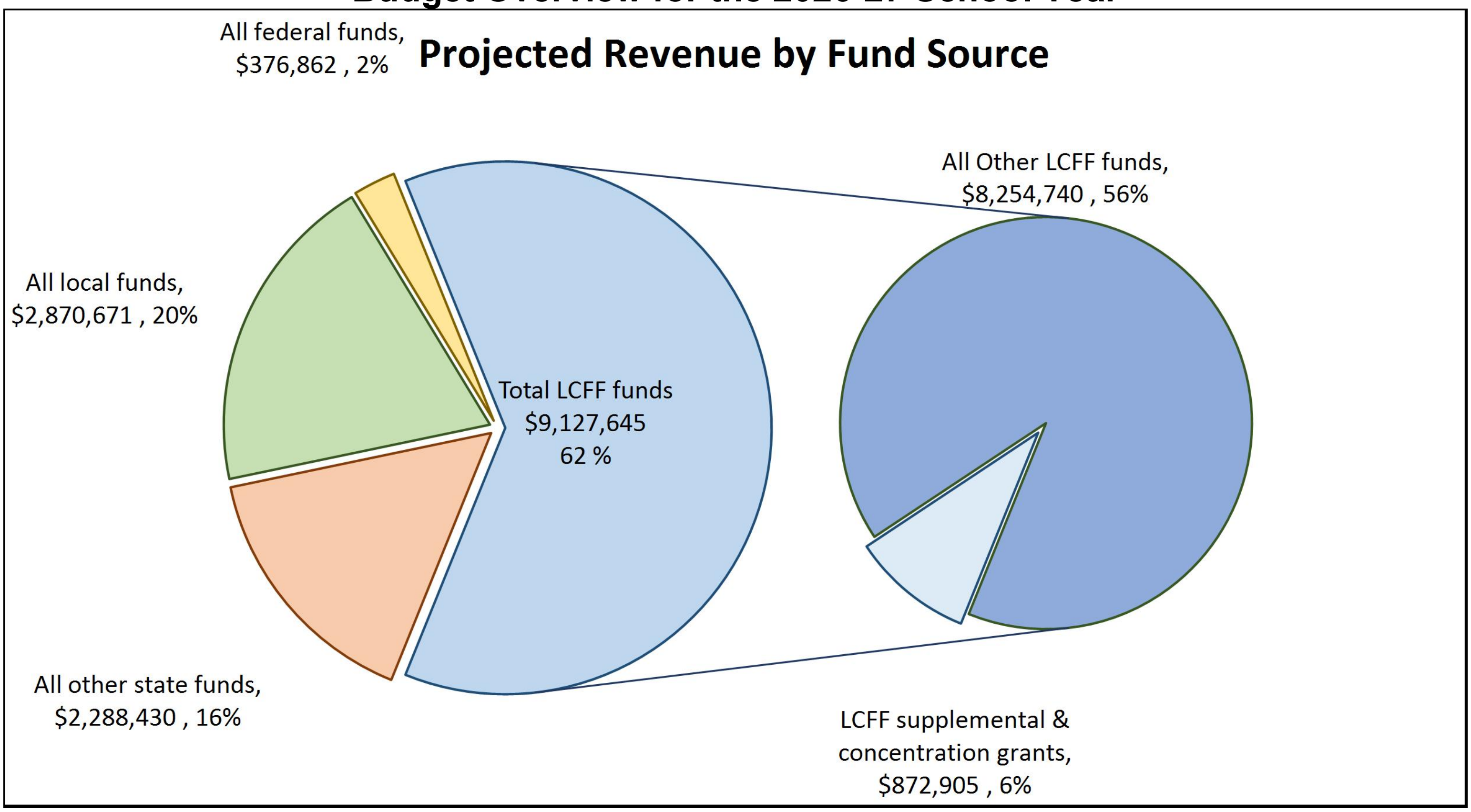
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Helendale School District
CDS Code: 36-67736-0000000
School Year: 2026-27
LEA contact information:

Dr. William Laird
Superintendent
wlaird@helendalesd.com
(760) 952-1180

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

Budget Overview for the 2026-27 School Year

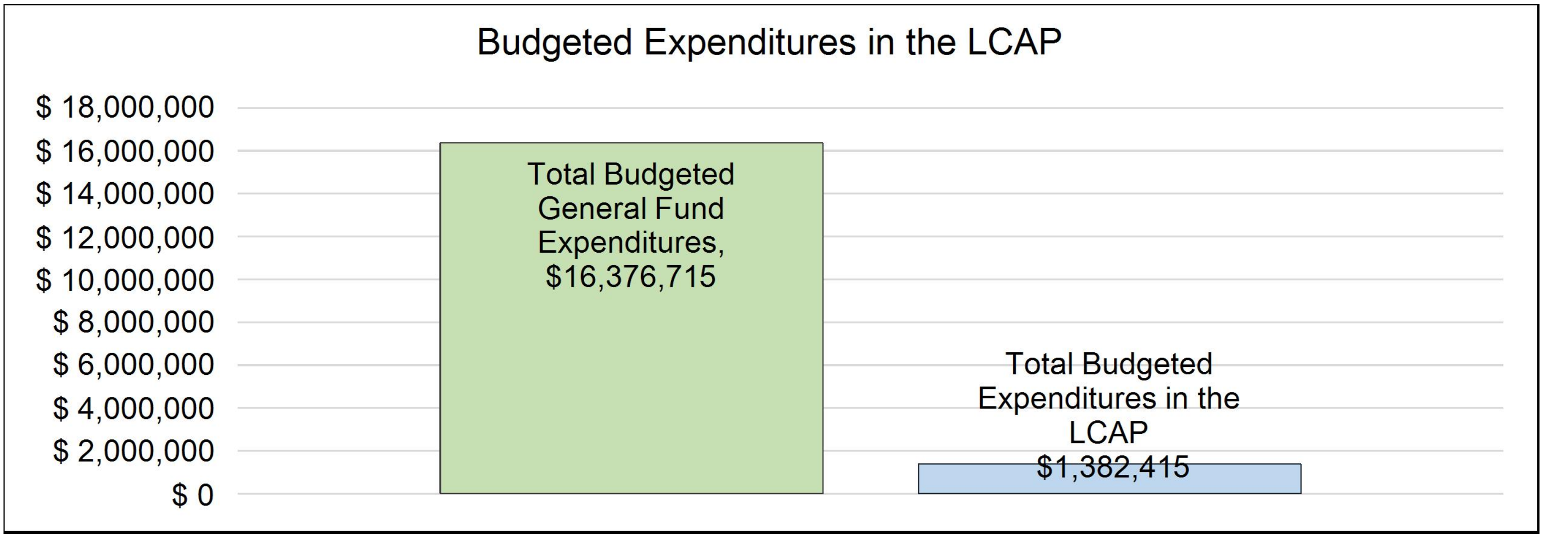


This chart shows the total general purpose revenue Helendale School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Helendale School District is $14,663,608, of which $9127645 is Local Control Funding Formula (LCFF), $2288430 is other state funds, $2870671 is local funds, and $376862 is federal funds. Of the $9127645 in LCFF Funds, $872905 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 Helendale School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Helendale School District plans to spend $16376715 for the 2026-27 school year. Of that amount, $1382415 is tied to actions/services in the LCAP and $14,994,300 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

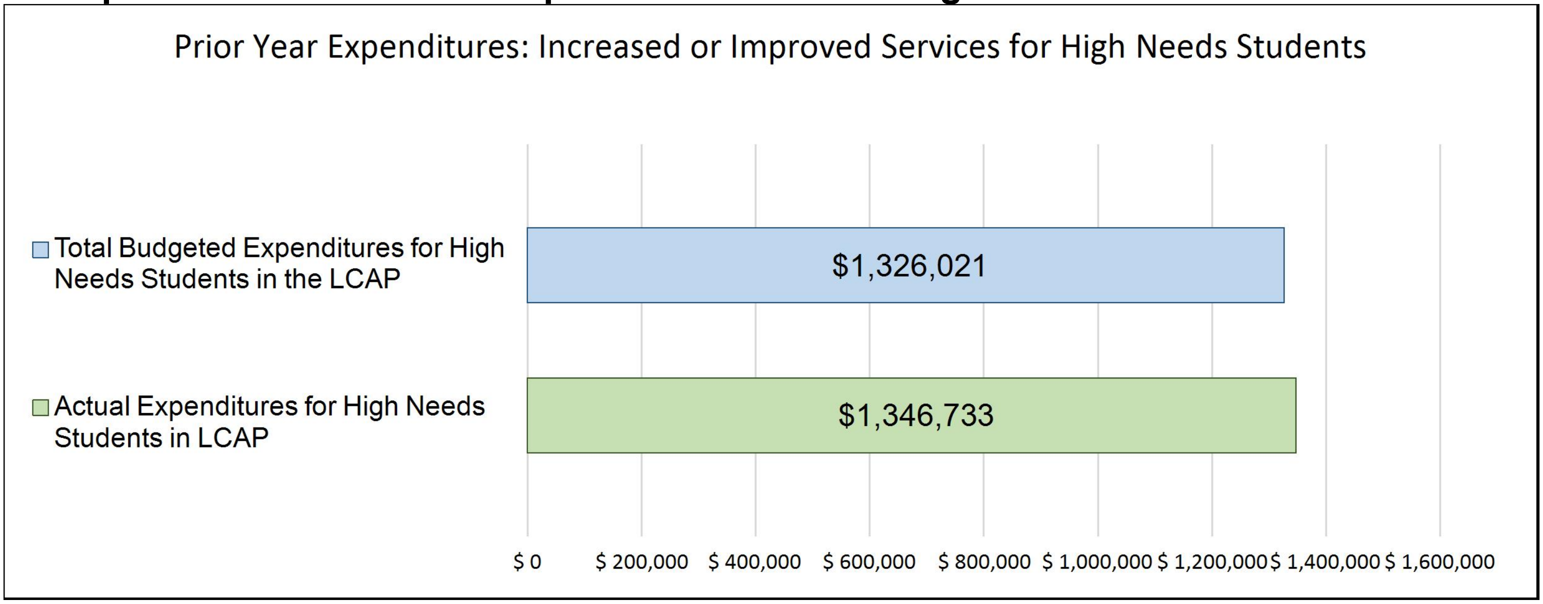
The Helendale School District's General Fund Budget includes essential operational and instructional expenditures that fall outside the scope of the LCAP, such as salaries and benefits for certificated and classified staff, facilities maintenance and operations, core curriculum instructional materials, health services, and district-wide administrative functions including payroll, special education, and assessment. These investments are critical to maintaining a safe, functional, and effective learning environment across all sites, even when not directly aligned with specific LCAP goals.

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

In 2026-27, Helendale School District is projecting it will receive $872905 based on the enrollment of Foster Youth, English learner, and low-income students. Helendale School District must describe how it intends to increase or improve services for high needs students in the LCAP. Helendale School District plans to spend $1310147 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Helendale School District's LCAP budgeted $1326021 for planned actions to increase or improve services for high needs students. Helendale School District actually spent $1346732.50 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Helendale School District	Dr. William Laird Superintendent	wlaird@helendalesd.com (760) 952-1180

Plan Summary [2026-27]

General Information

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

Helendale School District (HSD) serves a close-knit community in the high desert along historic Route 66. With a population of just over 5,000 residents, HSD operates one elementary school (grades TK–6) and one middle school (grades 7–8), with a total enrollment of 723 students. The district's student demographics include White (33.4%), Hispanic (54.8%), African American (7%), American Indian (0.14%), Asian (0.55%), Filipino (0.41%), Pacific Islander (0.28%), and Two or More Races (2.9%). Additionally, the unduplicated student population consists of Low-Income students (50.7%), English Learners (4.15%), and Foster Youth (1.9%). While HSD does not meet the threshold to establish a District English Learner Advisory Committee (DELAC) or English Learner Advisory Committee (ELAC), the district prioritizes regular engagement with parents and students to support the needs of its English Learner population.

HSD has experienced a nearly 2% increase in enrollment since the 2023–24 school year, reflecting the community's growth and ongoing commitment to educational excellence. Helendale Elementary School is an AVID Elementary School, with over 80% of its teachers trained in AVID instructional strategies. Additionally, the school has been recognized as a Platinum PBIS School, highlighting its commitment to fostering a positive and inclusive learning environment. Riverview Middle School is in the process of updating it's MTSS and PBIS practices to also foster a positive and inclusive environment while meeting students needs supporting learning outcomes.

The district has also developed a comprehensive Expanded Learning Opportunity Program (ELOP), serving students in Transitional Kindergarten (TK) through 6th grade. Strategic planning for Universal Transitional Kindergarten (UTK) has facilitated the expansion of TK eligibility in the 2023–24 school year. To meet state-mandated student-to-staff ratios, instructional aides were hired to support TK classrooms. This additional level of support continues in both TK and Kindergarten, ensuring students receive the foundational learning experiences necessary for long-term success.

Through a collaborative Strategic Planning Process with educational partners, HSD developed a mission statement that reflects its core values and vision:

"We, the parents, community, and staff of the Helendale School District, believe that young people can be taught to be lifetime learners and competent citizens. We are partners in providing our children with an understanding and appreciation of the past and present, as well as preparation for the future. We will focus on effective instruction that reflects our local history, concern for the environment, and belief in a strong academic curriculum. We will work to ensure a safe and orderly environment, sound fiscal management, and a belief that the size of our district enhances rather than limits our possibilities."

This mission serves as the foundation for the district's goals and initiatives, guiding instructional strategies, student engagement efforts, and resource allocation to ensure all students receive a high-quality education that prepares them for future success.

Reflections: Annual Performance

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

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide
School Climate:
Suspension Rate: English Learner

Pupil Engagement
Chronic Absenteeism: Students with Disabilities (SWD) and White (WH)

School Sites - All Student Groups showing the lowest performance levels

Riverview Middle School:
Pupil Engagement: Chronic Absenteeism

Any Student Group within any School with Lowest Performance Outcomes:

Helendale Elementary:
School Climate:
Suspension Rate - African American (AA)

Pupil Engagement:
Chronic Absenteeism - WH

Riverview Middle:
School Climate:
Suspension Rate - Hispanic (HI)

Pupil Engagement:
Chronic Absenteeism - Socioeconomic Disadvantaged (SED), HI and WH

Local Data (2023/2024):
Elementary iReady
All Students - 33%
Low Income - 30%

Secondary Edmentum
All Students - 28%
Low Income - 20%

Elementary iReady
All Students - 21%
Low Income - 19%

Secondary Edmentum
All Students - 18%
Low Income - 16%

The 2025 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

*Districtwide

Academic Indicator:
English Language Arts - Students with Disabilities

Pupil Engagement:
Chronic Absenteeism - African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

*School Sites - All Student Groups showing the lowest performance levels

Helendale Elementary
Pupil Engagement - Chronic Absenteeism

*Any Student Group within any School with Lowest Performance Outcomes:

Helendale Elementary
Pupil Engagement:
Chronic Absenteeism - African American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White

Riverview Middle:
Academic Indicator:
English Language Arts - Socioeconomically Disadvantaged

Helendale School District's 2025 California School Dashboard results reflect both meaningful progress and persistent areas of critical concern. Building on prior year gains, the District continued to see improvement in suspension rates, declining from 5.1% in 2023 to 3.5% in 2024 and further to 3.3% in 2025 - a trend that reflects the positive impact of restorative practices and behavioral supports implemented districtwide. Notably, African American suspension rates dropped significantly both districtwide (10.1% to 4.8%) and at Helendale Elementary School (9.1% to 3.8%), representing one of the District's most substantial wins. Helendale Elementary also saw improvement in ELA performance for Students with Disabilities (-97.9 to -73.6 DFS).

However, the 2025 Dashboard also reveals significant challenges that warrant action. Chronic absenteeism remains the District's most widespread concern, with overall rates increasing from 21.6% to 23.8% and red-level indicators districtwide for African American (43.6%), English Learner (25.0%), Hispanic (23.7%), Homeless (37.5%), and Students with Disabilities (30.8%) student groups. Helendale Elementary mirrors these patterns in School Climate, with chronic absenteeism in the red for African American (43.8%), Hispanic (23.4%), Homeless (40.4%), Socioeconomically Disadvantaged (31.8%), Students with Disabilities (29.4%), and White (20.7%) students. Academically, the District's ELA performance for Students with Disabilities has worsened (-76.9 to -82.1 DFS), and Riverview Middle School now shows a red indicator in ELA for Socioeconomically Disadvantaged students (-77.5 DFS), while their math DFS score declined sharply (-36.9 to -88.5 DFS). English Learner progress on the ELPI remains a concern at 40%, reflecting ongoing challenges in language acquisition. To address these indicators, the District will strengthen its MTSS framework to deliver targeted, tiered attendance and academic interventions responsive to each group's needs (Goal 1, Action 8; Goal 2, Actions 1 and 2). Family and community engagement strategies will be expanded to reduce barriers to attendance and build school connectedness, particularly for our highest-need populations (Goal 3, Actions 1 and 2). The District will also prioritize professional development in specially designed instruction and EL instructional strategies to improve academic outcomes for Students with Disabilities and English Learners (Goal 1, Action 4).

*Local Data (2024/2025):

*Helendale Elementary Results

Reading

Fall 25-26
Elementary Renaissance STAR

All Students - 44.2%

Winter 25-26
Elementary Renaissance STAR
All Students - 45.5%

Spring 25-26
Elementary Renaissance STAR
All Students - 45.5%

Math

Fall 25-26
Elementary Renaissance STAR
All Students - 31.6%

Winter 25-26
Elementary Renaissance STAR
All Students - 40.3%

Spring 25-26
Elementary Renaissance STAR
All Students - 41%

*Riverview Middle Results

Reading

Window 1 8/12/25 to 10/10/25
Secondary Edmentum
All Students - 36%

Window 2 10/11/25 to 12/20/25
Secondary Edmentum
All Students - 48%

Window 3 12/21/25 to 3/13/26
Secondary Edementum
All Students - 48%

Window 4 - 3/14/26 to 5/27/26
Secondary Edmentum
All Students - 55%

Math

Window 1 8/12/25 to 10/10/25
Secondary Edmentum
All Students - 37%

Window 2 10/11/25 to 12/20/25
Secondary Edmentum
All Students - 59%

Window 3 12/21/25 to 3/13/26
Secondary Edementum
All Students - 57%

Window 4 - 3/14/26 to 5/27/26
Secondary Edmentum
All Students - 58%

HSD is working to decrease inconsistencies across school sites and create uniformity with regard to testing and benchmarks to truly reflect student achievement. For the 2025-26 school year, HSD has increased the number of resources and supports available to help students engage with social emotional learning and improve their mental health. As such, attendance has impacted academics to reflect an improvement in both reading and mathematics across both sites.

*LCAP Survey
HSD had 604 participants take the LCAP survey this year, not including participants from Independence Charter Academy or Academy of Careers and Exploration. There were 421 students, 114 parents/community members, and 69 staff members. The results indicated the following:

Percentage of Students who Agree/Yes with the following statements:
96.64% I am safe in my classroom.
55.64% I feel safer in the bathroom this year than in previous years.
17.03% I feel safe when I ride the bus. (80.34% noted that they do not ride the bus.)
94.20% I consistently follow the school rules and expectations.
92.27% When in class, students (including me) are held accountable for school rules and expectations.
85.75% There is at least one staff member I feel comfortable going to when I need help.

Percentage of Parents/Community Members who Agree/Yes with the following statements:
91.23% I am confident that my child will get a high-quality education at school.
88.60% My child is safe when attending school.
95.61% As a parent, I feel welcomed at my child's school.
92.11% I am aware of the volunteer opportunities at my child's school (e.g., in the classroom, Parent Teacher Committee [PTC], School Site Council [SSC], field trips, etc.)
42.11% I have attended school/district meetings or events held this year (in-person or virtually).
89.47% There is effective communication between my child's school (teachers, staff, etc.) and parents.
91.23% My child feels included, supported, and accepted as a valuable member of their school community.

Percentage of Classified/Certificated Staff Members who Strongly Agree/Agree with the following statements:
84.06% There is a strong sense of purpose and vision where I work.
66.67% PBIS is consistently implemented at my school site.
82.61% I have the training and support to do my job effectively.
85.51% I have the resources I need to do my job effectively.
92.75% I have opportunities to attend professional development (PD).
73.91% Achievement data is the primary indicator that we use to drive instruction at our school.
86.96% Our site works as a team to improve student achievement.
81.16% Our site is operationally well-managed.
66.67% Our district is operationally well-managed.
78.26% Staff efforts are recognized.
94.20% I would recommend our school to parents.

The LCAP survey yielded responses from 604 participants, reflecting meaningful growth in student participation at both Helendale Elementary School (HES), where student respondents increased from 222 to 288, and at Riverview Middle School (RMS), saw a significant increase in parent participation from 57 to 118 respondents (though a combination of RMS parents). Overall, the survey results reflect strong positive perceptions across all three groups in several key areas. Students at both sites reported high levels of classroom safety, with HES increasing from 93.2% to 97.2% and RMSfrom 93.5% to 96.9%. Staff at HES reported notable gains in feeling recognized (73.2% to 88.1%) and in consistent PBIS implementation (71.1% to 83.3%), while RMS staff reported increases in sense of purpose and vision (80.6% to 87.5%) and perception of district operational management (42.4% to 54.2%). Parents across both sites expressed high confidence in education quality, school safety, and communication, and students districtwide showed improved perceptions of having a trusted staff member to turn to; rising from 78.1% to 87.0% at HES and from 74.8% to 83.2% at RMS. These results reflect meaningful progress in school climate, staff recognition, and the adult-student relationships that are foundational to student engagement (Goal 2, Actions 1, 2, and 3; Goal 3, Action 2).

Despite these strengths, several survey results highlight areas that will be directly addressed through LCAP actions in 2025-26. At RMS, parent attendance at school and district meetings dropped significantly, from 73.7% to 21.1%, a 52.6 percentage point decline. Survey comments from parents offer important context, with respondents noting that meetings are scheduled at times that are too early to attend, that they are unaware of when and where meetings take place, and that time constraints prevent participation, though several expressed a clear desire and intention to engage. These responses suggest that barriers to attendance are logistical rather than relational, and the District will respond by diversifying meeting times, improving outreach and communication about upcoming events, and expanding virtual engagement options to increase accessibility (Goal 3, Actions 1 and 2). At HES, parent event attendance remained largely flat (54.3% to 55.4%), indicating that engagement barriers persist at the elementary level as well and require continued attention (Goal 3, Action 1). Additionally, PBIS consistency declined at RMS (77.4% to 59.1%), even as HES showed improvement, signaling that implementation fidelity varies across sites and that more cohesive, sustained professional development and coaching are needed districtwide (Goal 2, Action 1). Student perceptions of bathroom safety declined at both HES (69.2% to 54.2%) and RMS (73.8% to 64.4%), a trend that warrants a targeted review of supervision and safety protocols at both sites (Goal 2, Actions 1 and 3). By addressing these areas through targeted, equity-focused actions, Helendale School District remains committed to deepening the partnerships and systems needed to improve outcomes for all students.

*Learning Recovery Emergency Block Grant (LREBG) Funds
HSD has $39,268 in unexpended funds that will be designated to support specific goals and actions within the LCAP to improve academics and chronic absenteeism. HSD's comprehensive needs assessment utilized various pieces of qualitative and quantitative data to identify district needs. Data utilized was comprised of the 2025 CA School Dashboard for English Language Arts, Mathematics, and Chronic Absenteeism. Additional data was derived from local benchmarks and educational partner input from staff, community members, parents, and students. The following actions align with the requirements of Education Code Section 32526(c)(2) to support students' academics and socioemotional well-being.

Action 1.3: Lower Class Size in all schools
Partially funded by LREBG funds, this action supports the addition of a credentialed special education teacher to reduce student-to-teacher ratios for students with disabilities, enabling more individualized specially designed instruction, stronger behavioral and academic support, and improved access to the core curriculum. This decision is directly informed by our 2025 CA School Dashboard results, which show Students with Disabilities (SWD) performing 82.1 Distance from Standard points below grade level in English Language Arts - a red indicator districtwide - as well as feedback from HES staff during the LCAP engagement process, who identified the disconnect between general education and special education as a systemic concern and called for additional aide training, reduced class sizes, and expanded SAI services. These findings collectively point to a need to increase the intensity and quality of specialized instruction available to SWD.

Research supports class-size reduction as an equity strategy is well established, particularly for students from underrepresented groups who require additional support to bridge achievement gaps. A 2023 Campbell Systematic Review published in "Campbell Systematic Reviews" found that smaller class sizes are the most preferred option among students with special educational needs, their teachers, and school administrators, specifically because of the increased opportunities for individualized instruction and greater teacher attention to each student's unique needs (Bondebjerg et al., 2023). The review affirms that class size considerations are particularly effective for students with disabilities, as their learning needs require instructional conditions and environments that larger class sizes cannot always adequately support. Research from the Brookings Institution further indicates that class size reductions have their most significant effects on students from less advantaged backgrounds, a finding directly relevant to HSD's student population, where chronic absenteeism and academic underperformance are concentrated among socioeconomically disadvantaged, homeless, and SWD student groups.

By adding a credentialed special education teacher through LREBG funds, HSD is creating the staffing conditions necessary to deliver the intensive, targeted interventions required under students' IEPs and to accelerate learning progress for this population. This action directly aligns with LREBG's allowable use of Accelerating Learning Progress by ensuring that students with disabilities receive the focused, relationship-centered instruction that the research identifies as essential to closing persistent achievement gaps.

Reflections: Technical Assistance

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

The San Bernardino County Superintendent of Schools (SBCSS) provides technical assistance to the district by assigning a Program Manager dedicated to supporting small school districts in addressing their unique challenges and needs. Additionally, Helendale School District (HSD) has been identified as eligible for Differentiated Assistance (DA) for African American students, who are in year 2 of DA, and Students with Disabilities based on data from the California School Dashboard. In the 2024–25 school year, African American students were marked in the "red" performance level for chronic absenteeism (43.6%), reflecting a 8.8% increase from the 2023–24 school year. Despite this, this student group did make gains in suspension rates from the previous year, where in 2023-24 they had 10.1% suspended at least one day, but in 2024-25, that percentage improved to 4.8%. Students with Disabilities were also marked "red" in the performance level for chronic absenteeism with a rate of 30.8%, currently maintaining from the 2023-24 school year. Students with Disabilities are also eligible for DA, in year one from the 2025 CA School Dashboard results, for the academic indicator, specifically for English Language Arts (-76.9 DFS). This indicator and these student groups highlight the need for targeted intervention strategies to improve student engagement and support attendance improvement efforts.

Helendale School District participated in a DA planning workshop facilitated by SBCSS to address the needs of African American students and Students with Disabilities, the district's identified focus groups, due to elevated chronic absenteeism rates. According to the 2025 CA School Dashboard, African American students experienced an increase in absenteeism, resulting in a 19.8% gap compared to the overall student population. Students with Disabilities had a 7% gap compared to the overall student population in chronic absenteeism. The identified root cause during the workshop was a lack of awareness and knowledge of the interventions and supports available to staff to help these student groups with their mental health and social emotional learning, as well as other potential causes of absenteeism. To address this indicator, the district will continue to implement Action 2.2 School Counselors to participate in MTSS/PBIS meetings and conduct empathy interviews to identify and remove barriers to attendance, while also offering necessary resources and supports to families of students with attendance issues. This action will be applied across all sites and if successful, absences will decrease and utilization of resources and interventions will increase among African American students and Students with Disabilities.

Additionally, HSD has collaborated with SBCSS to fulfill the Plan, Do, Study, Act (PDSA) Protocol with regular check-ins to discuss practices and strategies implemented during the 2025-26 school year to decrease chronic absenteeism. Implemented strategies conducted by HSD include reflecting upon the Panorama winter survey results and initiating a spring survey to view comparisons of student results (Actions 2.1 and 2.2) . Furthermore, empathy interviews had began, highlighting SEL needs and HSD communicating those needs to families (Action 2.2). Educational Services created a shared resource that documents various resources and supports, which was in turn shared with administration, site homeless and foster youth liaisons, counselors, attendance clerks, secretaries, school psychologist, and social work interns (Action 2.3). A training was given to all certificated staff on February 9, 2026 to share homeless resources, while also emphasizing that those resources are also available to African American students and Students with Disabilities (Actions 1.4, 2.2, and 2.3). Monthly MTSS/PBIS meetings occurred where staff from Riverview Middle School and Helendale Elementary School were in attendance (Actions 1.4 and 2.1). During said meetings, staff focused on prioritizing updating processes and practices to address issues in academics, behavior, and attendance. Also, the SART process is being refined at Riverview Middle School and Helendale Elementary School with a social work intern and counselor participating in determining student needs and establishing a foundational relationship with students to motivate students to attend school (Action 2.2). And lastly, Ed. Services is exploring Panorama intervention services, Aeries intervention referral process, and establishing a partnership with SBCSS MTSS division to improve the district's processes across all sites (Actions 1.4 and 2.1).

Addressing academics with our Students with Disabilities, HSD has ensured tutoring access is available to improve distance from standard for ELA and math (Action 1.8). Additionally, additional curriculum has been provided to our Students with Disabilities' case managers to incorporate into their daily instruction, including speech materials to enable students to be better communicators on their needs and challenges that can be addressed in the classroom to improve academics (Action 1.9). Furthermore, our case managers have received various training to improve ELA and math indicators through MagicSchool AI, Accelerated Reader, Freckle, and Lailo, as well as conducted peer classroom observations to improve upon their instruction (Actions 1.4 and 1.7). And lastly, a new teacher was hired to reduce the case managers' case loads (Action 1.3).

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, classified staff, certificated staff, CSEA, HPTA, parents, community members, Board of Education, and students	Beginning January 12, 2026, an LCAP survey was distributed to all teachers, principals, classified staff members, members of CSEA and HPTA (our local bargaining units), parents, community members, and students from 3rd to 8th grade. The survey was created via Survey Monkey and had 15 questions for students, 10 questions for parents/community members, and 16 questions for staff. A survey link was emailed district wide as well as posted to social media and our district's website. The survey was also sent out via Aeries communication. Three separate surveys were created and staff needed to select their role and school site, students to select their site and grade level, and parents/community members to select the site they are associated with, if any. The survey had Agree/Disagree questions and Yes/No questions. The survey closed on February 13, 2026.
Parent Advisory Committee - Parents representing all students at all school sites (English Learners, Long-term English Learners, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities)	LCAP development and input meetings were held in person on March 3, 2026. One session for parents/community members in the morning and one session for the parents/community members was held in the evening. During the meeting, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2025 California Dashboard along with data from the LCAP survey. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. The discussion was focused on input from the parents regarding goals, actions and metrics that should be kept, revised or removed

Educational Partner(s)	Process for Engagement
	when developing the 2026/2027 LCAP. Parents were encouraged to discuss concerns and way the district can provide support. The 2026-27 LCAP draft was presented to the PAC on May 18, 2026. As no comments were submitted from the PAC, there was not a written response from the superintendent.
Administration, Certificated, Classified Staff Members, and Union Representatives	LCAP development and input meetings were held in person on March 4 and 6, 2026, and on April 24 and 27, 2026. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the 2025 California Dashboard. The district outlined the previous LCAP's goals, actions to support the goals and the metrics used to evaluate effectiveness. Staff participated in the Stop, Start, Continue activity where staff discussed in small groups what they thought should continue to be implemented throughout the district and their school site, as well as what should stop completely or start for the following school year. The discussion was focused on input from the staff members regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Staff members were encouraged to discuss concerns and ways the district can provide support. Both Unions had their local representatives present at the meetings and were active in the discussion and provided feedback on the goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP.
Student Advisory Committee (SAC) - 5th-11th-Grade Students	The Student Advisory Council consists of student representatives from each grade level, 5th-11th, and also includes the two dependent charters, Independence Charter Academy and the Academy of Careers and Exploration. LCAP development and input meetings were held in person on February 26, 2026 for 5th and 6th graders, and on March 5, 2026 for 7th to 11th-graders. During the meetings, the district discussed their vision, mission, and their strategic plan. The District presented an overview of the goals and had the discussion focus on input from the students regarding goals, actions and metrics that should be kept, revised or removed when developing the 2026/2027 LCAP. Students were encouraged to discuss concerns and ways the district can provide support.

Educational Partner(s)	Process for Engagement
	The 2026-27 LCAP draft was presented to the SAC on April 30, 2026. As no comments were submitted from the SAC, there was not a written response provided from the superintendent.
Leadership Team - Administration	The leadership team met on December 8, 2025 and December 18, 2025 to discuss the strategic planning and revising the LCAP survey. Prior practices were discussed on LCAP development and educational partner meetings.
Desert Mountain SELPA	On March 20, 2026, HSD met with DM SELPA to consult with the DM SELPA Program Specialist to ensure needs of our students with disabilities are being met. Discussions revolved around Differentiated Assistance (DA) and how chronic absenteeism is a targeted indicator for SWD. HSD discussed the LCAP cycle, how SWD are represented in the goals, actions, and metrics, and how DA and the LCAP are related to the CIM process. On May 15, 2026, an LCAP draft was shared with DM SELPA for consultation and feedback.
Board of Education	The Mid-Year Report was presented to the Board of Education (BOE) at a regularly scheduled meeting on February 11, 2026. The BOE asked two questions concerning the budget and spent LCFF funds with regard to some actions that showed unspent funds. The Director of Educational Services and Academy of Careers and Exploration/Riverview Middle School Principal explained that some funds are encumbered and have yet to be spent as well as other funding sources take priority due to a more strict deadline that releases LCFF funds from being spent, allowing those funds to be spent on other materials, staff, etc. Later in the school year, HSD presented to the BOE the LCAP draft during a public hearing on June 22, 2026. The LCAP draft was provided to community members of the Helendale/Silver Lakes community 72 hours in advance of the public hearing meeting, along with the agenda and previous meeting minutes. The LCAP was available online, and a physical copy of the draft was supplied upon request. Afterward, the HSD LCAP was presented and adopted on June 24, 2026, by the district's local governing board.

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

*Educational Partner Engagement and Influence on the 2026-27 LCAP

The development of Helendale School District's (HSD) 2026-27 LCAP was shaped by extensive engagement with educational partners, including teachers, administrators, classified staff, parents, students, and community members. Feedback was gathered through a district task force, PAC meetings, School Site Councils (SSC), staff Start-Stop-Continue activities, student engagement sessions, and the annual LCAP survey. The task force convened earlier in the process to review prior practices and refine the survey instrument to ensure alignment with district priorities. Partners affirmed areas of progress while identifying key needs that guided the refinement of 2026-27 goals and actions. The major themes and influences are summarized below.

Academic Support and Instructional Improvement
Actions Influenced: Goal 1, Actions 1, 2, 3, 4, 6, 8, and 9
Who Provided Feedback: Certificated and classified staff, 5th–6th grade students, 7th–8th grade students, parents via LCAP survey and PAC meetings

- Aide training and additional planning time as top priorities for improving instructional quality
- Reduction in the disconnect between general education and special education, and for continued SAI services
- Desire for expanded course options and academic pathways
- More after-school academic support, tutoring, and enrichment programs
- Additional classroom support for EL students
- More intentional technology integration

School Climate, Safety, and Student Well-Being
Actions Influenced: Goal 2, Actions 1, 2, and 3; Goal 3, Action 2
Who Provided Feedback: Certificated and classified staff, 5th–6th grade students via Rose-Bud-Thorn activity, 7th–8th grade students via priority ranking, parents via LCAP survey and PAC meetings

- Greater consistency in behavioral consequences and follow-through
- Expanded school spirit activities to build campus culture
- A desire for more sports, clubs, and school spirit opportunities
- Need for stronger behavioral intervention, more campus supervision, and enhanced anti-bullying efforts
- Identified inconsistency in consequences as a practice to stop, reinforcing the need for a unified PBIS approach

Family and Community Engagement
Actions Influenced: Goal 3, Actions 1 and 2
Who Provided Feedback: Certificated and classified staff, parents via LCAP survey and PAC meetings, secondary students via priority ranking activity

- RMS parent attendance at school and district events declined significantly (73.7% to 21.1%), with survey comments citing scheduling conflicts, lack of awareness of meeting times and locations, and time constraints as primary barriers
- HES parent event attendance remained largely flat (54.3% to 55.4%), indicating persistent logistical barriers at the elementary level as well

- Promoting student achievements through the school website and dedicated social media presence, as well as increased enrollment and enrichment opportunities
- Appreciation for Class Dojo and existing communication channels

Leadership Stability, Communication, and Community Visibility
Actions Influenced: Goal 3, Actions 1 and 2
Who Provided Feedback: Certificated and classified staff

- Identified administrative turnover and governance instability as the most critical barriers to building and sustaining strong family and community relationships
- Promote student achievements through the school website and dedicated social media channels
- Prioritize initiating good news calls home as a proactive family communication strategy

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel in Learning: Drive students' academic success with engaging, challenging curriculum and effective interventions.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Helendale School District and its educational partners believe that educating the youth of the community is our most important task. During the LCAP development process, it was clear that Quality Learning and Instruction for All Students was the priority for all members of the community who were involved in the LCAP development. The California School Dashboard showed our 2023 ELA CAASPP scores for all students at -27.5 Difference From Standard (DFS), Socio-economically Disadvantaged at -40 DFS, English Learners at -16.2 DFS, Students with Disabilities -78 DFS, and our Hispanic students group 26.2 DFS. The California School Dashboard showed our 2023 Math CAASPP scores for All Students at -44.3 DFS, Socioeconomically Disadvantages at -57.6 DFS, English Learners at -32 DFS, Students with Disabilities -95.6 DFS, and our Hispanic student group -47.6 DFS. The 2022-23 CAASPP outcomes also showed 45.65% of all students met or exceeded proficiency in English Language Arts, and 35.38% of all students met or exceeded proficiency in Math. The District is implementing comprehensive actions to improve student engagement and academic performance. These actions include providing and maintaining devices for each student, reduced teacher to student ratio classrooms, provide professional development for our staff, and student transportation. These actions will all work toward a positive outcome for our students to increase their academic achievement

Helendale School District recognizes the vital role that well-equipped educators, aligned instructional materials, and rigorous academic standards play in student success. The district ensures that all students, including Low Income, Foster Youth, and English Learners, have full access to state standards-aligned instructional materials (Metric 1.3), and it maintains compliance in assigning appropriately credentialed teachers without misassignments (Metric 1.6). Furthermore, the district continues to implement state board-adopted academic content and performance standards (Metric 1.13) across all grade levels through ongoing professional development and instructional support. This commitment fosters a stable and equitable learning environment where educators are supported and held accountable, and where students benefit from high-quality instruction. Helendale’s focus on continuous improvement and leadership development ensures that every student has the resources and opportunities necessary to thrive in a safe, inclusive, and academically rigorous setting. Metric 1.10 (CAST) The California science Test (CAST) is included as a current metric in our LCAP to monitor students progress in science; however, it is not currently tied to a specific action, as the district is in the process of analyzing data to identify trends and determine appropriate actions for future goal development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP MATH Difference From Standard (DFS) Source: California School Dashboard	2023 CA Dashboard District All : -44.3 DFS EL: -32 DFS SED: -57.6 DFS SWD: -95.6 DFS Riverview Middle School All : -73.9 DFS EL: -87.8 DFS SED: -85.3 DFS	2024 CA Dashboard District All : -39.1 DFS EL: -56.2DFS SED: -58.1 DFS SWD: -86.6 DFS Riverview Middle School All : -72.6 DFS EL: student population size too small to provide DFS (9 Students) SED: -105.6 DFS	2025 CA Dashboard District All : -43.4 DFS EL: -81.4DFS SED: -52 DFS SWD: -85.7 DFS Riverview Middle School All : -81.7 DFS EL: -155.1 DFS SED: -88.5 DFS	District All : -40 DFS EL: -27 DFS SED: -48 DFS SWD: -75 DFS Riverview Middle School All : -65 DFS EL: -70 DFS SED: -70 DFS	District All : +0.9 DFS EL: -49.4 DFS SED: +5.6 DFS SWD: +9.9 DFS Riverview Middle School All : -7.8 DFS EL: -67.3 DFS SED: -3.2 DFS
1.2	CAASPP ELA Difference From Standard (DFS) Source: California School Dashboard	2023 CA Dashboard District All : -27.5 DFS EL: -16.2 DFS SED: -40 DFS SWD: -78 DFS Riverview Middle School All : -52.5 DFS EL: -64.6 DFS SED: -67 DFS	2024CA Dashboard District All : -12.4 DFS EL: -43.7 DFS SED: -30 DFS SWD: -76.9 DFS Riverview Middle School All : -13.5 DFS EL: student population size too	2025 CA Dashboard District All : -23.7 DFS EL: -58.1 DFS SED: -37.9 DFS SWD: -82.1 DFS Riverview Middle School All : -49 DFS EL: -109.7 DFS SED: -77.5 DFS	District All : -20 DFS EL: -10 DFS SED: -28 DFS SWD: -58 DFS Riverview Middle School All : -40 DFS EL: -35 DFS SED: -50 DFS	District All : +3.8 DFS EL: -41.9 DFS SED: +2.1 DFS SWD: -4.1 DFS Riverview Middle School All : +3.5 DFS EL: -45.1 DFS SED: -10.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			small to provide DFS (9 Students) SED: -36.9 DFS			
1.3	Access to aligned instructional material Percentage Rate Source: California School Dashboard (local indicators)	100% of students have access to standard aligned instructional materials. (Local Data 2022-23)	100% of students have access to standard aligned instructional materials. (Local Data 2023-24)	100% of students have access to standard aligned instructional materials. (Local Data 2024-25)	100% of students have access to standard aligned instructional materials.	No change
1.4	English Learner Reclassification Percentage Rate Source: Local Data	15% of ELL students were reclassified (Local Data 2022-23)	10.5% of ELL students were reclassified. (Local Data 2023-24)	15.9% of ELL students were reclassified. (Local Data 2024-25)	18% of ELL students were reclassified	+0.9%
1.5	State implemented ELPAC Test Percentage Rate Source: California School Dashboard	72.13% of EL students were proficient on ELPAC (ELPAC 2022-23)	41.2% of EL students were proficient on ELPAC (ELPAC 2023-24)	26.09% of EL students were proficient on ELPAC (ELPAC 2024-25)	75% of EL students were proficient on ELPAC	-46.04%
1.6	Teacher Misassignment Percentage Rate Source: California School Dashboard	District maintained a 0% teacher misassignment. (Local Data 2023-24)	District maintained a 5.4% teacher misassignment. California School Dashboard	District maintained a 0% teacher misassignment. (Local Data 2024-25)	0% teacher misassignment	No change
1.7	English Language Arts Benchmark Assessments Percentage Rate	Elementary iReady All Students - 33% Low Income - 30%	Elementary iReady All Students - 38% Low Income - 35%	Elementary Renaissance STAR All Students - 45.5% Low Income - 39%	Elementary iReady (Discontinued at the end of 2024-25) All Students - 45%	Elementary iReady (Discontinued at the end of 2024-25) All Students - N/A Low Income - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data	Elementary Renaissance STAR All Students - 45.5% Low Income - 39% SWD - 10% EL - 4.8% (2025-26) Secondary Edmentum (In progress) All Students - 28% Low Income - 20% SWD - 0% (2025-26) EL - N-size too small (2025-26) (Local Data 2023-24)	Secondary Edmentum (In progress) All Students - 40% Low Income - 67% (Local Data 2024-25)	SWD - 10% EL - 4.8% Secondary Edmentum (In progress) All Students - 55% Low Income - 8.2% SWD - 0% EL - N-size too small (Local Data 2025-26)	Low Income - 45% Elementary Renaissance STAR All Students - 55% Low Income - 45% SWD - 12% EL - 5.5% Secondary Edmentum (In progress) All Students - 40% Low Income - 40% SWD - 2% EL - N-size too small	Elementary Renaissance STAR All Students - N/A Low Income - N/A SWD - N/A EL - N/A Secondary Edmentum (In progress) All Students - +27% Low Income - -11.8% SWD - N/A EL - N-size too small
1.8	Math Benchmark Assessments Percentage Rate Source: Local Data	Elementary iReady All Students - 21% Low Income - 19% Elementary Renaissance STAR All Students - 41% Low Income - 31% SWD - 15% EL - 9.5% (2025-26) Secondary Edmentum All Students - 18% Low Income - 16% SWD - 0% (2025-26) EL - N-size too small (2025-26)	Elementary iReady All Students - 38% Low Income - 38% Secondary Edmentum All Students - 44% Low Income - 55% (Local Data 2024-25)	Elementary Renaissance STAR All Students - 41% Low Income - 31% SWD - 15% EL - 9.5% Secondary Edmentum (In progress) All Students - 58% Low Income - 29.4% SWD - 0% EL - N-size too small	Elementary iReady All Students - 30% Low Income - 30% Elementary Renaissance STAR All Students - 50% Low Income - 43% SWD - 17% EL - 10.5% Secondary Edmentum (In Progress) All Students - 30% Low Income - 30% SWD - 2%	Elementary iReady (Discontinued at the end of 2024-25) All Students - N/A Low Income - N/A Elementary Renaissance STAR All Students - N/A Low Income - N/A SWD - N/A EL - N/A Secondary Edmentum

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Local Data 2023-24)		(Local Data 2025-26)	EL - N-size too small	All Students - +40% Low Income - +13.4% SWD - N/A EL - N-size too small
1.9	Attendance Rate Percentage Rate Source: Local Data	92.68% Daily Attendance Rate (Local Data 2022-23)	District - 93.59% (Local Data 2023/24: P2)	District - 97.81% (Local Data 2024-25)	95% Daily Attendance Rate	+5.13%
1.10	California Science Test (CAST) Results Percentage Rate Source: California School Dashboard	Met or Exceeded Standard on CAST All Students - 18.07% Socioeconomically Disadvantaged - 12.82% (CAASPP 2022/23)	Met or Exceeded Standard on CAST All Students - 25.96% Socioeconomically Disadvantaged - 17.06% (CAASPP 2023/24)	Met or Exceeded Standard on CAST All Students - 41.37% Socioeconomically Disadvantaged - 34.48% (CAASPP 2024/25)	All Students - 22% Socioeconomically Disadvantaged - 22%	All students: +23.3% Socioeconomically Disadvantaged: +21.66%
1.11	Increase student technology devices Student to Device Ratio Source: Local Data	SY 2023/2024 Students to device ratio is 1:1	SY 2024/2025 Students to device ratio is 1:1.3	SY 2025/26 Device to student ratio is 1.98:1	Device to student ratio is 2:1	+0.98 device to student
1.12	Implementation of state board adopted academic content and performance standards implementation Status	2022/23 SY English Language Arts – Common Core State Standards for English Language Arts - Full	2023/24 SY English Language Arts – Common Core State Standards for English Language	2024/25 SY English Language Arts – Common Core State Standards for English Language	English Language Arts – Common Core State Standards for English Language Arts - Full	English Language Arts – Common Core State Standards for English Language Arts - No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Full Implementation	Arts - Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Full Implementation	Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) - Full Implementation Mathematics – Common Core State Standards for Mathematics - Full Implementation And Sustainability Next Generation Science Standards - Full Implementation And Sustainability History - Social Science - Initial Implementation	English Language Development (Aligned to English Language Arts Standards) - No change Mathematics – Common Core State Standards for Mathematics - No change Next Generation Science Standards - No change History - Social Science • from initial implementation to full implementation
1.13	Access to a Broad Course of Study Percentage Rate Local Indicator	2022/23 100% of student have access to a broad course of study Local Indicator	2023/24 100% of student have access to a broad course of study Local Indicator	2024/25 100% of student have access to a broad course of study Local Indicator	100% of student have access to a broad course of study	No change

Goal Analysis [2025-26]

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

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

Helendale School District demonstrated a strong commitment to driving students' academic success through the implementation of Goal 1 during the 2025-26 school year. Of the nine actions within this goal, eight were fully implemented (Actions 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.9) and one was partially implemented (Action 1.1). No actions were left unimplemented.

Action 1.1 – Technology was partially implemented. The district successfully purchased additional student devices, bringing the student-to-device ratio to approximately 1.98:1. However, the Pilot X interactive podiums and Active Floor systems were not purchased or implemented. A key challenge was the lack of an existing device inventory or a system for allocating devices by site and funding source, which was compounded by administrative transitions. The new Director of Technology addressed this by conducting a comprehensive inventory early in the year, which enabled the district to determine how many additional devices were needed. The district also proactively purchased warranties to address the ongoing issue of device breakage and turnover.

Action 1.2 – Supplemental Curriculum was fully implemented, with supplementary online materials provided for all grade levels TK-8. A substantive difference was that due to administrative changes, school sites took the lead on purchasing additional curriculum, some of which the technology department was not yet ready to integrate. A notable success was the strong utilization of purchased programs at the elementary level. However, challenges included less buy-in at the secondary level and difficulties with technology integration and demographic data, which impacted administration but not classroom teachers nor students.

Action 1.3 – Lower Class Size in All Schools was fully implemented and there was a substantive difference. With increasing enrollment at the elementary level, an additional teacher was needed for the students with disabilities population, which shifted caseloads while maintaining reduced class sizes across all sites. The addiiton of this teacher was not originally intended for this action. A key success was the ability to open a new SAI class at the elementary level, providing priority attention and specialized support to students with disabilities.

Action 1.4 – Professional Development was fully implemented. A substantive difference was that, due to the upcoming math curriculum adoption, some presentations focused on materials that had not yet been purchased. Professional development topics ranged from county- and SELPA-led trainings to literacy screener use and new program applications. A challenge was maintaining teacher participation and active involvement throughout the various professional development sessions, particularly when topics focused on future curriculum materials that were not yet available for classroom implementation.

Action 1.5 – Transportation was fully implemented as planned with no substantive differences, challenges, or successes to report.

Action 1.6 – Bilingual Aides was fully implemented with bilingual aides placed at both the elementary and middle school sites. A success was that the aides provided direct designated ELD instruction. However, a challenge emerged around integrated ELD, as some general education teachers expected the bilingual aides to cover all aspects of ELD instruction rather than sharing that responsibility.

Action 1.7 – Teacher Induction Program was fully implemented with no substantive differences. A success was that approximately ten teachers participated in the program, with some in year one and others in year two, working toward clearing their credentials.

Action 1.8 – After School Tutoring was fully implemented at Riverview Middle School. A substantive difference occurred due to low student participation in after-school tutoring services, resulting in the district shifting academic intervention support to within the instructional day in order to increase student access and participation in targeted academic support services. A challenge identified through implementation was that some students reported tutoring was not always effective because they were unsure what questions to ask tutors and teachers, which at times led to frustration and limited engagement with the support being provided.

Action 1.9 – Support for Students with Disabilities (SWD) was fully implemented. A substantive difference was that due to administrative changes, the original intent of the supplemental curriculum was unclear, and the focus shifted more toward students with speech as an area of eligibility. A challenge was that a new speech language pathologist was working to continue where the previous one left off, and curriculum materials were sometimes slow to arrive due to the purchasing process.

Overall, administrative transitions were a recurring theme across multiple actions, impacting inventory systems, curriculum integration, and continuity of specialized services. Despite these challenges, the district demonstrated resilience and adaptability, with notable successes including the near-achievement of the 2:1 device ratio, the opening of a new SAI class, strong elementary-level program utilization, and meaningful participation in the teacher induction program.

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

The district considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount.

Action 1.2 – Supplemental Curriculum
This action was underspent compared to the planned budget. The variance is likely attributable to programs that had already been purchased in prior years and remained active, as well as multi-year licensing agreements that reduced the annual cost of maintaining access to supplemental platforms. As a result, fewer new purchases were necessary to maintain the full suite of supplemental curriculum available to students districtwide.

Action 1.4 – Professional Development
A material difference occurred between the budgeted and estimated actual expenditures for this action. The district implemented planned academic and curriculum training activities at a lower cost than originally budgeted. Several trainings were provided at no cost through the district's expert staff, and additional trainings were delivered using previously purchased training credits rather than new expenditures. Additionally, staff participation in some optional trainings was lower than anticipated, further reducing actual costs. As a result, the district was able to implement the intended strategies while expending less than the budgeted amount for this action.

Action 1.8 – After School Tutoring

This action was underspent compared to the planned budget due to low student participation in after-school tutoring services. As a result, the district shifted academic intervention support to within the instructional day in order to increase student access and participation in targeted academic support services.

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

Action 1.1: Technology
This action has shown mixed effectiveness to date. According to Metric 1.11, the student-to-device ratio has improved by +0.98 from the baseline of 1:1 to 1.98:1, demonstrating strong progress toward the 2:1 target and indicating that technology access has meaningfully increased across the district.

However, the academic impact of this increased access has been uneven. In Metric 1.1 (CAASPP Math), All Students show a modest gain of +0.9 DFS from baseline, and SED students have improved by +5.6 DFS, suggesting some positive movement. Students with Disabilities (SWD) also improved by +9.9 DFS. However, English Learners (EL) have declined significantly at -49.4 DFS from baseline, indicating that increased technology access alone has not been sufficient to support math achievement for this group. At Riverview Middle School, All Students declined by -7.8 DFS, and SED students declined by -3.2 DFS, reflecting a widening gap at the secondary level.

In Metric 1.2 (CAASPP ELA), All Students improved by +3.8 DFS and SED students improved by +2.1 DFS from baseline. At Riverview Middle School, All Students showed a slight gain of +3.5 DFS and SED students declined by -10.5 DFS. However, EL students declined by -41.9 DFS districtwide, and SWD declined by -4.1 DFS, signaling that technology access has not translated into academic gains for these student groups in ELA.

As a contributing action, the district will consider how EL, Foster Youth (FY), and SED students are specifically benefiting from the technology investments and whether additional targeted digital learning strategies are needed, particularly for EL students who are showing significant declines.

Action 1.2: Supplemental Curriculum
This action has demonstrated partial effectiveness. In Metric 1.2 (CAASPP ELA), All Students improved by +3.8 DFS and SED students improved by +2.1 DFS from baseline, indicating that the supplemental curriculum has contributed to modest ELA gains. At Riverview Middle School, All Students declined by -7.8 DFS and SED students declined by -3.2 DFS, reflecting low secondary-level progress. Additionally, EL students declined by -41.9 DFS districtwide, and SWD declined by -4.1 DFS, suggesting the supplemental materials have not adequately addressed the needs of these groups in ELA.

In Metric 1.1 (CAASPP Math), All Students gained +0.9 DFS and SED students gained +5.6 DFS, while SWD improved by +9.9 DFS. However, EL students declined sharply by -49.4 DFS. At Riverview Middle School, SED students declined by -3.2 DFS, indicating that the supplemental math curriculum has not been effective for key unduplicated student groups at the secondary level.

For Metric 1.7 (ELA Benchmarks), the elementary assessment tool transitioned from i-Ready to Renaissance STAR, making direct baseline comparisons unavailable (noted as N/A) at the elementary level. At the secondary level (Edmentum), All Students improved by +27%, though Low Income students declined by -11.8%, and SWD data was not available at baseline. For Metric 1.8 (Math Benchmarks), elementary comparisons are also N/A due to the assessment change. At the secondary level, All Students improved by +12% and Low Income students improved by +14%, with SWD data not available at baseline.

As a contributing action for EL, FY, and SED students, the significant decline for EL students across both CAASPP indicators and the decline for Low Income students on ELA benchmarks at the secondary level suggest that the supplemental curriculum requires refinement or additional supports to meet the needs of these unduplicated student groups.

Action 1.3: Lower Class Size in All Schools
This action has shown moderate effectiveness with notable disparities across student groups. In Metric 1.2 (CAASPP ELA), All Students improved by +3.8 DFS and SED students improved by +2.1 DFS from baseline. At Riverview Middle School, All Students gained +3.5 DFS and SED students lost -10.5 DFS, reflecting mixed progress. EL students declined by -41.9 DFS districtwide, and SWD declined by -4.1 DFS, indicating that reduced class sizes alone have not been sufficient to address the needs of these groups in ELA.

In Metric 1.1 (CAASPP Math), All Students gained +0.9 DFS and SED students gained +5.6 DFS, with SWD improving by +9.9 DFS. However, EL students declined by -49.4 DFS. At Riverview Middle School, SED students declined by -3.2 DFS, suggesting that while class size reduction has supported some student groups, it has not been effective for EL students or secondary-level SED students in math.

As a contributing action for EL, FY, and SED students, the persistent and significant decline for EL students across both academic indicators warrants additional targeted instructional strategies within the smaller class settings to ensure these students benefit from the reduced ratios.

Action 1.4: Professional Development
This action has been moderately effective. In Metric 1.2 (CAASPP ELA), All Students improved by +3.8 DFS and SED students improved by +2.1 DFS from baseline. At Riverview Middle School, gains were moderate with All Students at +3.5 DFS and SED students declined at -10.5 DFS. However, EL students declined by -41.9 DFS and SWD declined by -4.1 DFS, suggesting that professional development has not yet adequately addressed the instructional needs of these populations in ELA.

In Metric 1.1 (CAASPP Math), All Students gained +0.9 DFS and SED students gained +5.6 DFS, with SWD improving by +9.9 DFS. EL students declined by -49.4 DFS, and at Riverview Middle School, SED students declined by -3.2 DFS.

For Metric 1.7 (ELA Benchmarks), elementary baseline comparisons are N/A due to the assessment change. At the secondary level, All Students improved by +27%, but SED students declined by -11.8%. For Metric 1.8 (Math Benchmarks), elementary comparisons are N/A. At the secondary level, All Students improved by +12% and SED students improved by +14%.

As a contributing action for EL, FY, and SED students, the data suggests that while professional development has contributed to gains for some groups, there is a need for more targeted PD focused on strategies for EL students and SWD to address the significant declines observed.

Action 1.5: Transportation

This action has been highly effective in improving student access to school and supporting consistent attendance. According to Metric 1.9 (Attendance Rate), the district's daily attendance rate improved by +5.13%, increasing from a baseline of 92.68% to 97.81%. This significant growth suggests that reliable transportation services have reduced barriers to school access and increased students' ability to attend school regularly. Additional evidence of effectiveness is reflected in Metric 2.7 (Chronic Absenteeism Rate). Districtwide chronic absenteeism declined by 1.5 percentage points, from 25.3% at baseline to 23.8% in Year 2. Student groups demonstrated mixed results, including socioeconomically disadvantaged students, whose rate climbed from 29.4% to 31.5%, students with disabilities, whose rate decreased from 38.9% to 30.8%, Hispanic students, whose rate declined from 25.4% to 23.7%, and White students, whose rate improved from 23.9% to 18.1%. While African American students experienced an increase from 31.6% to 43.6%, the overall district trend reflects positive progress in reducing chronic absenteeism.

As a contributing action principally directed toward English learners, foster youth, and socioeconomically disadvantaged students, the improvement in both attendance and chronic absenteeism data indicates that mostly transportation services are effectively supporting unduplicated students by improving access to school and increasing instructional participation. Chronic absenteeism had mixed results, but overall has shown a positive trend.

Action 1.6: Bilingual Aides
This action has been largely ineffective to date based on the current difference from baseline. In Metric 1.4 (EL Reclassification Rate), the rate has improved slightly by +0.9% from the baseline of 15% to 15.9%, showing minimal progress toward the 18% target.

More concerning, Metric 1.5 (ELPAC Proficiency Rate) has declined dramatically by -46.04% from the baseline of 72.13% to 26.09%. This substantial decline indicates that EL students are not demonstrating proficiency on the ELPAC at rates anywhere near the baseline, suggesting that the bilingual aide support, while valued by families, has not been sufficient to support language acquisition and English proficiency for EL students.

As a limited action directed exclusively toward EL students, the significant decline in ELPAC proficiency warrants a thorough review of how bilingual aides are being utilized, including the balance between designated and integrated ELD instruction, and whether additional instructional strategies or professional development for aides are needed.

Action 1.7: Teacher Induction Program
This action has shown mixed effectiveness. In Metric 1.2 (CAASPP ELA), All Students improved by +3.8 DFS from baseline, and at Riverview Middle School, All Students gained +3.5 DFS. In Metric 1.1 (CAASPP Math), All Students gained +0.9 DFS, with SWD improving by +9.9 DFS. These modest gains suggest that the induction program may be contributing to improved instructional quality for new teachers.

For Metric 1.7 (ELA Benchmarks), elementary comparisons are N/A due to the assessment change, while secondary All Students improved by +27%. For Metric 1.8 (Math Benchmarks), elementary comparisons are N/A, while secondary All Students improved by +12% and SED students improved by +14%.

However, the teacher misassignment rate (Metric 1.6) returned to 0% (no change from baseline) after a temporary increase to 5.4%, indicating that the district has addressed prior credentialing challenges. The induction program appears to be contributing to instructional stability, though the overall academic impact remains modest.

Action 1.8: After School Tutoring
This action has shown mixed effectiveness. In Metric 1.2 (CAASPP ELA) at Riverview Middle School, All Students gained +3.5 DFS and SED students lost -10.5 DFS from baseline, reflecting mixed progress. In Metric 1.1 (CAASPP Math) at Riverview Middle School, All Students lost -7.8 DFS, and SED students declined by -3.2 DFS, indicating that tutoring has not effectively supported math achievement for SED students at the secondary level. Districtwide, EL students declined by -49.4 DFS in math and -41.9 DFS in ELA, suggesting that the tutoring program has not adequately addressed the academic needs of EL students.

For Metric 1.7 (ELA Benchmarks) at the secondary level, All Students improved by +27%, but SED students declined by -11.8%. For Metric 1.8 (Math Benchmarks) at the secondary level, All Students improved by +12% and SED students improved by +14%.

As a contributing action for EL, FY, and SED students, the data suggests that while the tutoring program has supported some gains in ELA, it has been less effective in math for SED students and across both subjects for EL students. The district may want to consider differentiated tutoring approaches that include embedded language support for EL students.

Action 1.9: Support for Students with Disabilities (SWD)
This action has shown mixed effectiveness. In Metric 1.1 (CAASPP Math), SWD improved by +9.9 DFS from baseline (-95.6 to -85.7), indicating meaningful progress in math for this student group. However, in Metric 1.2 (CAASPP ELA), SWD declined by -4.1 DFS from baseline (-78 to -82.1), indicating that the supplemental academic curriculum has not been effective in improving ELA outcomes for students with disabilities.

Given the district's identification in Differentiated Assistance for the SWD academic indicator in ELA, the decline in ELA performance is a concern. The district's decision to refocus this action toward SWD Staff Professional Development for the coming year reflects an appropriate response to the data, as improving instructional practices for staff serving SWD may be a more sustainable strategy for closing the ELA achievement gap for this population.

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.

Metrics 1.1 and 1.2 were updated to correct the school name in all columns from Riverside Middle School to the accurate school name, Riverview Middle School. Changes were made to the baseline data to reflect actual data from those school years, which in turn established targets for our English Learner student population.

Metrics 1.7 (English Language Arts Benchmark Assessments) and 1.8 (Math Benchmark Assessments) have been updated to include Students with Disabilities (SWD) and English Learners (ELs) as a reported student group. This change reflects Helendale School District's status in Differentiated Assistance for the SWD student group on the Academic Indicator, specifically in ELA, and ensures that benchmark data is used to monitor the effectiveness of actions directed toward improving academic outcomes for this population. English Learners were added to correlate with the new addition to Action 1.4 where English Learners will be a targeted student group that professional development will impact. Additionally, the benchmark assessment tool for elementary grades has been updated from i-Ready to Renaissance STAR. Target outcomes for Metrics 1.7 and 1.8 have been revised to reflect this new assessment and its corresponding baseline data.

Metric 1.11 (Increase in student technology devices) has been updated to correct the ratio. Previously, in 2024-25, and in the outcome, the ratio was flipped, implying there were two students for every one device. The change now specifies that the outcome is for one student to have access to two devices.

Action 1.1 has been revised to remove the interactive podiums and active floor systems previously included as a planned expenditure. Following a pilot of a sample unit, staff feedback indicated that the technology was not an effective instructional tool, and new administration determined it was not an effective use of funds. This item has been excluded from the coming year's planned actions.

Action 1.4 has been revised to also include English Learners as a targeted student group to affect outcomes since the data has shown English Learners as having difficulty in improving academics, therefore identifying that the staff need additional professional development opportunities to improve their instructional strategies concerning English Language Development. Metrics 1.7 and 1.8 were also added as a measurement.

Action 1.9 has been revised and refocused as Students with Disabilities Staff Professional Development. The prior description for this action directed site administration to provide supplemental academic curriculum for SWD students to increase ELA and Math proficiency. Based on reflections on prior practice and the district's identification in Differentiated Assistance for the SWD academic indicator in ELA, the action has been updated to center professional development for staff serving this population as a more targeted and sustainable strategy for improving outcomes.

As actions move into implementation, strategies will continue to be refined and customized to meet the unique needs of our diverse student groups, supporting improved academic performance and equitable access across all populations.

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	Technology	Site administration will purchase additional student devices to increase the ratio to 2:1 and purchase supplemental technology devices in the classroom to provide additional technology access to students to support increase scores in math and ELA. This action is principally directed toward socioeconomic disadvantaged students and will be measured by M1.1, M1.2, and M1.11.	$100,000.00	Yes
1.2	Supplemental Curriculum	The District will provide supplementary online materials for student use in all grade levels TK - 8 to support academic growth in both ELA and Math.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELA and Math CAASPP scores will be used for progress monitoring as measured by M1.1, M1.2, M1.7, and M1.8. While all students will benefit from this action, it is principally directed to meet the needs of our English learner and socioeconomically disadvantaged students.		
1.3	Lower Class Size in all schools	The Superintendent will provide additional teaching staff to reduce the student-to-teacher ratio in the classroom. This action will allow for a more focused approach to classroom ELD integration, supporting the growth of English Learner students while also allowing for effective small group instruction to support Socioeconomically Disadvantaged students in the classroom. While small class size benefits all students, this action will be principally directed toward English Learners (EL) and Socioeconomically Disadvantaged students (SED) as measured by Metrics 1.1 and 1.2. This action is also supported through Learning Recovery Emergency Block Grant (LREBG) funds in the amount of $39,268, which is included within the total funding allocation for this action.	$432,312.00	Yes
1.4	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students which will increase our academic achievement scores on the ELA and Math CAASPP and local benchmarks. Although all students will benefit, this action will be principally directed for our socioeconomically disadvantaged students and English Learners as measured by M1.1, M1.2, M1.7 and M1.8.	$25,000.00	Yes
1.5	Transportation	The Superintendent will ensure the district has reliable and available transportation to and from school. This action will be provided to all students but principally directed towards transportation for our SED students, which will play a vital role in maintaining our attendance rate as a district as measured by M1.9 and M2.7.	$370,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Bilingual Aides	Site administrators will continue to provide two bilingual aides, one for the elementary school and one for the middle school, to support our EL students to increase language acquisition, increase our English Learner Proficiency Indicator and increase our reclassification rate as measured by M1.4 and M1.5. This action is limited to our EL students.	$46,333.00	Yes
1.7	Teacher Induction Program	The district will provide a robust Teacher Induction Program designed to provide new teachers with the skills, knowledge and tools to support the need for increased academic performance in ELA and math. M1.1, M1.2, M1.7 and M1.8	$15,000.00	No
1.8	After School Tutoring	The school site administrator at Riverview Middle School will provide an after-school tutoring program principally directed to our EL and SED students to support a learning environment that provides opportunities for small group instruction, one to one support, and reinforcement of the standards and curriculum taught in the classroom as measured by M1.1 M1.2, M1.7 and M1.8	$5,122.00	Yes
1.9	Support for Students with Disabilities (SWD)	Site administration will provide supplemental academic curriculum for our Students with Disabilities (SWD) and professional development for staff who work with SWD to increase both ELA and Math proficiency as measure by M1.1 and M1.2	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Thriving Environment: Create a supportive and welcoming school climate that promotes student well-being.	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.

Based upon parent, staff, and student input during the LCAP development process there is a desire to ensure that each school site is organized in such a manner that it provides safety for all students and staff members. Based on the 2023 California School Dashboard suspension outcomes showed All Students 5.1%, African American 7%, English Learners 8.1%, Hispanic 5.8%, Socio-economically Disadvantaged 5.8%, and Students with Disabilities 11.1% . Chronic absenteeism outcomes showed All Students 25.3%, African American 31.6%, Students with Disabilities 38.9%, English learners 24.3%, Hispanic 25.4%, and Socioeconomically Disadvantaged 29.4%. Actions such as PBIS, parent training to increase participation and decision making, partnering with Care Solace to address student social emotional and wellbeing will be implemented to work toward the success of this goal. Additionally, working in teams to identify and address student behaviors, social emotional and well-being will be implemented to work toward an engaging, safe, and secure campus sites.

In addition to a supportive and welcoming school climate, to support the monitoring of key conditions for learning, the district strives to maintain proper and safe facilities conducive to learning (M2.9).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Effective Schools Survey Completion Percentage Source: Local Survey	75.4% of parents complete with positive rating 87.3% of students complete with positive rating 84.3% of staff complete with positive rating.	92.84% of parents complete with positive rating 94.01% of students complete with positive rating	91.23% of parents complete with positive rating 96.64% of students complete with positive rating	85% of parents complete with positive rating 90% of students complete with positive rating	+15.83% of parents complete with positive rating +9.34% of students complete with positive rating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Local Data 2023-24)	91.92% of staff complete with positive rating. (Local Data 2024-25)	94.2% of staff complete with positive rating. (Local Data 2025-26)	90% of staff complete with positive rating.	+9.9% of staff complete with positive rating
2.2	High Level Office Referrals Number of High Level Office Referrals for All Students Source: Local Indicator - Student Information System	All Students - 42 High Level Referral (Local Data 2023/24)	All Students - 13 High Level Referral (Local Data 2024/25)	All Students - 52 High Level Referral (Local Data 2025/26)	All Students - 20 High Level Referrals	+10 High Level Referrals
2.3	Suspension Rate Percentage Rate Source: California School Dashboard	District All Students: 5.1% EL: 8.1% SED: 5.8% SWD: 11.1% African American: 7% Hispanic: 5.8% White: 3.7% Helendale Elementary All Students: 1.7% EL: 0% SED: 2.3% SWD: 3.7% African American: 6.4% Hispanic: .4% White:2.6% Riverview Middle All Students: 16.2%	District All Students: 3.5% EL: 2.7% SED: 4% SWD: 6.4% African American: 10.1% Hispanic: 3.5% White: 3.7% Helendale Elementary All Students: 2.7% EL: 0% SED: 3.1% SWD: 5.9% African American: 9.1% Hispanic: 2.3% White:2.1%	District All Students: 3.3% EL: 3.1% SED: 4.1% SWD: 5.6% African American: 4.8% Hispanic: 2.5% White: 3.3% Helendale Elementary All Students: 2.3% EL: less than 11 students - no data provided SED: 3.1% SWD: 3.6% African American: 3.9% Hispanic: 1%	District All Students: 3% EL: 3% SED: 3% SWD: 5% African American: 3% Hispanic: 3% White: 3% Helendale Elementary All Students: 1% EL: 0% SED: 1% SWD: 1.5% African American: 2% Hispanic: 0% White: 1%	District All Students: -1.8% EL: -5% SED: -1.7% SWD: -5.5% African American: -2.2% Hispanic: -3.3% White: -0.4% Helendale Elementary All Students: +0.6% EL: less than 11 students - no data provided to determine change from baseline SED: +0.8% SWD: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: less than 15 students - no data provided SED: 18% SWD: 37% African American: 6.4% Hispanic: 20.4% White: 10.3% California School Dashboard 2022/2023	Riverview Middle All Students: 6.1% EL: less than 11 students - no data provided SED: 8.2% SWD: 11.1% African American: 18.2% Hispanic: 7.6% White: 0% California School Dashboard 2023/2024	White:3.4% Riverview Middle All Students: 6.3% EL: less than 11 students - no data provided SED: 8.1% SWD: 14.3% African American: less than 11 students - no data provided Hispanic: 8.2% White: 1.6% California School Dashboard 2024/2025	Riverview Middle All Students: 5% EL: less than 15 students - no data provided SED: 5% SWD: 5% African American: 2% Hispanic: 5% White: 5%	African American: -2.5% Hispanic: +0.6% White: +0.8% Riverview Middle All Students: -9.9% EL: less than 15 students - no data provided SED: -9.9% SWD: -22.7% African American: less than 11 students - no data provided to determine change from baseline Hispanic: -12.2% White: -8.7%
2.4	Staff Trainings on Social Emotional Needs Number of training sessions Source: Local Data	School Wide - 4 Individual - 13 (Local Data 2023/24)	School Wide - 4 Individual - 19 (Local Data 2024/25)	School Wide - 4 Individual - 54 (Local Data 2025/26)	School Wide - 4 Individual - 15	School Wide - no change Individual +41
2.5	Attendance Rate Percentage Rate Source: Local Data - Student Information System	District - 94.86% (Local Data 2023/24)	District - 93.59% (Local Data 2024/25)	District - 97.81% (Local Data 2024-25)	District - 96%	+2.95%
2.6	Expulsion Rate Percentage Rate	0% (Local Data 2023/24)	0%	0.1%	0%	+0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data		(Local Data 2024/25)	(Local Data 2025/26)		
2.7	Chronic Absenteeism Rate Percentage Rate Source: California School Dashboard	District All Students: 25.3% EL: 24.3% SED: 29.4% SWD: 38.9% African American: 31.6% Hispanic: 25.4% White: 23.9% Helendale Elementary All Students: 22.5% EL: 19.2% SED: 25.9% SWD: 24.7% African American: 27.7% Hispanic: 20% White: 23.2% Riverview Middle All Students: 29.2% EL: less than 15 students - no data provided SED: 35.4% SWD: 55.6% African American: less than 15 students - no data provided Hispanic: 36.2% White: 21.1% California School Dashboard 2022/2023	District All Students: 21.6% EL: 25% SED: 26.5% SWD: 30.8% African American: 34.8% Hispanic: 23.5% White: 16.2% Helendale Elementary All Students: 19.3% EL: 19.2% SED: 22.5% SWD: 24% African American: 34% Hispanic: 19.5% White: 15.6% Riverview Middle All Students: 27.7% EL: less than 11 students - no data provided SED: 38.3% SWD: 50% African American: less than 11 students - no data provided	District All Students: 23.8% EL: 25% SED: 31.5% SWD: 30.8% African American: 43.6% Hispanic: 23.7% White: 18.1% Helendale Elementary All Students: 24.9% EL: 16% SED: 31.8% SWD: 29.4% African American: 43.8% Hispanic: 23.4% White: 20.7% Riverview Middle All Students: 17.5% EL: less than 11 students - no data provided SED: 26.5% SWD: 27.3% African American: less than 11 students - no data provided	District All Students: 5.1% EL: 8.1% SED: 5.8% SWD: 11.1% African American: 7% Hispanic: 5.8% White: 5% Helendale Elementary All Students: 1.7% EL: 0% SED: 2.3% SWD: 3.7% African American: 6.4% Hispanic: .4% White 5% Riverview Middle All Students: 16.2% EL: less than 15 students - no data provided SED: 18% SWD: 37% African American: 6.4% Hispanic: 20.4% White: 5%	District All Students: -0.5% EL: +0.7% SED: +2.1% SWD: -8.1% African American: +12% Hispanic: -1.7% White: -5.8% Helendale Elementary All Students: +2.4% EL: -3.2% SED: +5.9% SWD: +4.7% African American: +16.1% Hispanic: +3.4% White: -2.5% Riverview Middle All Students: -11.7% EL: less than 15 students - no data provided SED: -8.9% SWD: -28.3% African American: no data provided Hispanic: -11.5% White: -14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 34.1% White: 18.9% California School Dashboard 2023/2024	Hispanic: 24.7% White: 6.3% California School Dashboard 2024/2025		
2.8	Middle School Drop Out Rate Percentage Rate Source: Local Data	0% (Local Data 2023/24)	0% (Local Data 2024/25)	0% (Local Data 2025/26)	0%	No change
2.9	School Facilities Number of Instances in the FIT report that does not meet Good Repair standards Source: Local Data	2023-24 0 Instances (Local Data 2023/24)	2024-25 0 Instances (Local Data 2024/25)	2025-26 0 Instances (Local Data 2025/26)	0 Instances	No change

Goal Analysis [2025-26]

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

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

Helendale School District demonstrated a strong commitment to creating a supportive and welcoming school climate during the 2025-26 school year. Of the three actions within Goal 2, all three were fully implemented (Actions 2.1, 2.2, and 2.3), with one action experiencing a substantive difference in implementation.

Action 2.1 – School Climate and Culture was fully implemented with no substantive differences. Notable successes included Helendale Elementary School achieving Platinum PBIS recognition for the 2024-25 school year, and Riverview Middle School completing its Tiered Fidelity Inventory (TFI) with CAHELP, indicating the site could qualify for Silver recognition in 2025-26. PBIS meetings occurred throughout the year, during which staff reviewed Panorama data and student behavior trends to update the referral process and address discipline issues. Both sites incentivized PBIS implementation through recognition events, student rewards, and school swag. A challenge experienced with this action was securing staff buy-in, particularly at the secondary site, where student buy-in also proved difficult.

Action 2.2 – School Counselor was fully implemented with no substantive differences. A key success was the increased involvement of the school counselor in the MTSS process, assisting with prevention and intervention services to ensure students receive the support they need. A challenge was the limited access to training for counselors in areas such as crisis response and barrier removal, though counselors were able to participate in district-level meetings to support their professional growth.

Action 2.3 – Director Student Support was fully implemented; however, a substantive difference occurred at the elementary site. The School Administrative Manager (SAM) at Helendale Elementary vacated the position in March to transition to a teaching role at the secondary site, leaving the position unfilled for several weeks before being filled again. During this transition period, consistency in behavior intervention systems and SART meeting implementation was impacted at the elementary site, which affected efforts related to student behavior support and chronic absenteeism intervention.

Overall, the district made meaningful progress in fostering a positive school climate through PBIS implementation, expanded counselor involvement in MTSS, and continued investment in student support staffing. Moving forward, the district may benefit from strengthening staff and student buy-in for PBIS at the secondary level, expanding crisis response training for counselors, and ensuring continuity and collaboration in student support roles to maintain consistent behavioral and attendance interventions across all sites.

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

The district considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount.

Action 2.1 – School Climate and Culture
A material difference occurred between the budgeted and estimated actual expenditures for this action. The district implemented planned school culture and climate/PBIS training activities at a lower cost than originally budgeted. Several trainings were provided at no cost through the district's partnership with CAHELP, and additional trainings were delivered using previously purchased training credits rather than new expenditures. Additionally, staff participation in some optional trainings was lower than anticipated, further reducing actual costs. As a result, the district was able to implement the intended strategies while expending less than the budgeted amount for this action.

Action 2.2 – School Counselor
A material difference occurred between the planned and actual expenditures for this action. The variance reflects higher-than-anticipated personnel costs driven by salary increases and additional compensation. These costs were not fully anticipated at the time the budget was developed, resulting in expenditures that exceeded the original allocation.

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

Action 2.1: School Climate and Culture
This action has demonstrated mixed effectiveness to date.

Metric 2.1 (Effective Schools Survey Completion) shows strong positive movement from baseline across all respondent groups. Parent positive ratings increased by +15.83%, student positive ratings increased by +9.34%, and staff positive ratings increased by +9.9%. These gains suggest that PBIS implementation and school climate strategies are positively influencing perceptions of school safety and culture among educational partners.

Metric 2.2 (High-Level Office Referrals) shows an increase of +10 referrals from the baseline of 42 to 52 for All Students. This represents a reversal from the Year 1 decline to 13 referrals and suggests that behavioral challenges have re-emerged or that referral practices have changed, indicating that the PBIS strategies have not sustained their initial impact on reducing serious behavioral incidents.

Metric 2.4 (Staff Trainings on Social Emotional Needs) shows no change in schoolwide trainings (maintained at 4) but a significant increase of +41 individual training sessions (from 13 to 54). This substantial growth in individualized staff coaching reflects a deepening investment in building staff capacity to address student social-emotional needs, which is a positive indicator of implementation effort.

Metric 2.5 (Attendance Rate) demonstrates strong improvement from baseline. The district attendance rate increased by +2.95 percentage points, from 94.86% at baseline to 97.81% in Year 2. This improvement indicates that efforts to support student engagement, attendance monitoring, and counseling interventions have positively contributed to increased student attendance across the district.

Metric 2.7 (Chronic Absenteeism Rate) presents mixed results across student groups and school sites:

District level: All Students declined by -0.5%, SWD students improved significantly by -8.1%, Hispanic students improved by -1.7%, and White students improved by -5.8%. However, EL students increased by +0.7%, SED students increased by +2.1%, and African American students increased substantially by +12%, indicating worsening chronic absenteeism for those groups.
Helendale Elementary: EL students improved by -3.2% and White students improved by -2.5%. However, All Students worsened by +2.4%, SED students worsened by +5.9%, SWD students worsened by +4.7%, African American students worsened by +16.1%, and Hispanic students worsened by +3.4%.
Riverview Middle School: Significant improvement occurred for multiple groups, including All Students (-11.7%), SED students (-8.9%), SWD students (-28.3%), Hispanic students (-11.5%), and White students (-14.8%). EL and African American student data were unavailable due to small population sizes.

As a contributing action for EL and SED students, the data indicates that while some student groups and school sites demonstrated meaningful improvement in attendance and chronic absenteeism, challenges remain for several high-need populations, particularly at Helendale Elementary. The increase in chronic absenteeism among African American students districtwide and among SED and SWD students at Helendale Elementary suggests that additional targeted attendance interventions and student supports may still be necessary.

Action 2.2: School Counselor
This action has demonstrated moderate effectiveness with areas of concern.

Metric 2.2 (High-Level Office Referrals) shows an increase of +10 referrals from the baseline of 42 to 52 for All Students. This increase suggests that counseling services have not yet been sufficient to prevent the escalation of behavioral incidents, or that increased counselor involvement has led to more consistent identification and documentation of behavioral concerns.

Metric 2.3 (Suspension Rate) demonstrates overall improvement at the district level for many student groups:

All Students improved by -1.8%
EL students improved by -5%
SED students improved by -1.7%
SWD students improved by -5.5%
African American students improved by -2.2%
Hispanic students improved by -3.3%
White students improved slightly by -0.4%

At Helendale Elementary, results were mixed. SED students worsened by 0.8%, SWD students improved slightly by -0.1%, and African American students improved by -2.5%. However, All Students worsened by +0.6%, Hispanic students worsened by +0.6%, and White students worsened by +0.8%. EL student data was unavailable due to small population size.

At Riverview Middle School, suspension rates demonstrated substantial improvement across nearly all measurable groups: All Students (-10.1%), SED students (-9.9%), SWD students (-22.7%), Hispanic students (-12.2%), and White students (-8.7%). EL and African American student data were unavailable due to small population sizes.

Metric 2.6 (Expulsion Rate) shows a minor change from the baseline of 0% to 0.1%, indicating that the district has maintained its commitment to avoiding exclusionary expulsion practices for the district as a whole.

Metric 2.7 (Chronic Absenteeism Rate) reflects the same patterns described in Action 2.1 above. At the district level, All Students improved by -0.5%, SED students worsened by +2.1%, EL students worsened by +0.7%, and African American students worsened by +12%. At Helendale Elementary, SED students worsened by +5.9% and African American students worsened by +16.1%. At Riverview Middle, SWD students improved by -28.3% and Hispanic students improved by -11.5%.

As a contributing action for EL and SED students, the counselor position has contributed to meaningful suspension rate reductions at the district level and particularly at Riverview Middle School. However, increases in suspension rates at Helendale Elementary for All Students (+0.6%), Hispanic students (+0.6%), and White students (+0.8%), combined with the increase in high-level office referrals (M2.2, +10) and persistent chronic absenteeism challenges for EL students (+0.7%), SED students (+2.1%), and African American students (+12%) districtwide, indicate that counseling services have not yet fully addressed the behavioral and attendance needs of all vulnerable student populations across sites. The district may benefit from ensuring that counselors have access to targeted professional development in crisis response, attendance intervention strategies, and culturally responsive practices, particularly at the elementary level where chronic absenteeism trends worsened for several student groups.

Action 2.3: Director Student Support
This action has demonstrated mixed effectiveness to date.

Metric 2.2 (High-Level Office Referrals) shows an increase of +10 referrals from the baseline of 42 to 52 for All Students. This increase suggests that the SAM position has not yet been effective in sustaining the reduction in serious behavioral incidents that was observed in Year 1, potentially due to the staffing disruption at the elementary site where the SAM vacated the position mid-year.

Metric 2.3 (Suspension Rate) reflects the same patterns described in Action 2.2. At the district level, notable improvements include All Students (-1.6%), EL (-5.4%), SED (-1.8%), SWD (-4.7%), and Hispanic (-2.3%). At Riverview Middle School, improvements are substantial: All Students (-10.1%), SED (-9.8%), SWD (-25.9%), and Hispanic (-12.8%). However, at Helendale Elementary, suspension rates worsened for All Students (+1.0%), SED (+0.8%), SWD (+2.2%), African American (+2.7%), and Hispanic (+1.9%). African American students at the district level also worsened by +3.1%.

Metric 2.5 (Attendance Rate) shows an improvement of +2.95% from the baseline of 94.86%, indicating that the SAM's efforts to improve daily attendance have produced a net positive result from baseline.

Metric 2.6 (Expulsion Rate) shows a minor change from the baseline of 0% to 0.1%, indicating that the district has maintained its commitment to avoiding exclusionary expulsion practices for the district as a whole.

Metric 2.7 (Chronic Absenteeism Rate) continues to be the most pressing area of concern. At the district level, while All Students improved by -0.5% and SED students improved by -2.9%, EL students worsened by +0.7%, African American students worsened by +3.2%, and SWD students improved by -8.1%. At Helendale Elementary, SED students worsened by +3.4%, African American students worsened by +6.3%, White students worsened by +7.6%, Hispanic students worsened by +0.5%, and SWD students worsened by +0.7%. At Riverview Middle School, All Students worsened by +1.5%, SWD students worsened by +5.6%, Hispanic students worsened by +2.1%, and White students worsened by +2.2%.

Metric 2.8 (Middle School Drop Out Rate) shows no change from the baseline of 0%, indicating successful retention of middle-grade students.

As a contributing action for EL and SED students, the SAM position has contributed to meaningful suspension reductions at the district level and at Riverview Middle School, and the maintenance of around 0.1% expulsion and dropout rate is a positive indicator. However, the mid-year staffing disruption at Helendale Elementary appears to have significantly impacted the consistency of behavioral and attendance interventions at that site. The worsening chronic absenteeism rates for SED students at Helendale Elementary (+3.4%), African American students at Helendale Elementary (+6.3%), and SWD students at Riverview Middle (+5.6%) — combined with the increase in high-level office referrals (M2.2, +10) and the decline in attendance rate (M2.5, -1.27%) — indicate that this action has not yet achieved its intended impact on reducing chronic absenteeism and sustaining behavioral improvements for the district's highest-need populations. Ensuring continuity in the SAM position and strengthening the SART process at both sites will be critical to improving the effectiveness of this action moving forward.

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

Metric 2.7 was updated to correct the school name in all columns from Riverside Middle School to the accurate school name, Riverview Middle School. No changes were made to the associated data or outcomes; this revision was made solely to ensure consistency and accuracy throughout the metric tables.

Upon reflection of prior practice, no additional changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. A review of year-to-date data and implementation progress indicated that the current goal structure, metrics, and associated actions remain appropriate and aligned with the district's identified needs. While outcomes have been mixed, the decision was made to maintain the existing framework and deepen implementation fidelity rather than restructure the goal at this stage. The foundational work underway in PBIS, school climate, and staff development continues to show promise, and the coming year will focus on ensuring that these efforts translate into more consistent outcomes for all student groups, including EL, SED, African American, and SWD students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Culture	Administration will continue to develop and implement strategies and best practices, including PBIS, to ensure our student discipline rate remains low. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and provide students with the support they need. While all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.1, M2.2, M2.4, M2.5, and M2.7.	$10,200.00	Yes
2.2	School Counselor	School Principal will hire school counselors at each site to provide education, prevention, and intervention services to help meet the academic and personal/social needs of students thereby removing barriers to learning and promoting academic achievement. Although all students will benefit from this action, it is principally directed to our EL and SED students as measured by M2.2, M2.3, M2.6, and M2.7.	$157,862.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Director Student Support	The Superintendent will hire a School Administrative Manager (SAM) to develop a program that will reduce the number of suspensions and reduce chronic absenteeism by providing resources for effective positive interventions and parent engagement. Although all students will benefit from this action, it is principally directed toward our EL and SED students as measured by M2.2, M2.3, M2.5, M2.6, M2.7, and M2.8.	$127,586.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partners in Education: Build strong relationships with families and the community to enhance educational outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was designed to encourage active participation from our families and community. We have seen a steady decline in parent and community engagement at the school site as well as reduced attendance at Parent Teacher Conferences (elementary went from 86% attendance to 82% attendance in 2023/24). The actions associated with this goal will help develop and foster a collaborative relationship with our families and encourage active participation with the schools. The actions and metrics grouped together will ensure the district leadership remains focused on parent and community involvement through open communication.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation with Helendale School District PAC Number of attendees Local Metric	2023/2024 4 parents attended the May 2024 meeting Local Data	2024/2025 6 parents attended the February 2025 meeting Local Data	2025/2026 5 parents attended the March 2026 meeting Local Data	10 Attendees per meeting	+1 parent
3.2	Family Events at school sites Number of Events Per Year Local Metric	2023/2024 Elementary School - 6 Events Middle School - 2 Events Local Data	2024/2025 Elementary School - 9 Events Middle School - 17 Events Local Data	2025/2026 Elementary School - 15 Events Middle School - 14 Events Local Data	Elementary School - 8 Events Middle School - 4 Events	Elementary School - +9 Events Middle School - +12 Events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent and Community Communication Number of communication activities Local Metric	2023/2024 District - 12 videos from Superintendent School Sites - 18 emails from site Principals to families Local Data	District Videos from 2024/2025 Superintendent = 9 School Sites - 19 emails from the site Principals to families. Local Data As of 12/31/24	District Videos from 2025/2026 Superintendent = 0 School Sites - 74 emails from the site Principals to families. Local Data	District - 18 videos from Superintendent (Discontinued at the end of 2025-26) School Sites - 20 emails from site Principals to families	District Videos from Superintendent = -12 (Discontinued at the end of 2025-26) School Sites - +56 emails from the site Principals to families.
3.4	Parents feel welcome on campus Percentage Local Metric: Parent Survey	2024 District 94.6% Elementary School 96.8% Middle School 81.8% Local Data	2025 District 96.6% Elementary School 93.5% Middle School 96.4% Local Data	2026 District 95.6% Elementary School 93.2% Middle School 94.5% Local Data	District 96% Elementary School 98% Middle School 90%	District +1% Elementary School -3.6% Middle School +12.7%
3.5	Seek parent input in making decisions for the LEA and each individual school site through attendance at District or Site level input meeting and events. Percentage Local Metric: Parent Survey	2024 District 45.69% Elementary School 46.4% Middle School 41.51% Local Data	2025 District 51.3% Elementary School 50% Middle School 60% Local Data	2026 District 42.1% Elementary School 55.4% Middle School 21.1% Local Data	District 60% Elementary School 60% Middle School 60%	District -3.59% Elementary School +9% Middle School -20.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	The district/school provide effective communications to parents Percentage Local Metric: Parent Survey	2024 District 89% Elementary School 95.2% Middle School 69.5% Local Data	2025 District 87.5% Elementary School 89.1% Middle School 85.5% Local Data	2026 District 89.5% Elementary School 86.5% Middle School 89% Local Data	District 93% Elementary School 97% Middle School 75%	District +.5% Elementary School -8.7% Middle School +19.5%
3.7	District School Encourage Parental Involvement through Volunteerism Percentage Local Metric: Parent Survey	2024 District 88.5% Elementary School 94.4% Middle School 54.5% Local Data	2025 District 76.5% Elementary School 89.1% Middle School 76.4% Local Data	2026 District 92.1% Elementary School 94.6% Middle School 87.2% Local Data	District 92% Elementary School 96% Middle School 65%	District +3.6% Elementary School +0.2% Middle School +32.7%
3.8	Number of Site Council Meetings Held Number of Meetings Held Source: Local Metric - Meeting Agenda	Helendale Elementary - 9 Riverview Middle - 9 (Local Data 2023-24)	Helendale Elementary - 8 Riverview Middle - 8 (Local Data 2024-25)	Helendale Elementary - 8 Riverview Middle - 8 (Local Data 2025-26)	Helendale Elementary - 10 Riverview Middle - 10	Helendale Elementary - 1 less meeting Riverview Middle - 1 less meeting
3.9	ELAC Meetings Number of meeting per school site	Helendale Elementary - 0 Riverview Middle - 0	Helendale Elementary - 0 Riverview Middle - 0	Helendale Elementary - 5 Riverview Middle - 0	Helendale Elementary - 2 Riverview Middle - 2	Helendale Elementary - +5 Riverview Middle - no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Metric - Meeting Agenda	(Local Data 2023-24)	(Local Data 2024-25)	(Local Data 2025-26)		

Goal Analysis [2025-26]

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

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

Helendale School District demonstrated a strong commitment to building relationships with families and the community to enhance educational outcomes during the 2025-26 school year. Both actions within Goal 3 were fully implemented (Actions 3.1 and 3.2), with no substantive differences in planned versus actual implementation for either action.

Action 3.1 – Parent and Community Communication was fully implemented. The district experienced notable successes in its communication efforts, including the effective use of Aeries Communication and Class Dojo as primary tools for reaching families. A key success was the decision to unify Class Dojo across the district, as it had previously been managed separately by site, creating a more consistent communication experience for families. Additionally, the district's social media presence became more consistent through coordination with the Technology department. A challenge experienced with this action was the transition to a new superintendent, which resulted in no superintendent videos being produced during the year, directly impacting progress on Metric 3.3 (Parent and Community Communication).

Action 3.2 – Parent and Community Involvement was fully implemented as planned. The district continued to host school-sponsored events with overall strong family turnout, which reflected a positive level of community engagement. A challenge noted was that during performance-based events, some families attempted to leave after their student received recognition or performed. Moving forward, the district may benefit from establishing norms or expectations for event attendance to foster a more supportive and respectful environment for all families. Additionally, Riverview Middle School did not hold ELAC meetings due to the low number of English Learner students enrolled at the site, which is reflected in Metric 3.9.

Overall, the district made meaningful progress in maintaining open and consistent communication with families and in providing opportunities for community engagement. Strengthening superintendent-level communication, establishing event norms, and continuing to explore ways to engage families of English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities will support continued growth toward this goal.

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

The district considers a material difference to be any action in which actual expenditures vary by 25% or more, either underspent or overspent, when compared to the planned budgeted amount.

Action 3.1 – Parent and Community Communication
This action was overspent compared to the planned budget. The variance reflects unanticipated costs associated with transitioning to a new website provider, which resulted in higher-than-expected expenditures related to the migration and setup of the updated platform. Additionally, the district consolidated Class Dojo accounts districtwide rather than maintaining separate site-level accounts, which streamlined communication but required an unplanned investment beyond the original budget allocation. Both decisions were made to improve the quality and consistency of communication with families, particularly for SED and EL families who depend on accessible, centralized communication channels to stay informed about school and district activities. Class Dojo and the website's costs increased due to unification and platform changes, but implementation remained consistent with staff using both to communicate with families.

Action 3.2 – Parent and Community Involvement
This action was significantly underspent compared to the planned budget. The variance reflects lower-than-anticipated material costs for family engagement events, as many supplies and resources were carried over from previous years or sourced at reduced costs. As a result, the district was able to facilitate planned engagement activities without utilizing the full budget allocation for this action.

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

Action 3.1: Parent and Community Communication

This action focuses on ensuring relevant, engaging communication with parents and the community, with a specific focus on Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) families.

Metric 3.1 – Participation with Helendale School District PAC shows a modest increase of +1 parent from the baseline of 4 attendees to 5 attendees. While this reflects slight growth, participation remains well below the target of 10 attendees per meeting, indicating that communication efforts have not yet translated into meaningful increases in formal parent advisory engagement.

Metric 3.3 – Parent and Community Communication has been revised to remove superintendent videos as a tracked communication activity. This change was informed by survey data indicating that the communication channels most meaningfully associated with parent perceptions of effective communication are site-level rather than district-level. As a result, the metric now more accurately reflects the communication strategies that families identify as most impactful. School site principal emails increased substantially by +56 emails, from 18 to 74, demonstrating that site-level communication efforts have expanded meaningfully and align with parent feedback regarding preferred communication methods.

Metric 3.5 – Seek Parent Input in Making Decisions shows a decline at the district level of -3.59% (from 45.69% to 42.1%). At the elementary school level, there was a positive increase of +9% (from 46.4% to 55.4%), suggesting that HES families are increasingly feeling that their input is sought. However, at the middle school level, there was a significant decline of -20.41% (from 41.51% to 21.1%). Survey comments from parents indicated that meetings are scheduled at times that are too early to attend, that families are unaware of when and where meetings take place, and that time constraints prevent participation. These findings suggest that the barriers to parent input at the secondary level are logistical rather than relational, and that communication about engagement opportunities has not effectively reached middle school families.

Metric 3.6 – Effective Communications to Parents shows positive movement across all levels. At the district level, there was an increase of +0.5% (from 89% to 89.5%). At the elementary school level, there was an increase of +1.8%. At the middle school level, there was a notable increase of +19.5% (from 69.5% to 89%), representing the strongest gain across all metrics for this action and indicating that middle school families perceive a meaningful improvement in the quality of communication they receive.

Overall Effectiveness: This action has demonstrated mixed effectiveness. Site-level communication has expanded significantly, and parent perceptions of communication quality have improved, particularly at the middle school. However, the decline in parent input at the middle school level and the minimal growth in PAC participation indicate that the action has not yet achieved its full intended impact. Diversifying meeting times, improving awareness of engagement opportunities, and continuing to strengthen site-based communication strategies — particularly for middle school families — will be critical to sustaining and building on the gains observed.
Action 3.2: Parent and Community Involvement

This action focuses on engaging parents and the community in school-sponsored events, with a targeted focus on increasing participation among SED and SWD families.

Metric 3.1 – Participation with Helendale School District PAC (also aligned to Action 3.1) shows a modest increase of +1 parent from the baseline of 4 to 5 attendees. While directionally positive, this remains significantly below the target of 10 attendees per meeting, suggesting that involvement strategies have not yet generated the level of formal advisory participation the district is seeking.

Metric 3.2 – Family Events at School Sites shows strong positive growth at both sites. The elementary school increased by +9 events (from 6 to 15), and the middle school increased by +12 events (from 2 to 14). These gains represent a substantial expansion of family engagement opportunities and reflect a meaningful commitment by both sites to creating more touchpoints for family involvement. This is one of the strongest areas of progress within Goal 3.

Metric 3.4 – Parents Feel Welcome on Campus shows a mixed pattern. At the district level, there was an increase of +1% (from 94.6% to 95.6%). At the elementary school level, there was a decline of -3.6% (from 96.8% to 93.2%), indicating a slight erosion in the welcoming climate perceived by HES families. At the middle school level, there was a significant increase of +12.7% (from 81.8% to 94.5%), representing one of the most notable improvements across all Goal 3 metrics and suggesting that middle school families feel substantially more welcomed on campus than they did at baseline.

Metric 3.7 – District/School Encourage Parental Involvement through Volunteerism shows positive growth across all levels. At the district level, there was an increase of +3.6% (from 88.5% to 92.1%). At the elementary school level, there was a modest increase of +0.2% (from 94.4% to 94.6%), reflecting maintenance of an already high baseline. At the middle school level, there was a remarkable increase of +32.7% (from 54.5% to 87.2%), representing the single largest gain across all Goal 3 metrics and indicating that middle school families now perceive significantly greater encouragement to volunteer and participate in school life.

Metric 3.8 – Number of Site Council Meetings Held shows a slight decline of -1 meeting at both Helendale Elementary (from 9 to 8) and Riverview Middle (from 9 to 8). While the decrease is modest, it moves in the opposite direction of the target of 10 meetings per site and suggests that maintaining consistent advisory meeting schedules has been a challenge.

Metric 3.9 – ELAC Meetings shows a notable increase at Helendale Elementary of +5 meetings (from 0 to 5), reflecting a meaningful new investment in engaging families of English Learner students at the elementary level. At Riverview Middle, there was no change (0 meetings at both baseline and Year 2), which the district has attributed to the low number of English Learner students enrolled at the site.

Overall Effectiveness: This action has demonstrated moderate to strong effectiveness in several key areas. The significant expansion of family events at both sites (M3.2), the dramatic improvement in middle school families feeling welcomed (M3.4, +12.7%) and encouraged to volunteer (M3.7, +32.7%), and the establishment of ELAC meetings at the elementary level (M3.9, +5) all represent meaningful progress toward the goal of building strong family and community partnerships. However, the slight decline in welcoming perceptions at the elementary level (M3.4, -3.6%), and the modest decrease in Site Council meetings at both sites (M3.8, -1) indicate areas where continued attention is needed. The district may benefit from ensuring that the expanded event offerings translate into deeper, sustained engagement — particularly for SED, SWD, and EL families — and from strengthening the consistency of formal advisory structures across both sites.

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.

Upon reflection of prior practice, one change was made to the metrics associated with Goal 3. Metric 3.3 (Parent and Community Communication) was revised to remove superintendent videos as a tracked communication activity. Metric 3.6 has been updated to focus exclusively on site-level communication from principals, directing attention and resources toward the communication channel that data indicates families find most meaningful and accessible. This revision was informed by survey results showing stronger parent engagement and perception of effective communication when outreach occurred directly at the school-site level.

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	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly, with specific focus on SED and SWD families, to ensure our families have updated and relevant information regarding school and district activities and programs as measured by M3.1, M3.3, M3.5, and M3.6	$14,000.00	No
3.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school sponsored events. The district administration will conduct focused events and engagement activities with our SED and SWD families. The district, schools, teachers and parents are able to better support our	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students and families and bring awareness about all community events at the school sites as measured by M3.1, M3.2, M3.4, M3.7, M3.8, and M3.9.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$872905	$0

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
10.621%	0.000%	$0.00	10.621%

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:** Technology **Need:** Helendale School District has made meaningful progress toward its 2:1 student-to-device ratio, reaching 1.98:1 in the 2025-26 school year. While this represents a significant achievement, a small gap remains before the target is fully met, and the district's technology needs have evolved considerably beyond	Device replacement targets the aging inventory that underlies student and staff concerns about technology effectiveness. When devices are slow, broken, or outdated, SED students bear the greatest burden — they are less likely to have alternative tools at home and more likely to fall behind when school-based technology fails during instructional time. Systematic replacement of aging Chromebooks ensures that the devices students are expected to use for core instruction are reliable enough to support that purpose.	This action will be measured by the metrics identified in the action description.

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
	quantity alone. Educational partner feedback gathered during the 2025-26 LCAP development process reveals a more complex picture: the issue is no longer primarily about access to a device, but about whether the technology students have is functional, current, and being used in ways that meaningfully support learning. Student engagement data illustrates this tension directly. At RMS, only 37.5% of student representatives agreed that their Chromebook helps them learn - with the majority selecting neutral. At HES, just 25% of 5th and 6th grade student representatives gave a thumbs up to the same statement, with 75% responding that they were unsure. These results suggest that device availability alone has not translated into a strong student sense that technology is a useful learning tool. Staff feedback reinforces this finding. At RMS, the Stop item "Using tech as often" received 14 stickers - the single highest-voted item under Goal 1 - indicating that a significant portion of secondary staff believe current technology use is not serving students well. Rather than signaling opposition to technology broadly, this feedback points to a need to shift from quantity-focused investment toward quality and intentionality: devices that function reliably, infrastructure that supports meaningful use such as smart boards for interactive instruction, and hotspots that extend access beyond the school day for families who lack reliable home internet. At	Hotspot distribution addresses the home connectivity barrier identified directly by SED families during educational partner engagement. For students whose academic growth depends on completing assignments, accessing learning programs, and engaging with digital curriculum outside of school hours, the absence of reliable home internet is a structural obstacle. Providing hotspots to families without home connectivity removes a barrier that disproportionately falls on low-income students and directly supports the continued academic progress reflected in improving benchmark scores districtwide. Smart board installation responds to the staff feedback that current technology use is not serving students effectively. Rather than asking teachers to work around outdated classroom infrastructure, smart boards provide an interactive, teacher-facing tool that supports the kind of whole-class and small-group instruction that research consistently links to improved engagement, particularly for students from lower-income backgrounds who benefit most from strong classroom relationships and direct instructional interaction. This directly addresses the RMS staff concern that technology as currently used is more of a distraction than a resource, by giving staff a tool that integrates technology into instruction in a purposeful, teacher-directed way. Chargers and replacement equipment ensure continuity of access throughout the school day. A device without a functioning charger is effectively no device at all, and for SED students who may	

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
	RMS, staff also reported a 9.5 percentage point decline in agreeing they have the resources needed to do their job effectively, from 97.0% in 2025 to 87.5% in 2026, further underscoring that the current technology environment is not adequately supporting instruction. This concern is especially consequential for SED students. The 2025 California School Dashboard shows Socioeconomically Disadvantaged students performing at -52.0 DFS in math and -37.9 DFS in ELA districtwide. At RMS specifically, SED students scored -88.5 DFS in math — a sharp decline from -85.3 the prior year — and -77.5 DFS in ELA. Local benchmark data from 2025-26 shows promising growth districtwide, with Renaissance STAR All Students at 45.5% in reading and 40.3% in math, and Edmentum secondary math improving to 58% by Window 4. However, SED students continue to trail the all-student group, and sustaining this momentum requires ensuring that the technology through which much of this instruction is delivered is current, reliable, and supported by connectivity at home. To address the need identified by students, staff, and families, the district must shift its technology investment toward a refresh model: replacing aging devices, providing hotspots to address the home access gap that SED parents have directly identified as a barrier, ensuring chargers and replacement equipment are available to maintain continuity of access,	not have the means to replace accessories independently, this gap can quietly erode the equity gains that the 1:1 initiative was designed to achieve. This action is provided on an LEA-wide basis for several reasons. First, technology infrastructure — including classroom smart boards, device inventory systems, and network connectivity — functions as a unified system across the district. Providing updated equipment to some classrooms or sites but not others would create instructional inconsistencies that undermine the coherence of the district's academic program and disadvantage students based on which classroom or campus they happen to attend. Second, SED students are enrolled across both Helendale Elementary School and Riverview Middle School, and the identified needs — aging devices, inadequate classroom technology, and home connectivity gaps — exist at both sites. A site-limited approach would fail to reach all of the unduplicated students the action is principally designed to serve. Third, a districtwide refresh model allows the district to maintain equitable standards of technology quality across all classrooms, ensuring that the instructional experience available to a low-income student at HES is equivalent to that available at RMS. While all students benefit from reliable devices and updated classroom tools, the action is principally directed toward SED students, whose academic outcomes are most directly and significantly affected when technology infrastructure is insufficient.	

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
	and equipping classrooms with smart boards and updated tools that support the kind of high-quality, interactive instruction that staff can use with confidence and students can engage with meaningfully. **Scope:** LEA-wide		
1.2	**Action:** Supplemental Curriculum **Need:** Helendale School District's SED and EL students continue to perform below grade level on both state and local measures, reflecting a persistent need for targeted supplemental academic support that goes beyond core classroom instruction alone. The 2025 California School Dashboard shows districtwide ELA performance at -23.7 DFS for All Students, with SED students at -37.9 DFS and EL students at -58.1 DFS. In math, districtwide performance stands at -43.4 DFS for All Students, -52.0 DFS for SED students, and -81.4 DFS for EL students. At RMS, these gaps are more pronounced, with All Students at -49.0 DFS in ELA and -81.7 DFS in math, SED students at -77.5 DFS in ELA and -88.5 DFS in math, and EL students at -109.7 DFS in ELA and -155.1 DFS in math. While these figures represent the baseline from which the district is working, they establish the scale of academic need that supplemental curriculum must help address.	The Renaissance suite directly supports reading development through independent practice and progress monitoring, which is particularly valuable for SED students who may have fewer literacy resources at home and for EL students who benefit from repeated, structured exposure to English language text. Freckle provides adaptive math and ELA practice that teachers can assign based on student data, supporting the kind of differentiated instruction that smaller class sizes are intended to enable. MagicSchool AI supports teachers in developing targeted instructional materials, which has implications for how effectively supplemental content reaches students with the greatest academic gaps. At the secondary level, Edmentum provides a structured pathway-based learning model that, when used with fidelity, allows students to work through ELA and math content at a pace and level calibrated to their needs — an approach that is especially relevant for SED students at RMS, where the gap between current performance and grade level is substantial. Addressing the secondary buy-in concern is a priority for 2026-27. Steps already taken include staff training and conversations facilitated through site administration, and the district will continue to	This action will be measured by the metrics identified in the action description.

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
	Local benchmark data from 2025-26 reflects encouraging movement. Renaissance STAR results at HES show All Students at 45.5% meeting benchmark in reading and 40.3% in math as of the winter window. At RMS, Edmentum results show All Students at 48% in reading and 57% in math through Window 3, with math reaching 65% as of late March 2026. These gains suggest that supplemental programs are beginning to contribute to academic growth. However, subgroup data tells a more uneven story. Low-income students on Edmentum ELA dropped to 8.2% in 2025-26 from 67% the prior year, and SWD showed 0% on both ELA and math benchmarks at the secondary level — underscoring that the overall positive trend has not yet reached the students with the greatest need. Staff engagement during the 2025-26 LCAP process further affirmed the need for supplemental curriculum, with HES staff identifying curriculum coaching and training as a start item, and RMS staff specifically noting the need to use Edmentum pathways more effectively. This feedback signals that the programs are in place but that instructional integration — particularly at the secondary level where buy-in has been an ongoing challenge — remains an area requiring continued attention. EL students, while currently benefiting from the same supplemental platforms as SED students, represent a population whose academic gaps on state and local measures are among the	build on this foundation by supporting more intentional use of Edmentum pathways, as staff themselves identified as a need during the LCAP engagement process. The goal is to shift supplemental curriculum from a resource that is available to one that is actively and consistently integrated into instruction, particularly for the SED and EL students whose benchmark outcomes have not yet reflected the gains seen in the all-student group. This action is provided on an LEA-wide basis because academic underperformance among SED and EL students is documented across both school sites, and the supplemental platforms being used serve students at every grade level from TK through 8th grade. Restricting the action to a single site would leave SED and EL students at the other site without the same level of supplemental academic support, creating an inequity within the district's own program. Additionally, the data infrastructure these platforms provide — including benchmark results from Renaissance STAR and Edmentum — serves a districtwide monitoring function that informs LCAP reporting, MTSS decision-making, and instructional planning across both campuses. Providing the action LEA-wide ensures that all SED and EL students have access to the same quality of supplemental support regardless of which site they attend, while the district continues to refine how those tools are used to close the subgroup gaps that remain most persistent.	

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
	most severe in the district, reinforcing the need to ensure that supplemental materials are accessible and effective for students still developing English proficiency. **Scope:** LEA-wide		
1.3	**Action:** Lower Class Size in all schools **Need:** Helendale School District's SED and EL students continue to perform below grade level on both state and local measures. The 2025 California School Dashboard shows SED students at -37.9 DFS in ELA and -52.0 DFS in math districtwide, and EL students at -58.1 DFS in ELA and -81.4 DFS in math. At RMS, these gaps are more severe, with SED students at -77.5 DFS in ELA and -88.5 DFS in math. While 2025-26 local benchmarks show promising districtwide growth — Renaissance STAR winter results at 45.5% in reading and 40.3% in math at HES, and Edmentum reaching 57% in math at RMS — subgroup data reveals that SED and EL students are not yet benefiting from these gains at the same rate as their peers. Staff engagement data reinforces this concern. HES staff identified smaller class sizes as a start item, and aide training received the highest number of stickers of any Goal 1 item at HES with nine, reflecting a clear staff perception that current staffing conditions are	Action 1.3 addresses the identified needs of SED and EL students by maintaining additional teaching staff at both sites to reduce student-to-teacher ratios. Smaller class sizes create the instructional conditions that SED and EL students need most: more individualized attention, greater opportunity for differentiated instruction, and stronger teacher-student relationships that support both academic engagement and attendance. For EL students specifically, reduced class sizes allow teachers to provide more consistent integrated ELD support rather than relying solely on bilingual aides to bridge language gaps. For SED students, smaller classes allow teachers to identify and respond to learning needs in real time, which is particularly important given the significant distance from standard these students demonstrate on both state and local measures. This action is provided on an LEA-wide basis because SED and EL students are enrolled across both HES and RMS, and the academic gaps driving this action exist at both sites. A site-limited approach would create unequal instructional conditions for students with the same identified needs depending solely on which campus they attend. Additionally, the LREBG-funded special education teacher added through this action	This action will be measured by the metrics identified in the action description.

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
	limiting the quality of individualized instruction available to students who need it most. SED and EL students are disproportionately impacted when class sizes are too large to allow for the differentiated, relationship-centered instruction their academic needs require. **Scope:** LEA-wide	reduces caseloads districtwide, ensuring that students with disabilities — who are also disproportionately SED — receive the intensive, individualized instruction their IEPs require.	
1.4	**Action:** Professional Development **Need:** The academic data for SED and EL students reflects a persistent need for more targeted, effective instruction that current professional development has not yet fully addressed. The 2025 California School Dashboard shows EL students declining, from -43.7 DFS to -58.1 DFS in ELA and from -56.2 DFS to -81.4 DFS in math districtwide. SED students similarly remain well below standard at -37.9 DFS in ELA and -52.0 DFS in math. These trends indicate that general instructional improvement efforts have not sufficiently reached these populations, and that staff need more targeted professional development in ELD strategies and differentiated instruction for socioeconomically disadvantaged learners. Staff survey data supports this conclusion. At RMS, the percentage of staff agreeing they have the training and support to do their job effectively declined by 13.6 percentage points.	Action 1.4 addresses the identified needs of SED and EL students by providing professional development opportunities specifically focused on instructional strategies that improve outcomes for these populations. For EL students, this includes training in designated and integrated ELD practices, ensuring that language development is embedded across content areas rather than treated as a separate responsibility. For SED students, professional development focuses on differentiated instruction, culturally responsive teaching, and the effective use of data — including benchmark results from Renaissance STAR and Edmentum — to drive instructional decisions at both the classroom and intervention level. Staff training on the supplemental platforms already in use, such as Freckle and MagicSchool AI, is also embedded in this action to strengthen the connection between available tools and targeted instruction for high-need students. This action is provided on an LEA-wide basis because SED and EL students are present at both sites, and instructional quality for these populations depends on every teacher — not just	This action will be measured by the metrics identified in the action description

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
	At HES, aide training received the highest number of stickers of any Goal 1 item, signaling that staff directly working with SED and EL students feel underprepared. These findings point to a clear and staff-identified need for professional learning that is specifically focused on improving instructional outcomes for the district's highest-need student groups. **Scope:** LEA-wide	those in designated EL or intervention settings — being equipped with effective strategies. A site-limited approach would result in inconsistent instructional quality across the district for students with the same identified needs. Providing professional development districtwide also creates a shared instructional language and set of practices that strengthens the coherence of the academic program as students transition from HES to RMS.	
1.5	**Action:** Transportation **Need:** Reliable transportation is foundational for academic achievement, and its absence disproportionately affects SED students whose families have fewer alternatives for getting children to school consistently. The 2025 California School Dashboard shows chronic absenteeism increasing districtwide from 21.6% to 23.8%, with Socioeconomically Disadvantaged students among the groups flagged at the red performance level. While the district's overall daily attendance rate improved significantly to 97.81% in 2025-26 — a gain the Goal Analysis attributed in large part to reliable transportation — chronic absenteeism data indicates that barriers to consistent attendance remain, particularly for high-need subgroups.	By removing the logistical barrier that transportation represents for low-income families, the district directly supports the consistent attendance that is a prerequisite for any academic intervention or supplemental support to be effective. A student who cannot reliably get to school cannot benefit from smaller class sizes, supplemental curriculum, tutoring, or counseling services — making transportation a foundational action that amplifies the impact of every other goal and action in the LCAP. This action is provided on an LEA-wide basis because SED students are enrolled across both HES and RMS, and transportation routes serve both campuses. Restricting or differentiating transportation by site would create inequitable access based solely on grade level. Additionally, the district's geographic context in the high desert, where distances between home and school are significant and public transit options are limited, means that the transportation barrier is not incidental but structural. Providing districtwide	This action will be measured by the metrics identified in the action description.

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
	Educational partner feedback gathered during the 2025-26 LCAP process reinforced what families have shared in prior years: when busing is unavailable, SED parents face significant difficulty getting students to school. This is not a matter of choice or engagement — it is a logistical and financial barrier that is directly within the district's capacity to address. Local data consistently shows attendance drops on days when transportation is disrupted, confirming that for a meaningful portion of the SED population, the bus is a necessity. **Scope:** LEA-wide	transportation ensures that no SED student's attendance — and by extension, their academic trajectory — is determined by whether their family has the means to independently solve a problem the district is positioned to address.	
1.8	**Action:** After School Tutoring **Need:** SED and EL students at RMS demonstrate significant academic gaps, and current instructional time alone has not been sufficient to close them. The 2025 California School Dashboard shows RMS SED students at -77.5 DFS in ELA and -88.5 DFS in math — a decline in math from -85.3 the prior year. EL students at RMS scored -109.7 DFS in ELA and -155.1 DFS in math, representing the most severe academic gaps of any student group at any site in the district. While Edmentum benchmark data shows promising overall gains at RMS, with math reaching 57%, low-income students dropped to 8.2% on ELA benchmarks in 2025-26, indicating that the all-	The tutoring program gives students additional instructional time beyond the school day to reinforce standards-aligned content, address specific areas of difficulty, and build the academic confidence that sustained engagement requires. Given the severity of the academic gaps documented for SED and EL students at RMS, supplemental instructional time is a necessary complement to what can be accomplished during the regular school day alone. A critical focus for 2026-27 is addressing the accessibility and visibility barriers that student engagement data revealed. The fact that no student representatives at RMS reported utilizing tutoring or knowing that other adults were available to help them with schoolwork indicates that outreach and connection to the program must be strengthened. This includes ensuring that SED	This action will be measured by the metrics identified in the action description

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
	student improvement trend has not translated to the subgroups with the greatest need. Student engagement data from the RMS LCAP presentation adds important context: 0% of student representatives agreed that there are other adults available to help them with schoolwork, and 0% reported utilizing tutoring. These results suggest that while tutoring has been available, it has not been accessible or visible enough to reach the SED and EL students it is principally designed to serve. **Scope:** Schoolwide	and EL students are actively identified and connected to tutoring rather than left to self-select into a program they may not know exists or feel comfortable accessing. This action is provided on a schoolwide basis at RMS because the academic gaps driving the need are concentrated at the secondary level, and the tutoring program is specifically designed to address the performance of RMS students. Providing it schoolwide ensures that any SED or EL student who needs additional support can access it without stigma or exclusion, while resources remain appropriately targeted to the site where the need is most acute.	
2.1	**Action:** School Climate and Culture **Need:** Socioeconomically Disadvantaged and English Learner students at Helendale School District experience disproportionate challenges related to school climate, including higher rates of chronic absenteeism and suspension that reflect barriers to school connectedness and belonging. The 2025 California School Dashboard shows chronic absenteeism at red-level performance for EL students (25.0%), SED students districtwide (31.5%), and African American students (43.6%) — the latter representing a 19.8 percentage point gap compared to the overall student population. Districtwide suspension rates, while improving overall from 5.1% to 3.3%, continue to show	Action 2.1 addresses the identified needs of SED and EL students by continuing to develop and strengthen PBIS implementation and school climate practices across both sites. For SED and EL students, a consistent and predictable behavioral environment is a prerequisite for academic engagement — when consequences are applied unevenly, or campus culture feels unsafe or unwelcoming, these students are disproportionately likely to disengage, accumulate absences, or escalate behaviorally. The action supports site administration in implementing evidence-based PBIS strategies, including schoolwide recognition systems, consistent behavioral expectations, restorative practices, and student engagement activities such as clubs, events, and school spirit initiatives. These components directly respond to the feedback gathered from students and staff, who identified	This action will be measured by the metrics identified in the action description.

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
	disproportionate impact on EL and SED students, and high-level office referrals increased from 42 to 52 from the prior year, indicating that behavioral climate improvements have not been fully sustained. Survey data reveal significant inconsistencies in PBIS implementation across sites that are particularly consequential for SED and EL students, who depend most on predictable, equitable behavioral systems to feel safe and engaged. At RMS, the percentage of staff agreeing that PBIS is consistently implemented declined sharply by 18.3 percentage points, from 77.4% to 59.1%. RMS staff identified inconsistent consequences as a top stop item (4 stickers), and students at both sites reported declining perceptions of bathroom safety — a drop of 9.4 percentage points at RMS and 15.0 percentage points at HES. RMS staff additionally identified the need for a School Resource Officer (9 stickers), more recognition systems (3 stickers), and more clubs and extracurricular activities (2 stickers) — all of which point to a need for more structured, visible supports that build campus culture and student connection. For SED and EL students, who are at the greatest risk of disengagement when school climate is inconsistent or unwelcoming, these gaps are not incidental — they are directly linked to the attendance and behavioral outcomes the district is working to improve. **Scope:**	recognition, consistency, and extracurricular connection as areas requiring strengthening. At HES, implementation efforts will include continued investment in PBIS celebrations and the physical campus improvements that staff identified as foundational to a welcoming environment. At RMS, the priority focus is restoring PBIS consistency and fidelity, improving supervision and safety protocols — particularly in areas where students reported declining feelings of safety — and expanding recognition and engagement opportunities that build student connectedness to the school community. The district will also use data from MTSS/PBIS meetings, Panorama surveys, and office referral trends to monitor implementation and adjust strategies responsively for the student groups where climate indicators are moving in the wrong direction. This action is provided on an LEA-wide basis because the school climate needs are driving chronic absenteeism and behavioral concerns among SED and EL students at both sites, though they manifest differently. Restricting climate-building efforts to a single site would leave SED and EL students at the other site without the same level of structured support, and would undermine the districtwide coherence of the PBIS framework the district is working to build. A unified approach also allows the district to establish shared language, shared expectations, and shared accountability for school climate across both campuses — conditions that are essential for SED and EL students who may transition between sites	

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
	LEA-wide	and who benefit most from consistency in how they are supported and seen.	
2.2	**Action:** School Counselor **Need:** Socioeconomically Disadvantaged and English Learner students in Helendale School District face significant barriers to attendance and academic engagement that are rooted in social-emotional, behavioral, and family-level challenges that classroom instruction alone cannot address. The 2025 California School Dashboard shows chronic absenteeism at red-level performance for EL students (25.0%), and districtwide for African American (43.6%), Hispanic (23.7%), SED (31.5%), and SWD (30.8%) student groups. These figures represent not only a persistent trend but a worsening one — overall chronic absenteeism increased from 21.6% to 23.8% districtwide, with African American students increasing by 8.8 percentage points from the prior year. The district's Differentiated Assistance root cause analysis identified a lack of awareness among staff of the interventions and supports available to address the mental health and social-emotional needs of these student groups as a primary driver of absenteeism. This finding is consistent with staff survey data, which shows that the percentage of staff agreeing they have the training and support to do their job effectively declined by 13.6 percentage points at RMS — indicating that staff feel underprepared to identify and	Action 2.2 addresses the identified needs of SED and EL students by maintaining school counselors at both HES and RMS to provide education, prevention, and intervention services that remove barriers to learning and promote academic engagement. For SED students, counselors provide direct social-emotional support, facilitate empathy interviews to identify and address the root causes of chronic absenteeism, and connect families to community resources that address the economic and logistical barriers that keep students from attending school consistently. For EL students, counselors support navigation of school systems and communication with families who may face language barriers in accessing services, ensuring that these students and their families are not excluded from the support networks that more connected families access more readily. In 2026-27, a key focus for the counselor role is deepening integration within the MTSS/PBIS process at both sites. This includes active participation in monthly MTSS meetings, collaboration with the SAM on SART and SARB processes, and coordination with social work interns to ensure that students with the most significant attendance and behavioral concerns receive tiered, responsive intervention rather than reactive discipline. The district will also prioritize expanding counselor access to professional development in crisis response and culturally responsive practices — an identified gap from the prior year — to strengthen the quality of support available to African American, EL, and SED	This action will be measured by the metrics identified in the action description.

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
	respond to the underlying causes of student disengagement. High-level office referrals increased from 42 to 52 districtwide, and suspension rates at HES worsened for SED (+0.8%), and then improved for SWD (-0.1%), and African American (-2.5%) students, further signaling that behavioral and emotional needs among these populations are being met inconsistently through existing supports alone. **Scope:** LEA-wide	students whose absenteeism and behavioral trends have moved in an unfavorable direction at the elementary level. This action is provided on an LEA-wide basis because the social-emotional and attendance barriers facing SED and EL students exist across both campuses and cannot be effectively addressed by a single-site approach. Chronic absenteeism data reflects red-level indicators at the district level for multiple subgroups, and behavioral trends at HES — where suspension rates worsened for SED, SWD, and African American students — demonstrate that counseling support is needed at both sites, not only at the secondary level where gaps have historically been more visible. Providing counselors districtwide also ensures that the preventive and relational work that reduces absenteeism and behavioral escalation happens before students reach crisis, rather than only after problems have compounded.	
2.3	**Action:** Director Student Support **Need:** Socioeconomically Disadvantaged and English Learner students in Helendale School District face persistent and worsening chronic absenteeism and behavioral challenges that require coordinated, systemic intervention beyond what site-level staff can manage within their existing roles. The 2025 California School Dashboard shows chronic absenteeism increasing districtwide from 21.6% to 23.8%, with red-level indicators for African American (43.6%), EL (25.0%), Hispanic (23.7%), SED	Action 2.3 addresses the identified needs of SED and EL students by maintaining a School Administrative Manager (SAM) at each site to provide dedicated coordination of behavioral interventions, attendance supports, and family engagement efforts. For SED students, the SAM role focuses on proactive identification of students at risk of chronic absenteeism, coordination of SART and SARB processes, and facilitation of parent engagement that connects families to the resources and supports needed to remove barriers to consistent attendance. For EL students, the SAM ensures that language and cultural barriers do not prevent families from accessing intervention services and that outreach efforts are designed to	This action will be measured by the metrics identified in the action description

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
	(31.5%), and SWD (30.8%) student groups. At HES, chronic absenteeism worsened for SED students (+5.9%), African American students (+16.1%), Hispanic students (+3.4%), and SWD students (+4.7%). At RMS, All Students worsened by -11.7%, with SWD students improving by -28.3% and Hispanic students by -11.5%. These trends are compounded by a mid-year staffing disruption in the SAM role at HES during 2025-26, which resulted in inconsistent SART meetings, unaddressed behavioral concerns, and gaps in the coordination of attendance interventions at the elementary site. High-level office referrals increased districtwide from 42 to 52, and suspension rates were mixed at HES for SED (+0.8%), SWD (-0.1%), African American (-2.5%), and Hispanic (+0.6%) students — groups that are disproportionately represented in the SED and EL unduplicated populations the action is principally designed to serve. Staff engagement data reinforces the need for consistent, dedicated coordination of student support. HES staff identified the need for a behavior specialist and appropriate behavioral interventions as start items, and flagged inconsistency in consequences as a top stop item (3 stickers). The district's Differentiated Assistance root cause analysis further identified a lack of awareness among staff of available interventions and supports as a primary driver of absenteeism for African American students and SWD — a systems-	reach families who may be less connected to school communication channels. A critical priority for 2026-27 is ensuring continuity and stability in the SAM role at both sites — particularly at HES, where the mid-year vacancy disrupted SART processes and attendance interventions during a period when chronic absenteeism was worsening for the district's highest-need student groups. Consistent occupancy of this role is not incidental to its effectiveness; the relational and coordinative work of the SAM depends on sustained presence and trust-building with students, families, and staff that cannot be quickly rebuilt after a disruption. In 2026-27, the SAM will work in close collaboration with school counselors, social work interns, and site administration to ensure that tiered attendance and behavioral interventions are implemented with fidelity across both sites, that data from MTSS/PBIS meetings informs targeted outreach to the highest-need students, and that families of SED and EL students receive the individualized engagement needed to address the root causes of chronic absenteeism identified through empathy interviews and case review. This action is provided on an LEA-wide basis because the chronic absenteeism and behavioral challenges driving this action are documented across both HES and RMS, and the coordination function the SAM provides is necessary at both sites. The data makes clear that these are not isolated, site-specific problems — they reflect systemic patterns of disengagement among SED, EL, African American, and SWD students that	

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
	level gap that requires dedicated administrative attention and coordination to address effectively. For SED and EL students, who are most vulnerable to the cumulative effects of inconsistent intervention and family disengagement, the absence of a stable, proactive student support infrastructure has direct and measurable consequences for attendance and behavioral outcomes. **Scope:** LEA-wide	require a consistent, districtwide infrastructure of support. Providing dedicated student support coordination at both sites ensures that no SED or EL student's attendance trajectory is determined by which campus they attend, and that the district's intervention systems are coherent, connected, and responsive across all grade levels.	

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
1.6	**Action:** Bilingual Aides **Need:** English Learner students in Helendale School District demonstrate significant academic gaps alongside declining language proficiency outcomes. The 2025 California School Dashboard shows EL students at -58.1 DFS in ELA and -81.4 DFS in math districtwide — declines from -43.7 and -56.2 DFS, respectively, in the prior year. ELPAC proficiency has dropped from a baseline of	Bilingual aides bridge the gap between a student's current level of English proficiency and the grade-level content they are expected to access daily, offering real-time translation, clarification, and language scaffolding that allows EL students to participate more fully in core instruction. This direct, in-class support is particularly important given the declines in ELPAC proficiency and EL academic performance on state indicators, which suggest that EL students need more intensive and consistent language support embedded within their regular instructional day rather than provided separately.	This action will be measured by the metrics identified in the action description

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	72.13% to 26.09%, and the English Learner Progress Indicator reflects proficiency at just 40%. The reclassification rate, while slightly improved at 15.9%, remains below the district's target of 18%. These figures collectively indicate that EL students are not acquiring English at a pace sufficient to close academic gaps or achieve reclassification at the rate the district intends. EL parents have expressed in engagement sessions that they value in-class language support and see progress in their children's English acquisition, but continue to identify the need for bilingual support as essential to their students' daily comprehension and engagement with grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	At HES, the bilingual aide supports designated ELD instruction, providing structured English language development to students at their proficiency level. At RMS, the aide supports content-area comprehension for EL students navigating increasingly complex academic language demands at the secondary level. A key area of focus for 2026-27 is strengthening the balance between designated and integrated ELD, ensuring that general education teachers understand their shared responsibility for language development rather than deferring entirely to the bilingual aide. This shift is intended to increase the consistency and quality of EL support across all classroom settings, which the data indicates is necessary to reverse the declining proficiency trends this student group is currently experiencing.	

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8219038	872905	10.621%	0.000%	10.621%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,340,147.00	$39,268.00	$0.00	$3,000.00	$1,382,415.00	$784,465.00	$597,950.00

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	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.2	Supplemental Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$75,000.00	$75,000.00				$75,000.00	
1	1.3	Lower Class Size in all schools	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$432,312.00	$0.00	$393,044.00	$39,268.00			$432,312.00	
1	1.4	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$5,000.00	$20,000.00	$25,000.00				$25,000.00	
1	1.5	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$370,000.00	$370,000.00				$370,000.00	
1	1.6	Bilingual Aides	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$46,333.00	$0.00	$46,333.00				$46,333.00	
1	1.7	Teacher Induction Program	All	No			All Schools	Ongoing	$10,250.00	$4,750.00	$15,000.00				$15,000.00	
1	1.8	After School Tutoring	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverview Middle School	Ongoing	$5,122.00	$0.00	$5,122.00				$5,122.00	
1	1.9	Support for Students with Disabilities (SWD)	Students with Disabilities	No			All Schools	Ongoing	$0.00	$3,000.00				$3,000.00	$3,000.00	
2	2.1	School Climate and Culture	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$10,200.00	$10,200.00				$10,200.00	

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	**2.2**	School Counselor	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$157,862.00	$0.00	$157,862.00				$157,862.00	
2	**2.3**	Director Student Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$127,586.00	$0.00	$127,586.00				$127,586.00	
3	**3.1**	Parent and Community Communication	All	No			All Schools	Ongoing	$0.00	$14,000.00	$14,000.00				$14,000.00	
3	**3.2**	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8219038	872905	10.621%	0.000%	10.621%	$1,310,147.00	0.000%	15.940 %	**Total:**	$1,310,147.00
								LEA-wide Total:	$1,258,692.00
								Limited Total:	$46,333.00
								Schoolwide Total:	$5,122.00

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**	Technology	Yes	LEA-wide	Low Income	All Schools	$100,000.00	
1	**1.2**	Supplemental Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$75,000.00	
1	**1.3**	Lower Class Size in all schools	Yes	LEA-wide	English Learners Low Income	All Schools	$393,044.00	
1	**1.4**	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	
1	**1.5**	Transportation	Yes	LEA-wide	Low Income	All Schools	$370,000.00	
1	**1.6**	Bilingual Aides	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$46,333.00	
1	**1.8**	After School Tutoring	Yes	Schoolwide	English Learners Low Income	Specific Schools: Riverview Middle School	$5,122.00	
2	**2.1**	School Climate and Culture	Yes	LEA-wide	English Learners Low Income	All Schools	$10,200.00	
2	**2.2**	School Counselor	Yes	LEA-wide	English Learners Low Income	All Schools	$157,862.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.3**	Director Student Support	Yes	LEA-wide	English Learners Low Income	All Schools	$127,586.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,347,201.00	$1,372,788.15

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**	Technology	Yes	$200,000.00	177121.40
1	**1.2**	Supplemental Curriculum	Yes	$30,000.00	16,285.90
1	**1.3**	Lower Class Size in all schools	Yes	$364,233.00	399,006.30
1	**1.4**	Professional Development	Yes	$20,000.00	756.10
1	**1.5**	Transportation	Yes	$369,713.00	369713.00
1	**1.6**	Bilingual Aides	Yes	$48,002.00	46,614.30
1	**1.7**	Teacher Induction Program	No	$14,400.00	15,000.00
1	**1.8**	After School Tutoring	Yes	$5,124.00	1597.62
1	**1.9**	Support for Students with Disabilities (SWD)	No	$1,000.00	1000.00
2	**2.1**	School Climate and Culture	Yes	$10,000.00	6,659.22
2	**2.2**	School Counselor	Yes	$151,241.00	201,270.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Director Student Support	Yes	$127,708.00	127708.00
3	**3.1**	Parent and Community Communication	No	$4,780.00	10000.00
3	**3.2**	Parent and Community Involvement	No	$1,000.00	55.63

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
891160.00	$1,326,021.00	$1,346,732.52	($20,711.52)	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**	Technology	Yes	$200,000.00	177121.40		
1	**1.2**	Supplemental Curriculum	Yes	$30,000.00	16285.90		
1	**1.3**	Lower Class Size in all schools	Yes	$364,233.00	399006.30		
1	**1.4**	Professional Development	Yes	$20,000.00	756.10		
1	**1.5**	Transportation	Yes	$369,713.00	369713.00		
1	**1.6**	Bilingual Aides	Yes	$48,002.00	46614.30		
1	**1.8**	After School Tutoring	Yes	$5,124.00	1597.62		
2	**2.1**	School Climate and Culture	Yes	$10,000.00	6659.22		
2	**2.2**	School Counselor	Yes	$151,241.00	201270.68		
2	**2.3**	Director Student Support	Yes	$127,708.00	127708		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7882646	891160.00	0.000%	11.305%	$1,346,732.52	0.000%	17.085%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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