more closely followed through data collection and review, and concerns with students' progress shared promptly with parents, along with suggestions for help at home, such as reading stories to children, vocabulary and math flash cards, and using fractions in cooking. Students who participate in the program will be recognized for their progress toward standards in ELA, math, and English language acquisition. The action has been changed from the prior action with the addition of Saturday School, closer tracking of students' progress, and recognition opportunities. We expect that academic outcomes for Low-Income students, English Learners, and Foster Youth will be improved by supporting a more effective use of extended learning opportunities for students' success by honing in on progress indicators, additional home support, and students' motivation. Specific classes focused on developing literacy skills and academic	• California School Dashboard: ELA Distance from Standard (AS, LI, EL, FY) • California School Dashboard: Math Distance from Standard (AS, LI, EL, FY) • iReady Reading (AS, LI, EL, FY) • iReady Math (AS, LI, EL, FY) • California School Dashboard: English Learner Progress Indicator (EL)

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
	LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. 2025 iReady Diagnostic 3 assessment results compared to the prior year's Diagnostic 3 show that Low-Income students and English Learners increased percentages at or above grade level in both areas from 2024. We believe that the iReady results show that the actions we are taking in Goal 1 are having a positive impact and need to be continued. Teachers give high marks for iReady; they also look forward to more professional learning as the feeling of staff around the school is eagerness to improve. The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.	vocabulary, and mathematical rules and operations to accelerate improvement will also be offered. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results. The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional academic supports for students were successful. **Scope:** LEA-wide		
1.12	**Action:** Focus on Early Support and Intervention **Need:** 2025 Diagnostic 3 iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been effective. Comparing results from the beginning of the school year (Fall Diagnostic 1) to the end (Spring Diagnostic 3), we saw significant	The District will continue to retain an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1. The District will also retain a certificated staff member to provide academic supports in ELA, math, and ELD for students in K-2, and an additional paraprofessional FTE for K-2 academic assistance. The teacher will provide small group and individual instruction, small group and individual acceleration, and data collection. A	• iReady Reading (AS, LI, EL, FY) • iReady Math (AS, LI, EL, FY)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	growth in overall results and those for Low-Income students and English Learners. Overall results were a 23% increase in students reading on or above grade level, and a 13% increase in math. For Low-Income students, the increases were 20% and 10% in reading and math, respectively. Results for English Learners were even more impressive, improving by 25% in reading, and by 17% in math. This is strong evidence for continuing this action, and our analysis shows this is a continued need of our students. Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students. **Scope:** LEA-wide	paraprofessional will assist the teacher and also provide small group and individual assistance. The teacher will oversee the paraprofessional and provide guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment. This action is expected to significantly increase academic outcomes for Early Learning Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA. Data show it has been effective during its two years of implementation. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	
1.14	**Action:** Provide Improved Excellent Instruction **Need:** The performance of our students has been discussed with parents, teachers, students, support staff, school board and administrators. As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Low-Income student, and Long-Term	In order to hire and retain high-quality, and well-trained instructional staff, the District will offer competitive salaries. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff, and maintain reclassification rate gains. Evidence from our local experience	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math.

The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased nor declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency.

Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in | shows that experienced teachers with access to professional development get positive results because high-quality, stable, instructional staff that are able to learn and build on prior learning, become increasingly self-efficacious, and can implement initiatives over time with integrity. An "Instructional Educational Partner Satisfaction Feedback" baseline will be established in the 2025-26 school year and will be reported annually in the description of the effectiveness or ineffectiveness of this specific action in making progress toward the goal.

In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis. | students assessed meeting or exceeding standard
- SBAC Math: Percentage of students assessed meeting or exceeding standard
- Reclassification Rate
- California School Dashboard:
Rate of English Learner Students Making Progress toward English Proficiency
- Instructional Educational Partner Satisfaction Feedback |

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 declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness Though data for Foster Youth were not reported due to the small size of the cohort, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These results indicate that the actions focused on developing literacy skills and academic vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm that the actions in Goal 1 to provide additional		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic supports for students were successful. While these results show we are on the right track, inequalities in percentages of students meeting or exceeding standard are clearly apparent between English Learners and Overall results in both ELA and math. Significant inequalities remain between RCESD Low-Income students and their peers countywide in ELA (RC, 23.3% vs. County, 44.3%) and Math (RC, 15.4% vs. County, 33.2%). The Spring 2025 surveys saw many parents commended the dedication and professionalism of the teachers and staff. The caring attitude and involvement of teachers are viewed positively. A theme from the certificated surveys was that teachers and support staff deserve higher pay to reflect their hard work and address the rising cost of living. The District needs to be able to retain a high-quality, stable instructional staff that learn and build on prior learning, become increasingly self-efficacious, and that can implement initiatives with integrity over time because they remain employed by the District. We believe that the hiring and retention of high quality staff has contributed to the improved academic assessment results, and is one reason that the District has been able to improve the quality of instruction for our Low-Income students, English Learners, and Foster Youth.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A survey of local conditions has shown a trend for prospective teachers to refuse job offers from RCESD in order to sign with neighboring districts. Generally cited as a primary reason for these actions is the opportunity to make a significantly higher salary and still stay in the area. In order to understand this trend, the District conducted a study of salaries in 18 Fresno County LEAs, including RCESD. Based on daily rates, we found that, in 2023-24, there were substantial differences in the daily rate teachers earned in the larger districts and the rate currently paid in Raisin City Elementary. The District believes that it is crucial to the success of our Low-Income students, English Learners, and Foster Youth that they have a stable, high-quality, and well-trained instructional staff to be as successful as possible. Evidence from state assessments and our local experience shows that experienced teachers with access to professional development get positive results. When our excellent, trained teachers or support staff leave for higher salaries elsewhere, or superior candidates turn down job offers for greater compensation in a neighboring district, it is students who feel the brunt, especially our Low-Income students, English Learners, and Foster Youth. It is by retaining staff that we can continue to improve the quality of instruction for our unduplicated pupils.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.15	**Action:** Student and Staff Recognition **Need:** The 2024 state assessment data indicate that these action were successful in showing improvements from the prior year. On the 2024 California School Dashboard, ELA Distance from Standard showed that the Overall performance level improved by 25.2 points; those for Low-Income students by 30.6 points; and for Hispanic students by 26 points. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. Overall performance improved by 22.4 points; Low-Income students by 24 points; and Hispanic students by 22.5 points. The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term	Low-Income students, English Learners, and Foster Youth will be regularly recognized for their progress toward standards in ELA, math, and English language acquisition through incentivized educational assemblies, educational field trips, and awards assemblies. Staff will also be recognized schoolwide with certificates for participation in professional learning activities and implementation of strategies to improve student outcomes. Recognition may include certificates and incentives that fall within the District's BP 5126. Data from the past year showed the success of this action in improving those students' academic performance through an incentive and recognition program. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	- California School Dashboard: ELA Distance from Standard - California School Dashboard: Math Distance from Standard - Reclassification Rate - California School Dashboard: Rate of English Learner Students Making Progress toward English Proficiency - Educational Partners' Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%. The Raisin City Elementary School reclassification rate increased by 2.5%, from 11.7% to 14.2%. As noted above, RFEP students also showed significant gains in the percentages scoring at or above standard. The cited data show that the supports and supplemental materials with which our English Learners have been provided, and the consistent, determined efforts of students and staff reap positive results. Educational partners provide ongoing praise for the efforts to recognize students' success with incentives. As a result, Raisin City Elementary School needs to continue this action to continue the path of students' success. **Scope:** LEA-wide		
1.16	**Action:** Smaller Class Sizes **Need:** As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with	By providing smaller class sizes in grades 4-8, we expect that our English Learners, Foster Youth, and Low-Income students will show increased achievement in ELA and math as demonstrated on SBAC assessments. Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes." Based on research, and in our	- California School Dashboard: ELA Distance from Standard - California School Dashboard: Math Distance from Standard - ELPAC Summative

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, all student groups showed increases in percentages with the exception of Students with Disabilities, who neither increased nor declined. Percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results. RFEP students showed double-digit increases in percentages meeting of exceeding standard, evidence that our English Learners are experiencing lasting success in English language acquisition and dual language fluency. Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing	experience, having smaller class sizes allows teachers and instructional aides to provide extra, more individualized support to students in math to support acceleration is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. ELA and math data show positive outcomes for Low-Income students from this action during the past two years of implementation. As a modification, the ELPI metric will be added to this action as an additional measure of its impact on English Learners. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an LEA-wide basis.	Assessment: Rate of English Learner Students Making Progress toward English Proficiency • Reclassification Rate • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness While these results show we are on the right track, inequalities in percentages of students meeting or exceeding standard are clearly apparent between English Learners and Overall results in both ELA and math. Significant inequalities remain between RCESD Low-Income students and their peers countywide in ELA (RC, 23.3% vs. County, 44.3%) and Math (RC, 15.4% vs. County, 33.2%). Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. In our experience, in order to close the identified inequalities in those areas, Low-Income students, English Learners and Foster Youth need more targeted and individual supports that can be provided by smaller class sizes. Smaller class sizes will result in more teacher time available to unduplicated pupils who continue to struggle. For English Learners, the additional attention and targeted small group instruction possible with smaller class sizes can result in increased learning in the content areas and maintain reclassification rate gains.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The District will provide staffing to maintain smaller class sizes in 4th through 8th grades. **Scope:** LEA-wide		
2.3	**Action:** School Culture and Social Behavior **Need:** As shown in the "Annual Performance" section, our efforts to identify and intervene with students at risk of chronic absenteeism, along with recognizing students for excellent attendance have been very effective in lowering chronic absenteeism rates. Chronic absenteeism rates continued to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, and Low-Income students all achieved the Green performance level. Though it declined 0.6%, the overall attendance rate remained high at 96.1%. Climate and engagement data from surveys suggest that our efforts in Goal 2 have been effective. 95% of parents and 100% of staff agreed or strongly agreed that the school facilities are clean and well-maintained. In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.3 is demonstrated in the parent survey results that showed 92% of parents	The District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by: • Hiring and/or retaining staff, including an on-site therapist and additional psychologist services, beyond those required for IEPs, focused on providing behavior guidance and support, training for staff in dealing with student conflict, and helping students in creating positive peer interactions. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. • Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment: The counselor will develop and train peer group leaders and conduct peer group sessions to promote Low-Income	• California School Dashboard: Suspension Rates (AS, LI, EL, FY) • California School Dashboard: Chronic Absenteeism (AS, LI, EL, FY) • Students' Feelings of School Connectedness (AS) • Students' Feelings of School Safety (AS) • Educational Partners' Feedback • Attendance Rate

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
	responding agreed that the school provides a welcoming environment, and 92% responding that school staff are interested in each family's strengths, cultures, languages, and goals for their children. We believe that 2024 Dashboard data (March, 2025) demonstrate that Action 2.3 has had a positive effect that has manifested itself in lower Chronic Absenteeism and increased attendance. As noted above, Overall Chronic Absenteeism rates and those for Low-Income students and English Learners declined significantly over the past two years. Though data for Foster Youth were not reported due to the small size of the cohort, we will provide the same contributing services to ensure that they maintain good attendance. Another strong indicator that Action 2.3 has had a positive effect is that the percentages of surveyed students who responded they feel safe at school increased from 74% to 83%. Those responding that they feel connected to school rose from 73% to 80%. Parents overwhelmingly felt that their children feel safe at school, with 95.7% agreeing or strongly agreeing. Also, 100% of teachers feel safe at and connected to school. These high marks for safety and connectedness we attribute to implementation of PBIS. Teacher Educational Partners also gave high marks to PBIS and expressed a desire to see full implementation of the program.	students, English Learners, and Foster Youth supporting each other. • Caring adults such as coaches, teachers, aids, and community volunteers will support opportunities to practice to learning how to play with others through compromise, conflict resolution and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed. • Fully implementing a model system of school-based positive behavior interventions and school supports (PBIS) including recognition and incentives. This action is expected to continue to positively impact school climate and engagement outcomes for Low-Income students, English Learners, and Foster Youth, since it has shown effectiveness in the past and addresses their identified needs for social-emotional supports, school safety, and school connectedness. In order to maximize its impact in lowering Chronic Absenteeism rates and suspension rates, increasing attendance rates, and contributing to feelings of school safety and connectedness for all students, this action is being provided on an LEA-wide basis.	

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
	As noted in the "Reflections" section, there was an Overall increase in the suspension rate, and increases for most student groups. The Foster Youth group held steady at no suspensions. In more closely examining the data, we found that for both the Low-Income student group and English Learners, the number of suspensions for defiance increased from one to nine and from one to eight, respectively. These data highlighted the need to continue to address Suspension Rates by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including significant expenditures for those services and social-emotional learning (SEL). While suspension rates saw increases, the rates did not seem to affect students', teachers', or parents' attitudes about school safety. We believe that this action has been effective, as intended, and a needs assessment revealed that we need to continue to provide social emotional supports, counseling, and PBIS in order to maintain these positive outcomes. Staff will continue implementation of this action in anticipation that deeper implementation with integrity will produce the desired improvements in suspension rates. **Scope:** LEA-wide		

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
2.4	**Action:** Transportation for Easier School Access **Need:** Student and parent partners have indicated that, for Low-Income students and many of our English Learner students, prior to the implementation of this action, transportation to and from school for students in outlying areas often resulted in 60 to 90 minutes on the bus, each way. Their attendance and engagement were impacted by the lack of available transportation that got them to school and back home in a reasonable time that allowed them to complete their homework, engage in family activities, and get plenty of sleep. The excessive time spent riding on the bus discouraged some students from attending school regularly. Most recently, Chronic absenteeism rates continue to improve significantly Overall and for all student groups. The Overall group, English Learners, LTELs, and Low-Income students all achieved the Green performance level. The implementation of Action 2.4 has contributed to those positive results and will be continued. **Scope:** LEA-wide	The District will contract with its bus service provider, Southwest Transportation Agency, to maintain additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half. This action is expected to close inequalities in Chronic Absenteeism rates by providing Low-Income students and English Learner students with safe, reliable transportation to and from school and ensuring they can arrive without spending an excessive amount of time on the bus. It will address their needs by giving them the opportunity to be at school daily and stay for the entire school day which would increase their instructional time in their classes. It will also do more to ensure that they have sufficient time to complete their homework, engage in family activities, and get plenty of sleep. In order to maximize its impact in lowering Chronic Absenteeism rates, this action is being provided on an LEA-wide basis.	California School Dashboard: Chronic Absenteeism (AS, LI, EL, FY)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Increase Community Outreach and Family Engagement **Need:** Parent surveys show that 88% of parents responding feel that school staff build trusting and respectful relationships. • 92% responded that the school staff create a welcoming environment. • 85% of respondents agreed that the school engages in 2-way communication with families. • 87% of parents felt that RCESD provides all families with opportunities to provide input on policies and programs, and seek input from any underrepresented groups in the school community. The Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board showed an increase in the rating from 4.2 in 2023 to 4.4 in 2024. The rating has increased from the baseline (2019) rating of 3.7. We are confident that these positive results demonstrate the effectiveness of this action, and support continuing it. However, Parent feedback will result in some additions: -Parent feedback included examples of tragic events that have struck members of the community, and that parent workshops that dealt with how to share difficult information with their children or how to look for signs of	The District will seek parent input and promote parental participation in programs for Low-Income students, English Learners, and Foster Youth. Through the following activities, the District will target the engaged and continuous participation of their parents: • Parent Square software/application for communication between school and home, including training for teachers on the most effective use of the app. • Parent Programs (e.g., Parent Teacher Club, Parent/Principal Coffee, etc.) • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings, including an "Emotional Awareness" workshop to support parents in helping their children through crisis and recognizing signs of emotional distress. • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. Building trusting relationships between the District and families is an area for continued focus. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for	Parent Engagement Self-Reflection Instrument (AS)

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
	emotional distress from their children would be helpful. This would be parent workshops on social emotional awareness and understanding the signs of suicide/depression. In response, a specific "Emotional Awareness" workshop will be added to the parent workshops listed in Action 3.1. • While parent input was generally positive about communication, and 90% of respondents agreed that the school engages in 2-way communication with families, timeliness was a concern that arose with some families. To provide more timely communication, the use of Parent Square will be added to Action 3.1. Teacher Educational Partner input suggested that trainings for the most effective implementation of Parent Square would be helpful, so that will be added as well. The parent feedback cited above revealed that we need to continue to provide community outreach and family engagement opportunities to maintain these positive outcomes. **Scope:** LEA-wide	parents. Participation through these activities and Parent/Teacher Club is expected to continue to have the positive impact reflected in Educational Partners feedback and the Parent Engagement Self-Reflection Instrument. In order to maximize its impact in increasing parent and family engagement as measured by the state's self-reflection instrument, this action is being provided on an LEA-wide basis and will include parents of students with exceptional needs.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Additional Supports for Low-Income and English Learner Students with Exceptional Needs **Need:** As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Low-Income student, and Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners and Low-Income students decreased from the prior year; as did math results between Overall and Low-Income. All groups demonstrated significant increases in math. The 2024 SBAC data showed that the percentages of students meeting/exceeding standard improved from the 2023 results. In ELA, percentages for Low-income students showed the gap closing between that group and the Overall results. All English Leaners and Long-Term English Learners also increased percentages, though not at the same rate as Overall results.	The District will provide supplemental materials and access to technology that will support greater success in the core curriculum by providing them with devices so they can access learning applications intended to address their specific learning needs at home. The supplemental materials, in the form of applications, are intended for Students with Disabilities who may need to accelerate progress in particular areas of the curricula, and need visual or auditory accommodations. The District will also provide professional development for teachers in supporting English Learners who are identified as students with exceptional needs, to help the teachers in assessing whether a student's struggles are primarily due to the identified disability or to a lack of English language acquisition. Professional development activities will also be provided that reflect practices from the Practitioner's Guide to Educating English Learners with Disabilities, such as "integrated and designated ELD emphasizing disability-related services" to address foundational literacy and math skills, and practices to accelerate vocabulary development for El and LI students with disabilities, including non-linguistic representations and using a variety of learning modalities. These services will be in addition to Special Education services that those Low-Income and English Learner students receive.	• California School Dashboard: ELA Distance from Standard (AS, LI, EL) • California School Dashboard: Math Distance from Standard (AS, LI, EL) • SBAC ELA: Percentage Meeting or Exceeding Standard (AS, LI, EL) • SBAC Math: Percentage Meeting or Exceeding Standard (AS, LI, EL) • California School Dashboard: English Learner Progress Indicator (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Literacy and writing instruction have been stressed the last three years, with additional supports for the primary grades. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of Low-Income students "Below Standard" in Reading declined by 7%, in Writing by 17.5%, and in Research Skills by 6%. Similar trends are seen for English Learners. Comparing 2023 to 2024 results for the areas within the ELA assessment, we find that the percentages of EL students "Below Standard" in Reading declined by 1.3%, in Writing by 14%, and in Research Skills by 7%. The results for both groups confirm that our efforts have been successful with students at all levels of readiness

The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%.

These results indicate that the actions focused on developing literacy skills and academic | These actions are expected to significantly increase academic outcomes for Low-Income students and English Learners who are also SWD because they are designed to address their identified needs in math and ELA and provide them with supports that are in addition to their mandated Special Education services. These actions will also result in increased language acquisition as measured by the ELPI. | |

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	vocabulary that improve reading and writing supported the decoding and reading comprehension needed to be able to understand and communicate in writing for Low-Income students, English Learners, and LTEL, who made great progress in ELA and Math. We also believe that, coupled with increased comprehension and vocabulary, providing support with mathematical rules and operations accelerated improvement. Teacher observations and IEP information indicate that in addition to the inequalities they experience that are reflected above, identified Low-Income and English Learner Students with Exceptional Needs have learning disabilities that present needs for additional supports at home which Low-Income students and many English Learners students lack the resources to obtain on their own. The District has identified a need to provide additional help beyond that provided by special education funding. Additionally, these students do not have access to technology and learning applications at home where they can practice what they have learned in school. Parents of Low-Income and English Learner Students with Exceptional Needs have requested that the school provide supports that can allow students to more effectively study at home and allow their parents to assist them. The tremendous gains by the Low-Income students and English Learners, both of which contributed substantially to the increases Overall and for other student groups confirm		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that this action to provide additional academic supports for students was successful. **Scope:** Limited to Unduplicated Student Group(s)		

1.4	**Action:**
	Supports for English Learners
	
	Need:
	As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. Those groups, along with English Learners as a whole, improved by 20 points or more in both ELA and math. Gaps between Overall students' ELA results and those for English Learners decreased from the prior year. as did math results between Overall and Low-Income. English Learners and LTELs demonstrated significant increases in math.
	
	The 2024 percentage of English Learners making a year or more progress in acquiring English language skills increased by more than 22% points, from 40.9% to 63.2%, resulting in a Blue (Very High) performance level assignment on the California School Dashboard. The achievement of this performance level from a Red level the prior year is a result of our instructional staff's commitment to improving results for English
		The District will contract with the Fresno County Superintendent of Schools for consultants who will provide professional learning, instructional coaching, data analysis support, and leadership coaching in ELD and implementation of the additional elements of this action:
		  • English Learner intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school.
		  • Purchase supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner Students will be integrated into the After School Program.
		  • In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), additional supports, including rich, culturally-responsive literature, and tutoring so that they can continue to make progress.
		  • Educational partners have been pleased with additions to the library. Based on that feedback, and to support the access
			• California School Dashboard: ELA Distance from Standard (AS, EL)
			• California School Dashboard: Math Distance from Standard (AS, EL)
			• California School Dashboard: English Language Progress Indicator (EL)
			• Reclassification Rate (EL)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners. This year, results for Long-Term English Learners (LTEL) were reported for the first time, and our LTELs also achieved the Blue performance level, with a success rate of 77.8%. These results indicate that this action, focused on providing extra supports to develop literacy skills and academic vocabulary that improve reading and writing, supported the decoding and reading comprehension needed to be able to understand and communicate in writing for English Learners, and LTEL, who made great progress in ELA and Math. **Scope:** Limited to Unduplicated Student Group(s)	to rich, culturally-responsive literature in a welcoming environment, the District will use concentration add-on funds for a part-time library aide. This action is expected to significantly increase academic outcomes for English Learners because it is designed to address their identified needs in math, ELA, and ELD.	
1.13	**Action:** Addressing the Needs of Long-Term English Learners **Need:** As described in the "Annual Performance" section, 2024 Distance from Standard results showed the Overall performance level, and those for Long-Term English Learners improved from the Red (Very Low) performance level to the Yellow (Medium) level. LTELs improved by 20 points or more in both ELA and math. LTELs demonstrated significant increases in math. The 2024 percentage of Long-Term English Learners was reported for the first time, and	The Raisin City ESD aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. School and District staff time will examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Possible root causes can be identified and ideas of evidence-based strategies to address those causes can be shared. The site administrator participating in the ELNIC will share learning that can support the efforts of staff. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, per collaboration, and professional development, classroom teachers can	- SBAC ELA: Percentage Meeting or Exceeding Standard (LTEL) - SBAC Math: Percentage Meeting or Exceeding Standard (LTEL) - California School Dashboard: ELA Distance from Standard (LTEL) - California School Dashboard: Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	our LTELs also achieved the Blue performance level, with a success rate of 77.8%.

These results indicate that this action, focused on providing extra supports to develop literacy skills and academic vocabulary that improve reading and writing, supported the decoding and reading comprehension needed to be able to understand and communicate in writing for LTEL, who made great progress in ELA and Math.

Scope:
   Limited to Unduplicated Student Group(s) | provide targeted instructional support based on those needs regularly monitoring progress. Through the parent workshops and other engagement activities described in Goal 3, teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.

This action is expected to significantly increase academic outcomes for Long-Term English Learners because it is designed to identify their unique needs needs in math, ELA, and ELD, and develop strategies to meet those needs, then monitor progress and adjust instruction as necessary. | Distance from Standard (LTEL) |

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

N/A

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,710,473	1,291,855	47.662%	13.425%	61.087%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,308,712.00	$1,771,154.00	$587,284.00	$677,619.00	$7,344,769.00	$3,925,889.00	$3,418,880.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental Instruction, Materials, and Support		Yes	LEA-wide				$595,501.00	$217,600.00	$419,730.00	$64,256.00	$0.00	$329,115.00	$813,101.00	
1	1.2	Qualified, Credentialed Teachers	All	No					$1,547,628.00	$38,522.00	$1,324,889.00	$261,261.00	$0.00	$0.00	$1,586,150.00	
1	1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income			$68,625.00	$271,580.00	$10,000.00	$262,549.00	$0.00	$67,656.00	$340,205.00	
1	1.4	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$157,691.00	$61,505.00	$167,691.00	$0.00	$0.00	$51,505.00	$219,196.00	
1	1.5	Professional Development for Staff		Yes	LEA-wide				$23,209.00	$124,133.00	$10,000.00	$17,270.00	$0.00	$120,072.00	$147,342.00	
1	1.6	Textbooks and Materials	All	No					$0.00	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$60,000.00	
1	1.7	Access to a Broad Course of Study	Low Income	Yes	LEA-wide	Low Income			$0.00	$288,400.00	$230,400.00	$48,000.00	$0.00	$10,000.00	$288,400.00	
1	1.8	Instructional Leadership and Guidance Support	All	No			All Schools		$0.00	$32,028.00	$0.00	$0.00	$0.00	$32,028.00	$32,028.00	
1	1.9	Student Data and Assessment	All	No			All Schools		$0.00	$12,214.00	$0.00	$0.00	$0.00	$12,214.00	$12,214.00	
1	1.10	Early Childhood Education	All	No					$4,945.00	$3,929.00	$0.00	$6,345.00	$0.00	$2,529.00	$8,874.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Extended Learning Opportunities		Yes	LEA-wide				$71,700.00	$97,873.00	$5,000.00	$164,573.00	$0.00	$0.00	$169,573.00	
1	1.12	Focus on Early Support and Intervention		Yes	LEA-wide				$137,739.00	$0.00	$137,739.00	$0.00	$0.00	$0.00	$137,739.00	
1	1.13	Addressing the Needs of Long-Term English Learners		Yes	Limited to Unduplicated Student Group(s)		All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.14	Provide Improved Excellent Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$103,000.00	$0.00	$103,000.00				$103,000.00	
1	1.15	Student and Staff Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.16	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$265,077.00	$0.00	$265,077.00				$265,077.00	
1	1.17	Required Action: Increased Professional Development	Low-Income students, English Learners, and Hispanic students	No			All Schools		$0.00	$28,000.00				$28,000.00	$28,000.00	
1	1.18	Required Action: Developing English Language Skills and Academic Vocabulary	Low-Income students, English Learners, and Hispanic students	No			All Schools		$0.00	$10,000.00				$10,000.00	$10,000.00	
1	1.19	Required Action:	English Learners	No			All Schools		$0.00	$500.00				$500.00	$500.00	
2	2.1	Maintaining Clean, Safe Facilities	All	No					$273,919.00	$660,495.00	$2,000.00	$345,130.00	$587,284.00	$0.00	$934,414.00	
2	2.2	Positive School Climate	All	No					$529,611.00	$844,804.00	$1,328,172.00	$46,243.00	$0.00	$0.00	$1,374,415.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	School Culture and Social Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$147,244.00	$133,770.00	$249,014.00	$32,000.00	$0.00	$0.00	$281,014.00	
2	2.4	Transportation for Easier School Access	Low Income	Yes	LEA-wide	Low Income			$0.00	$251,027.00	$25,000.00	$226,027.00	$0.00	$0.00	$251,027.00	
3	3.1	Increase Community Outreach and Family Engagement		Yes	LEA-wide				$0.00	$271,500.00	$20,000.00	$237,500.00	$0.00	$14,000.00	$271,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,710,473	1,291,855	47.662%	13.425%	61.087%	$1,653,651.00	0.000%	61.010 %	**Total:**	$1,653,651.00
								LEA-wide Total:	$1,474,960.00
								Limited Total:	$178,691.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Instruction, Materials, and Support	Yes	LEA-wide			$419,730.00	
1	1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income		$10,000.00	
1	1.4	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$167,691.00	
1	1.5	Professional Development for Staff	Yes	LEA-wide			$10,000.00	
1	1.7	Access to a Broad Course of Study	Yes	LEA-wide	Low Income		$230,400.00	
1	1.11	Extended Learning Opportunities	Yes	LEA-wide			$5,000.00	
1	1.12	Focus on Early Support and Intervention	Yes	LEA-wide			$137,739.00	
1	1.13	Addressing the Needs of Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)		All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Provide Improved Excellent Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$103,000.00	
1	1.15	Student and Staff Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income		$10,000.00	
1	1.16	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income		$265,077.00	
2	2.3	School Culture and Social Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income		$249,014.00	
2	2.4	Transportation for Easier School Access	Yes	LEA-wide	Low Income		$25,000.00	
3	3.1	Increase Community Outreach and Family Engagement	Yes	LEA-wide			$20,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,996,748.00	$7,578,726.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental Instruction, Materials, and Support	Yes	$1,341,793.00	1,408,714.00
1	1.2	Qualified, Credentialed Teachers	No	$1,570,989.00	1,443,011.00
1	1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	Yes	$211,152.00	268,748.00
1	1.4	Supports for English Learners	Yes	$254,651.00	227,983.00
1	1.5	Professional Development for Staff	Yes	$194,689.00	36,959.00
1	1.6	Textbooks and Materials	No	$60,000.00	62,786.00
1	1.7	Access to a Broad Course of Study	Yes	$251,702.00	53,000.00
1	1.8	Instructional Leadership and Guidance Support	No	$26,989.00	32,028.00
1	1.9	Student Data and Assessment	No	$12,714.00	12,714.00
1	1.10	Early Childhood Education	No	$95,353.00	9,816.00
1	1.11	Extended Learning Opportunities	Yes	$58,929.00	139,671.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Focus on Early Support and Intervention	Yes	$130,087.00	130,087.00
1	1.13	Addressing the Needs of Long-Term English Learners	Yes	$1,000.00	950.00
2	2.1	Maintaining Clean, Safe Facilities	No	$1,432,849.00	1,659,183.00
2	2.2	Positive School Climate	No	$1,250,987.00	1,246,246.00
2	2.3	School Culture and Social Behavior	Yes	$328,342.00	237,171.00
2	2.4	Transportation for Easier School Access	Yes	$384,078.00	226,027.00
3	3.1	Increase Community Outreach and Family Engagement	Yes	$227,000.00	209,250.00
4	4.1	Increased Professional Development	No	$100,000.00	100,000.00
4	4.2	Developing English Language Skills and Academic Vocabulary	No	$46,444.00	46,444.00
4	4.3	Data Review and Root Cause Analysis	No	$1,000.00	1,000.00
4	4.4	Student and Staff Recognition	No	$15,000.00	25,938.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Protected Instructional Time	No	$1,000.00	1,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,193,549	$1,989,384.00	$1,629,688.00	$359,696.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Instruction, Materials, and Support	Yes	$701,386.00	1,018,952.00	0	
1	1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	Yes	$10,000.00	9,200.00	0	
1	1.4	Supports for English Learners	Yes	$228,191.00	176,478.00	0	
1	1.5	Professional Development for Staff	Yes	$180,000.00	0.00	0	
1	1.7	Access to a Broad Course of Study	Yes	$240,000.00	34,000.00	0	
1	1.11	Extended Learning Opportunities	Yes	$5,000.00	4,600.00	0	
1	1.12	Focus on Early Support and Intervention	Yes	$130,087.00	130,087.00	0	
1	1.13	Addressing the Needs of Long-Term English Learners	Yes	$1,000.00	950.00	0	
2	2.3	School Culture and Social Behavior	Yes	$315,669.00	237,171.00	0	
2	2.4	Transportation for Easier School Access	Yes	$158,051.00	0.00	0	
3	3.1	Increase Community Outreach and Family Engagement	Yes	$20,000.00	18,250.00	0	

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,649,497	1,193,549	29.886	74.934%	$1,629,688.00	0.000%	61.509%	$355,689.67	13.425%

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

    o **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.

    o 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.

  o 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,

  o 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:

  o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

- o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

  o 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.

  o 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.

  o 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.

  o **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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [*EC* Section 32526(c)(2)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    o 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.

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

    o 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).

  o **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.

  o **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.

  o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024