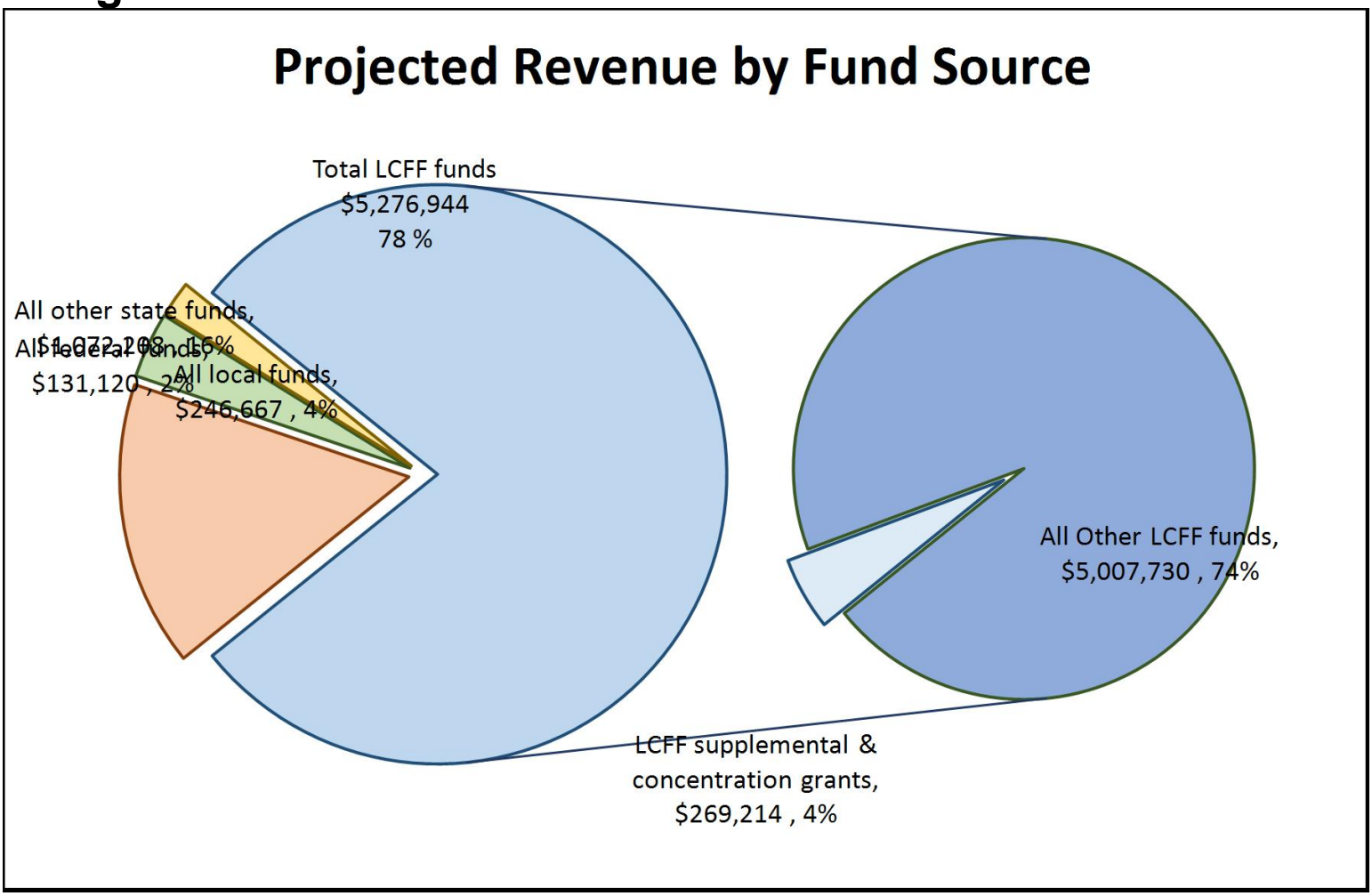
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dixon Montessori Charter School
CDS Code: 48705320122267
School Year: 2025-26
LEA contact information:
Benjamin Ernest
Executive Director
bernest@dixonmontessori.org
707-678-8953

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

Budget Overview for the 2025-26 School Year

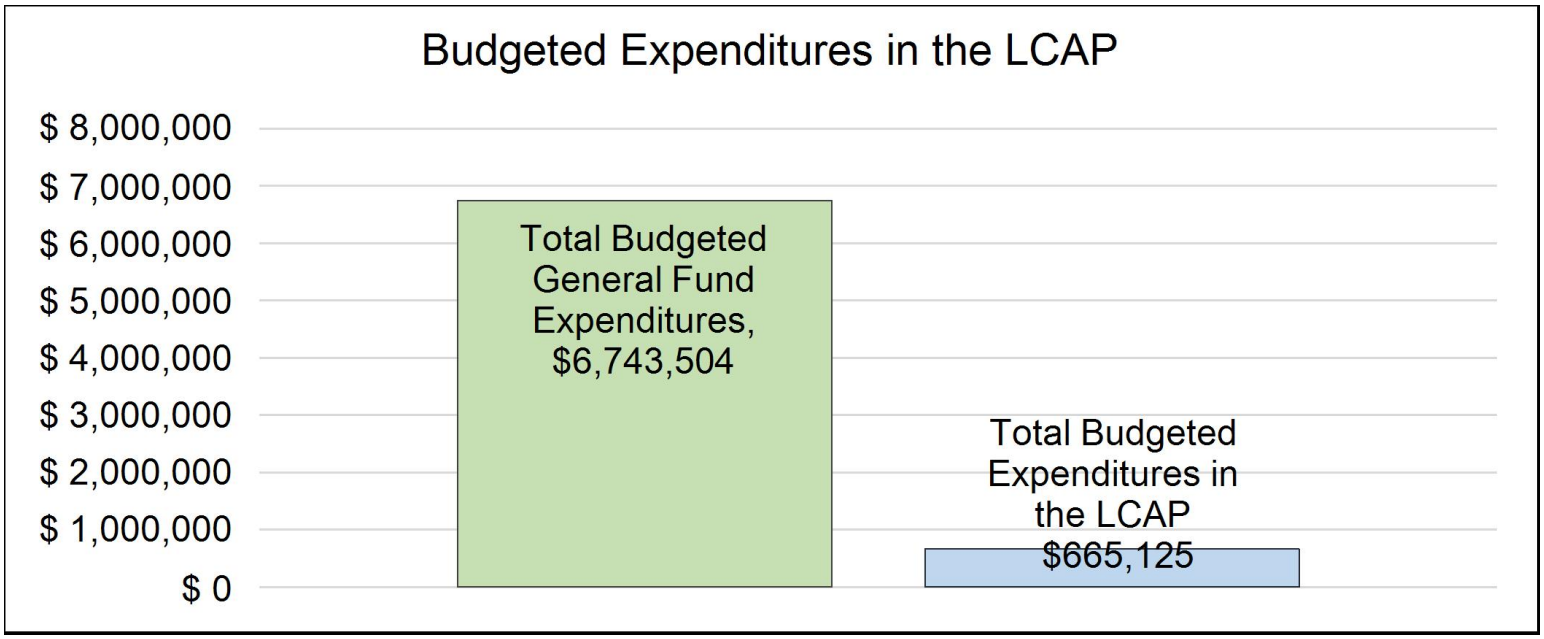


This chart shows the total general purpose revenue Dixon Montessori Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dixon Montessori Charter School is $6,726,939, of which $5,276,944 is Local Control Funding Formula (LCFF), $1,072,208 is other state funds, $246,667 is local funds, and $131,120 is federal funds. Of the $5,276,944 in LCFF Funds, $269,214 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 Dixon Montessori Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Dixon Montessori Charter School plans to spend $6,743,504 for the 2025-26 school year. Of that amount, $665,125 is tied to actions/services in the LCAP and $6,078,379 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

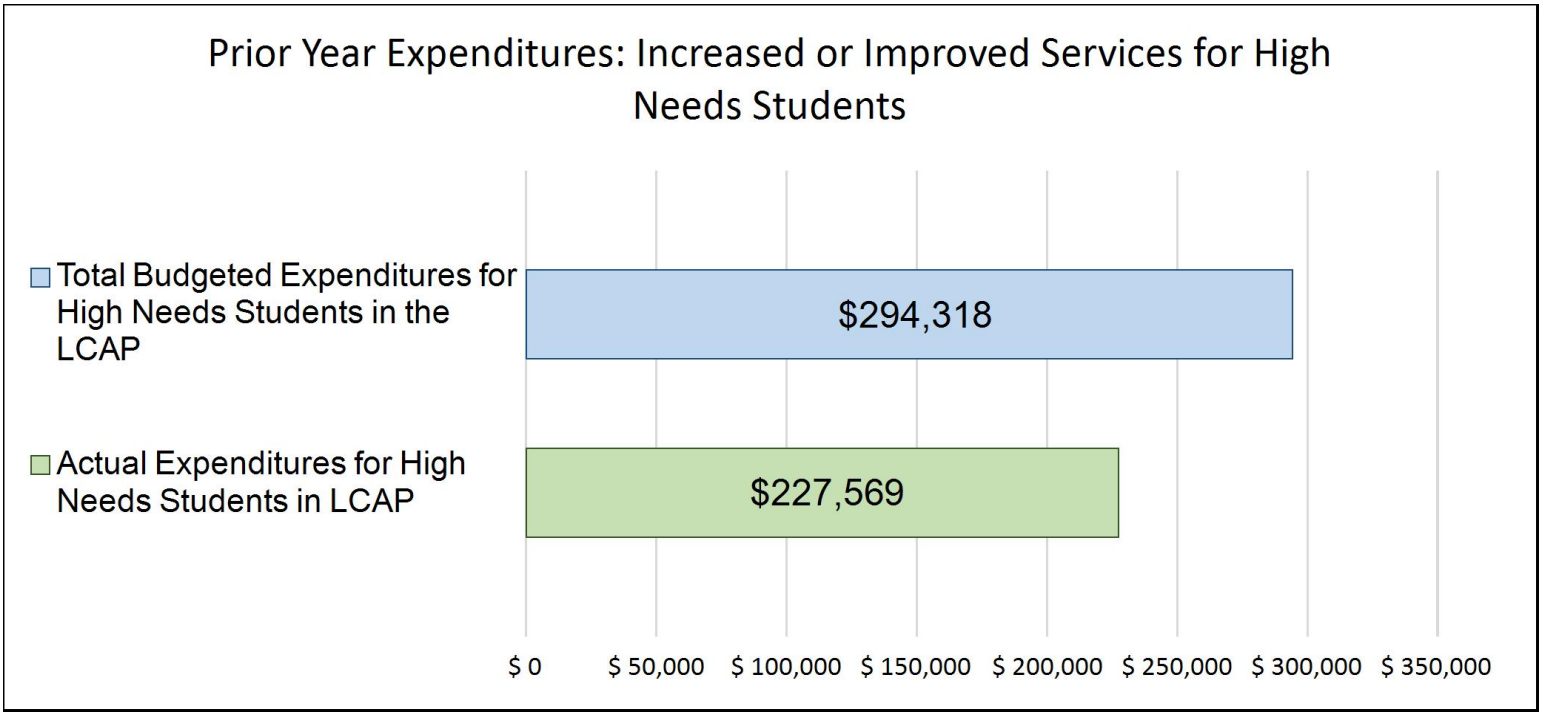
General operational costs including staff salaries and benefits not directly connected to LCAP goals, facility maintenance and utilities, instructional materials outside the scope of LCAP actions, technology infrastructure, administrative services, and other expenditures necessary for the day-to-day functioning of the school that support overall student learning and school climate.

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

In 2025-26, Dixon Montessori Charter School is projecting it will receive $269,214 based on the enrollment of foster youth, English learner, and low-income students. Dixon Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Dixon Montessori Charter School plans to spend $270,647 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Dixon Montessori Charter School's LCAP budgeted $294,318 for planned actions to increase or improve services for high needs students. Dixon Montessori Charter School actually spent $227,569 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $66,749 had the following impact on Dixon Montessori Charter School’s ability to increase or improve services for high needs students:

The variance between budgeted and actual expenditures is primarily attributable to two key factors: the deferred implementation or ongoing execution of certain strategic goals, and fluctuations in staffing costs. Student increase to improvement services was not affected by this variance.

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
Dixon Montessori Charter School	Benjamin Ernest Executive Director	bernest@dixonmontessori.org 707-678-8953

Plan Summary [2025-26]

General Information

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

Dixon Montessori Charter School (DMCS) is a public charter school located in Dixon, California, serving students in transitional kindergarten (TK) through 8th grade. The school follows the Montessori educational approach, emphasizing hands-on learning, student-centered instruction, and individualized education plans.

DMCS is an independent charter school that is WASC Accredited and authorized by Dixon Unified. It serves a diverse student population from the city of Dixon and surrounding areas. Enrollment at DMCS fluctuates annually but typically ranges from around 450-500 students.

The school employs a dedicated team of teachers and staff who are committed to providing a supportive and engaging learning environment for all students. DMCS offers a range of academic and extracurricular programs, including art, music, physical education, science.

In terms of funding, DMCS receives Equity Multiplier funding to support initiatives aimed at addressing equity gaps and improving educational outcomes for underserved student populations. These funds may be used for various purposes, such as hiring additional staff, providing professional development opportunities, implementing targeted interventions, and enhancing resources and support services for students in need.

DMCS is committed to promoting academic excellence, fostering social-emotional development, and preparing students for success in high school and beyond. Through collaboration with families, community partners, and stakeholders, the school continues to strive for continuous improvement and equitable access to quality education for all students.

Reflections: Annual Performance

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

Dixon Montessori Charter School (DMCS) consistently performs above both the Dixon Unified School District (DUSD) and the State of California averages across all three tested content areas—English Language Arts (ELA), Mathematics, and Science. This positive trend signals strong instructional alignment, effective use of adopted curricula, and a focused commitment to academic achievement and growth.

Across all subjects:
-More students meet or exceed standards compared to state and district peers.
-Fewer students are scoring at Level 1 (Not Met), indicating success in minimizing severe underperformance.
-A substantial portion of students fall into Level 2 (Nearly Met), suggesting a major opportunity for targeted support to boost overall proficiency.

Indicator: English Language Arts - CAASPP Performance
Based on the 2024 California School Dashboard data for English Language Arts/Literacy, Dixon Montessori Charter School (DMCS) demonstrated a relatively strong performance when compared to both the Dixon Unified School District (DUSD) and the overall State of California. Notably:
-20.88% of DMCS students Exceeded the Standard (Level 4), outperforming both DUSD (10.40%) and aligning closely with the State average (21.02%).
-30.04% Met the Standard (Level 3), again higher than DUSD (24.29%) and the State (26.02%).
-28.21% Nearly Met the Standard (Level 2), slightly above the State's 21.80% and DUSD's 23.90%.
-Only 20.88% of DMCS students Did Not Meet the Standard (Level 1), which is significantly lower than DUSD (41.41%) and better than the State (31.15%).

This distribution shows that over half (50.92%) of DMCS students met or exceeded state standards, a positive indicator of instructional effectiveness, curriculum alignment, and student engagement.

Reflection on Strengths
Instructional Rigor and Support:
-The high percentage of students exceeding or meeting the standard demonstrates that DMCS has established strong foundational instruction in English Language Arts. This may reflect effective use of the Collaborative Classroom curriculum and alignment with state standards.
Effective Differentiation:
-The comparatively low percentage of students in Level 1 suggests that DMCS is successfully identifying and supporting struggling readers through intervention strategies, such as small group instruction and Universal Access (UA) time.
Equity in Outcomes:

-Surpassing the district's performance indicates that DMCS may be implementing more equitable teaching practices or supports for underserved groups, which should be further explored and replicated.

Reflection on Areas for Growth
Addressing "Nearly Met" Students:
-With 28.21% of students in Level 2, there is a substantial group that is close to meeting the standard. This cohort presents an opportunity for targeted acceleration, especially through strategic use of interim assessments and data-driven instruction.
Consistency in Advanced Achievement:
-While the Level 4 rate is strong, it is slightly below the state average. Continued professional development around higher-order thinking, writing, and text analysis skills can help more students move from Level 3 to Level 4.

Implications for LCAP Goals
Goal 1: Improve academic outcomes in English Language Arts across all subgroups.
-Action: Strengthen intervention supports for Level 2 students and enhance enrichment opportunities for Level 3 students to advance into Level 4.

Goal 2: Close the achievement gap.
-Action: Use disaggregated Dashboard data to identify underperforming subgroups (e.g., English Learners, Students with Disabilities) and tailor supports accordingly.

Goal 3: Enhance teacher capacity.
-Action: Provide targeted PD on differentiated instruction and data use during PLCs, specifically focused on lifting students from "Nearly Met" to "Met" or "Exceeded."

Indicator: Mathematics – CAASPP Performance
Overview of Performance
The 2024 CAASPP performance results for Mathematics indicate that Dixon Montessori Charter School (DMCS) is performing above both the Dixon Unified School District (DUSD) and the State of California average in several key areas, although significant work remains to improve overall student outcomes.

-18.68% of DMCS students Exceeded the Standard (Level 4), more than double DUSD (7.66%) and slightly higher than the State (17.89%).
-26.74% Met the Standard (Level 3), also higher than DUSD (16.30%) and the State (17.65%).
-23.81% Nearly Met the Standard (Level 2), which is slightly below the State (23.91%) but better than DUSD (27.62%).
-30.77% Did Not Meet the Standard (Level 1), a significant portion but still lower than DUSD (48.43%) and better than the State (40.55%).

Overall, 45.42% of students at DMCS met or exceeded the standard, compared to just 23.96% at DUSD and 35.54% statewide, demonstrating a notably stronger math foundation at DMCS.

Reflection on Strengths

High-Achieving Students:
-The school has cultivated an impressive percentage of students who exceeded standards (Level 4). This points to success in advanced math instruction and a strong alignment between the Zearn Math curriculum and state expectations.

Above-Average Proficiency Rates:
-Nearly half of all students are meeting or exceeding grade-level math expectations, a clear indicator of instructional quality and strong teaching practices within core math instruction.

Improved Performance Compared to Local and State Benchmarks:
-DMCS outperforms both the local district and the state in all performance levels except for “Nearly Met,” reflecting a well-rounded program that provides students with both foundational knowledge and opportunities for acceleration.

Reflection on Areas for Growth
Reducing Students in Level 1:
-Despite outperforming the state and district, nearly one-third (30.77%) of DMCS students are still not meeting grade-level standards. This group will require enhanced Tier 2 and Tier 3 intervention supports, including small group remediation, targeted instructional time, and possibly tutoring.

Closing the Gap Between Level 2 and Level 3:
-With 23.81% of students “Nearly Met,” this group represents a critical leverage point for academic gains. Focused reteaching, progress monitoring, and formative assessment use can help push this group into proficiency.

Mathematical Fluency and Conceptual Understanding:
-The school should evaluate whether students who are struggling are hindered more by basic computation, problem-solving, or conceptual understanding—and adjust instruction accordingly. Continued use of Zearn’s diagnostic data could support more nuanced differentiation.

Implications for LCAP Goals
Goal 1: Increase Student Proficiency in Math
-Action: Intensify support for students in Level 1 and Level 2 through intervention blocks, extended learning time, and regular data review cycles during PLC meetings.

Goal 2: Support Math Enrichment and Challenge
-Action: Provide differentiated instruction and enrichment opportunities (e.g., math clubs, competitions, or challenge problems) for students exceeding standards to continue deepening their engagement and skills.

Goal 3: Strengthen Use of Assessment Tools and Data Culture
-Action: Train teachers to use Zearn progress metrics and formative assessments more strategically to adjust instruction and provide targeted feedback.

Indicator: Science – California Science Test (CAST) Performance

Overview of Performance
The 2024 CAST results for Dixon Montessori Charter School (DMCS) reveal a strong performance in science compared to both the Dixon Unified School District (DUSD) and the State of California. While improvement opportunities remain, DMCS demonstrates significant success in early implementation of the Next Generation Science Standards (NGSS).

-15.38% of students Exceeded the Standard (Level 4), significantly higher than DUSD (3.51%) and the State (9.89%).
-24.36% Met the Standard (Level 3), outperforming both DUSD (15.06%) and the State (20.81%).
-53.85% Nearly Met the Standard (Level 2), the same as the statewide average and lower than DUSD's 63.60%.
-Only 6.41% of students Did Not Meet the Standard (Level 1), well below both DUSD (17.84%) and the State (15.45%).

These results show that 39.74% of DMCS students met or exceeded standards, placing the school ahead of local and state benchmarks.

Reflection on Strengths
High Rates of Proficiency and Excellence:
-DMCS students performed particularly well at the top achievement levels, with nearly 40% meeting or exceeding expectations. The percentage of students exceeding the standard is particularly noteworthy, indicating that students are not only learning foundational scientific concepts but also applying them critically.

Significantly Low Level 1 Rate:
-With only 6.41% of students in Level 1, DMCS demonstrates that its instructional strategies are successfully reaching nearly all students. The low rate of students failing to meet basic standards highlights effective Tier 1 core science instruction.

Effective Integration of NGSS-Aligned Practices:
-These results suggest that science instruction at DMCS—including hands-on inquiry, integration of STEM projects, and cross-disciplinary applications—is yielding tangible outcomes. The upcoming addition of the Moon Tree project may further deepen engagement in the life and physical sciences.

Reflection on Areas for Growth
Level 2 Plateau – Nearly Met Group:
-Over half of DMCS students (53.85%) fall in Level 2, the same as the state average. This "bubble group" presents a high-leverage opportunity to boost proficiency. These students may benefit from more structured writing in science, lab-based assessments, or integration of reading comprehension strategies in scientific texts.

Sustaining Momentum Across Grade Levels:
-Continued focus on vertical alignment of science instruction in grades K–8 is needed to ensure that scientific literacy builds progressively and consistently. Exploration of long-term NGSS scope and sequence can strengthen coherence.

Equity in Access to Enrichment Opportunities:

-While overall scores are promising, ensuring that all student groups—including English Learners and Students with Disabilities—benefit equally from high-quality science experiences is critical. Disaggregated data analysis should guide targeted supports and resource allocation.

Implications for LCAP Goals
Goal 1: Increase Science Proficiency Rates Across Grades
-Action: Focus on shifting Level 2 students to Level 3 through scaffolded inquiry, small group instruction, and real-world applications.

Goal 2: Strengthen NGSS Implementation and STEM Integration
-Action: Provide ongoing professional development in NGSS three-dimensional learning, as well as funding for project-based learning, materials, and lab tools.

Goal 3: Deepen Engagement Through Environmental and Experiential Science
-Action: Leverage unique opportunities such as the Moon Tree planting to promote ecological literacy, citizen science, and cross-disciplinary connections.

Reflections: Technical Assistance

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

Dixon Montessori is not eligible for or requested technical assistance.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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	Staff Meetings: Regular weekly staff meetings provided opportunities for teachers, the Executive Director, principals, and other school personnel to contribute insights and feedback on LCAP priorities and goals. Staff meetings served as a way to share information, to react to data, and to plan for the future. Teacher Rep Meetings: Teacher representatives met with administrators once monthly to review data, analyze trends, and plan to improve performance. This team is instrumental in connecting our goals and reality. The teacher reps provide a wealth of information, wisdom, and solutions that help bring our written goals to fruition.
Administrators	The Executive Director, Academic Services Admin, Dean of Students, and Chief Business Official meet weekly to ensure the school is running in alignment with the Charter, WASC, and LCAP goals. These meetings are used to analyze data, create plans, and to solve problems. Questions from the admin meetings go back to teachers, parents, students, other charter organizations, our SELPA, and more.
Governing Board	Board Meetings: DMCS involved the governing board in LCAP discussions, allowing for oversight, input, and approval of proposed goals and strategies. Board meetings are held once per month and LCAP items are regular topics of discussion, information, and or approval.
Parents and Guardians	Parents have many opportunities to influence the LCAP. Parents are surveyed on LCAP issues three times per year.

Educational Partner(s)	Process for Engagement
	Parents are invited to Coffee with the Director monthly. Coffee with the Director meetings provide parents with a more informal opportunity to engage in dialogue, share concerns, and provide input on LCAP development. Our Coffee meetings combine the Executive Director, the PTO president, and the ELAC president. Our participation rate has stayed steady at approximately 20 parents per meeting. Parents then go out and facilitate information sharing in the community. Parents are encouraged to speak with their teachers and administrators regularly Parents are encouraged to join our Parent Teacher Organization and ELAC groups.
Parent Teacher Organization	PTO Meetings: Parent-Teacher Organization (PTO) meetings served as platforms for parents to participate in LCAP discussions, ensuring their voices were heard in shaping priorities and initiatives. Our PTO meetings average approximately 10-20 participants, all of whom help to facilitate the spread of information/
ELAC	ELAC Meetings: The Academic Services Administrator consulted with the ELAC committee monthly on all matters related to school operation, programs, and planning, ensuring alignment with the needs of English Learner students.

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

Dixon Montessori Charter School (DMCS) incorporated several key elements into its LCAP, reflecting a commitment to address stakeholder priorities and enhance educational outcomes for all students. These include:

Inclusion of a Focus Goal: Educational partner feedback highlighted the importance of providing targeted support for English Learner (EL) students to improve language proficiency and academic achievement. As a result, DMCS included a Focus Goal specifically aimed at enhancing services and resources for EL students to support their linguistic and academic development.

Expansion of Metrics: In addition to the statutorily required metrics, DMCS expanded the range of metrics used to assess student progress and school performance. This expansion was influenced by feedback from educational partners, who emphasized the importance of holistic

assessment measures that capture student growth, social-emotional development, and other key indicators of success beyond traditional academic benchmarks.

Adjustment of Target Outcomes: Target outcomes for certain metrics were adjusted based on input from educational partners, who provided insights into realistic and attainable goals for student achievement and progress. These adjustments ensured that targets were ambitious yet achievable, reflecting the collective aspirations of the school community.

Inclusion of Performance by Student Groups: Educational partner feedback underscored the need to disaggregate data and analyze performance by student groups to identify and address disparities. In response, DMCS included a comprehensive analysis of performance by various student groups in the Measuring and Reporting Results subsection of the LCAP, enabling targeted interventions to support underserved populations.

Allocation of Budget Expenditures: Budgeted expenditures within the LCAP were influenced by educational partner feedback, which informed decisions regarding resource allocation and prioritization of initiatives. Feedback from stakeholders guided the identification of strategic investments aimed at improving services for unduplicated students and enhancing overall student outcomes.

Analysis of Effectiveness: DMCS conducted a thorough analysis of the effectiveness of specific actions outlined in the LCAP to achieve stated goals and objectives. This analysis, informed by educational partner feedback, guided continuous improvement efforts and informed decision-making processes for future planning cycles.

Overall, the engagement of educational partners played a pivotal role in shaping the development of DMCS's LCAP, ensuring that the plan reflects the diverse perspectives, priorities, and aspirations of the school community. By incorporating stakeholder input into goal-setting, metric selection, budget allocation, and program implementation, DMCS aims to foster a collaborative and inclusive approach to improving educational outcomes for all students.

Equity Multiplier Funds Consultation:
As DMCS received Equity Multiplier funds, specific efforts were made to consult with educational partners at schools generating these funds. The focus goal for each applicable school was developed in collaboration with these partners to address disparities and improve outcomes for underserved student groups.

Overall, DMCS prioritized meaningful engagement with educational partners to foster transparency, collaboration, and shared ownership of the LCAP development process. By soliciting diverse perspectives and incorporating stakeholder feedback, DMCS developed a comprehensive plan that effectively addresses the needs of all students and promotes equitable access to quality education. Some training areas include GLAD, mathematical thinking, Montessori, SEL, Restorative Justice, PBIS, and more.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement as measured by standardized test scores, English Learner reclassification, and local assessment data.	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)

An explanation of why the LEA has developed this goal.

Dixon Montessori Charter School, despite its already high performance in English, Science, and Math, will continue with the goal to improve student achievement as measured by standardized test scores, English Learner reclassification, and local assessment data for several reasons:

1. Continuous Improvement: We recognize the importance of continuous improvement. Setting goals to improve student achievement ensures that the school remains committed to excellence and doesn't become complacent with its current success.

2. Holistic Approach: While DMCS may excel in certain subject areas, it's essential to ensure that students are performing well across all disciplines. By focusing on improving achievement in standardized test scores, English Learner reclassification, and local assessments, the school aims to provide a well-rounded education that prepares students for success in all areas.

3. Equity and Inclusion: We are committed to improving our results for our students who speak a language other than English at home. We want to ensure that all students, regardless of their background or language proficiency, have access to the resources and support they need to succeed academically.

4. Data-Driven Decision Making: By using standardized test scores, English Learner reclassification data, and local assessments, DMCS can continue to identify areas for improvement and tailor interventions to address specific student needs. This data-driven approach allows us to make informed decisions about curriculum, instruction, and support services.

5. Accountability: It allows the school to track progress over time and hold ourselves accountable for meeting targets. This accountability fosters a culture of transparency and ensures that resources are allocated effectively to support student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts/Literacy – CAASPP Performance	50.92% proficient	52% proficient		56% proficient	5.08%
1.2	Mathematics – CAASPP Performance	45.42% proficient	47%		51% proficient	6.58%
1.3	Science – California Science Test (CAST) Performance	39.74% proficient	41% proficient		45% proficient	5.26%
1.4	Montessori Implementation	Three Montessori Trained Teachers	Three Montessori Trained Teachers and TK-1 teachers in progress		All TK-1 Teachers Montessori trained and 2nd and 3rd grade teachers in progress	Systematic integration of Montessori Training for teachers resulting in four new teachers being Montessori trained.
1.5	Response to Intervention (RTI)	Current status is one Mathematics Intervention teacher and one Reading Intervention teacher				

Goal Analysis [2024-25]

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

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

In the 2024–25 school year, Dixon Montessori Charter School pursued its academic achievement goal through increased efforts in curriculum alignment, renewal of tiered interventions, and renewal of data-informed SST Process. This goal was carried out through targeted professional development, a clear focus on increasing student proficiency in Montessori pedagogy in TK-1, English Language Arts (ELA) intervention expansion, Mathematics intervention expansion, and a more clear SST process that expanded tier 2 support.

Successes Experienced

- Curriculum Alignment has a new comprehensive process that involves teachers and administrators. This process ensures that the school is using curriculum that is vertically and horizontally aligned, is consistent, and is approved by the Executive Director.

-ELA: Teachers continued to use the Collaborative Classroom curriculum along with supplemental materials. The curriculum is expiring at the end of the school year and will need to be replaced for 2026-2027 (curriculum adoption procedures are in place now). One fourth grade classroom piloted the CKLA curriculum this year.
-Math: The Zearn math program was used schoolwide and integrated into both whole-group and small-group instruction. Students accessed both digital lessons and live instruction aligned with the California Math Framework. In TK-1 rooms we saw an increase in Montessori material usage due in large part to our Montessori Coach.
-Science: Next Generation Science Standards (NGSS) were hit with our Amplify curriculum in Elementary and Middle School grade levels (2-8th grade)

- ELD now has a dedicated full time teacher
- WIN opportunities were expanded by increasing the amount of time WIN was available in the master schedule
- SIPPS reading instruction is in its second year and is smoother

Challenges Experienced

- DMCS is in need of a new benchmarking system that provides useful data to all stakeholders
- DMCS needs clear delineation between T1, T2, T3 intervention curriculum and assessment
- Further vertical and horizontal alignment of pacing guides, report cards, and curriculum is needed.
- UDL training
- SBAC training in hand scoring, IABs, and rubrics are needed
- A shift from Montessori coaching to systemic Montessori training with certification is needed
- PBL training
- PLC training

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.

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

The actions taken by Dixon Montessori Charter School during the 2023–24 school year were moderately to highly effective in advancing student achievement in English Language Arts, Mathematics, and Science. While most strategies produced measurable gains—especially in ELA—some actions had limited impact due to inconsistencies in implementation or capacity constraints.

While Dixon Montessori made meaningful academic gains, the full effectiveness of its LCAP actions was limited by implementation variability and data constraints. Targeted improvements to formal data use, vertical and horizontal alignment, and coaching structures will be essential to maximizing impact in the next cycle.

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.

Following an in-depth review of academic performance data and reflection on implementation during the 2023–24 school year, Dixon Montessori Charter School has made several key adjustments to its planned goals, metrics, target outcomes, and actions for the 2024–25 LCAP cycle. These changes are designed to address areas of inconsistency, expand on successes, and ensure all students are equitably supported in meeting or exceeding state academic standards.
Several actions have been refined or added based on implementation reflections:

Tier 2 Intervention
Increased RTI intervention blocks 4x/week
Math support was inconsistent due to limited personnel. New staffing will allow consistent intervention delivery

Assessment Tools
i-Ready will be fully implemented schoolwide in 2025–26 alongside Zearn diagnostics
In 2024–25, i-Ready was only partially implemented; full rollout will support more reliable data use

Instructional Coaching
Reallocation of PD time to include real time Montessori classroom coaching and model lessons

Final year of SIPPS direct coaching included some schedule changes and changes in data analysis

Full time ELD teacher hired

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	SIPPS	Systematic Instruction in Phonological Awareness (SIPPS) materials and coaching, hand scoring, and ELA intervention	$30,000.00	No Yes
1.2	SBAC interim benchmarks	Training and implementation of the SBAC interim benchmarks in order to expose teachers and students to the rigor, style, and presentation of state summative test questions.	$2,500.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Hand scoring	Hand scoring training and implementation to help grade level teachers normalize written response assessments. Vertical and horizontal alignment will help to ensure that all classes and all students are familiar with state academic expectations.	$2,500.00	No Yes
1.4	Math intervention	Math intervention systematically targets learning gaps and attempts to bridge those gaps with intervention tools. Intervention is push in or pull out, small group or large group, integrated or designated depending on the needs of students	$79,866.32	No Yes
1.5	ELA intervention	ELA intervention systematically targets learning gaps and attempts to bridge those gaps with intervention tools. Intervention is push in or pull out, small group or large group, integrated or designated depending on the needs of students.	$145,281.00	No Yes
1.6	ELD Teacher/Coordinator	The ELD Teacher/Coordinator provides high quality designated ELD support for qualifying students. The ELD Teacher/Coordinator also provides integrated ELD training to teachers, tests students, and ensures compliance.	$100,469.00	No Yes
1.7	Local assessments	Renaissance and other tools used to assess student performance throughout the school year. Student assessment provides data for individual teachers, teacher teams, and administration to use in the continuous improvement effort	$7,000.00	No Yes
1.8	Math Coach	Math coach and training to help guide teachers in the planning and implementation of lessons, units, and projects. School wide coaching will help to ensure consistency.	$3,500.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Attract, develop, and retain high quality staff	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 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dixon Montessori Charter School developed the goal of attracting and retaining high-quality staff as a strategic response to several key factors and considerations:

-Emphasis on Educational Excellence: The school prioritizes maintaining high academic standards and providing quality education to its students. Recognizing that teacher quality is a critical factor in student success, the school seeks to ensure that it attracts and retains educators who are dedicated, competent, and effective in their instructional practices.
-Retention and Continuity: High staff turnover can disrupt the learning environment and impede academic progress. By focusing on retaining skilled and experienced teachers, Dixon Montessori aims to foster continuity in its instructional programs, providing students with consistent and stable learning experiences over time.
-Credentialing and Professional Development: Ensuring that all teachers are appropriately credentialed and supported through ongoing professional development initiatives reflects the school's commitment to maintaining high standards of instructional quality. By investing in the continuous growth and learning of its educators, Dixon Montessori demonstrates its dedication to excellence in teaching and learning.
-Curriculum Implementation: Providing teachers with appropriate curriculum materials and supporting them with targeted training and resources aligns with the school's commitment to delivering high-quality instruction that meets the needs of diverse learners. By addressing teachers' requests for additional training on specific curriculum areas, the school acknowledges the importance of equipping educators with the tools and knowledge they need to effectively implement instructional materials.
-Competitive Employment Practices: Offering competitive salaries, smaller class sizes, ample prep time, and enhanced professional development opportunities reflects Dixon Montessori's commitment to attracting and retaining top talent in the education field. By providing a supportive and rewarding work environment, the school seeks to position itself as an employer of choice within the community, thereby attracting qualified candidates and promoting staff satisfaction and retention.

Dixon Montessori's decision to prioritize the goal of attracting and retaining high-quality staff is rooted in its commitment to providing an exceptional educational experience for its students. By investing in its teaching workforce and fostering a supportive and empowering work environment, the school aims to uphold its mission of academic excellence and student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1: Teacher Retention Rate: Percentage of certificated staff returning the following year	84%	87.5%		90%	
2.2	Priority 1: Appropriately Credentialed Teachers: Percentage of teachers with full credentials in their assigned subject/grade level	95.8%	96%		95%	
2.3	Priority 1: Staff Satisfaction: Percentage of staff responding positively (agree/strongly agree) to DMCS is a supportive and inviting place for staff to work/connection to school	78.2%	85.3%		90%	
2.4	Priority 2: Professional Development: Number of PD opportunities offered with at least 90% of staff in attendance	10 full days of PD or Teacher Work Time	11 full days of PD or Teacher Work time		10 full days	
2.5	Priority 1: Competitive Compensation Benchmark: Average	Teachers paid above average for the area	Teachers paid above average for the area		Teachers paid above average for the area	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	salary as a percentage of 10 closest school districts average.					
2.6	Priority 1: Teacher Vacancy Rate on Day 1 of School: Number of unfilled teacher positions on the first day of school	0	0		0	

Goal Analysis [2024-25]

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

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

Overall Implementation
During the 2024–25 school year, Dixon Montessori Charter School implemented multiple strategies to support its goal of attracting and retaining high-quality staff. These efforts were anchored in five key areas:

Retention & Recruitment Initiatives
The school launched targeted hiring campaigns beginning in February. Retention was supported through formalized induction or program mentorship for new teachers. Educational grands used to train/develop staff. Stipends used for leadership opportunities.

Credentialing & Compliance Support
Leadership prioritized hiring fully credentialed teachers and collaborated closely with county offices to verify and document credentialing status. Teachers working on intern credentials received targeted support to clear their credentials within the expected timeframes.

Compensation & Working Conditions
Teacher salary scales were reviewed and revised to stay competitive with surrounding districts and charter schools. The school preserved smaller class sizes, full benefits, and competitive daily prep time.

Professional Development & Growth
The school delivered high-quality PD aligned to teacher feedback—especially in the areas of curriculum implementation (SIPPS, Montessori, and mathematics) and behavior management.

Workplace Culture & Communication
Improved internal transparency and communications via a shared calendar and weekly updates contributed to a more collaborative and informed staff community.

---Opportunities for growth---

- A way to measure continuity & quality. Do we have the right people, in the right positions, and are we keeping them?
- More formally trained Montessori teachers and paras

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.

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

1. Early Recruitment & Hiring Campaigns
Effectiveness: Moderately Effective
Evidence: The school filled the majority of its teaching positions before the start of the school year, and teacher vacancy on Day 1 was reduced to one position (compared to two the prior year). However, high demand for credentialed teachers statewide limited the pool.
Conclusion: Early recruitment helped minimize vacancies, but Dixon still faces regional competition for qualified candidates.

2. Credentialing & Intern Support
Effectiveness: Highly Effective
Evidence: Credential compliance improved from with three intern teachers receiving extra support to remain on track for full certification.
Conclusion: The school's structured support for credentialing has contributed meaningfully to the quality of instruction and compliance.

3. Teacher Prep Time & Working Conditions
Effectiveness: Effective
Evidence: Daily prep time of approximately 1.5 hours was preserved, and staff cited this as a key contributor to job satisfaction on the spring survey. Smaller class sizes also remained a strong retention factor.
Conclusion: These conditions are helping to stabilize the workforce, though prep time continues to be a topic for ongoing feedback.

4. Professional Development Opportunities
Effectiveness: Effective
Evidence: 100% of staff participated in the school's PD offerings, with strong participation in curriculum-specific trainings like SIPPS and With Out Tears. Feedback indicated PD was increasingly relevant to staff needs.
Conclusion: PD is a key driver of staff development and retention, especially when aligned to teacher-identified needs.

5. Staff Recognition and Workplace Culture Efforts
Effectiveness: Partially Effective

Evidence: Staff appreciation was built into monthly meetings and informal acknowledgments. While these efforts were valued, survey results indicated that more structured or varied recognition practices would be welcomed.
Conclusion: Positive steps were made, but more intentional systems (e.g., staff awards, leadership opportunities) could increase staff morale further.

6. Compensation Review
Effectiveness: Effective
Evidence: Dixon Montessori continues to stay ahead of surrounding districts in total compensation packages.
Conclusion: Aggressive adjustments to staff salaries continue to help recruitment and retention efforts.

7. Educational grants used to train/develop staff
Effectiveness: Partially Effective
Evidence: More teachers need to use the educational grants provided by the school. This is expected to increase when DMCS implements it's own Montessori Training Center.

8. Improvement of Transparency
Effectiveness: Effective
Evidence: Staff survey reports, administrative notes, monthly calendars, staff meetings, and morning announcements all contributed to increased transparency which was well received on staff surveys.

9. Training on Specific Curriculum
Effectiveness: Partial Effectiveness
Evidence: While some curricula came with several trainings (Montessori, SIPPS, Handwriting With Out Tears), others had no trainings (TCI, Zearn, Collaborative Classroom)

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.

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	Professional Development	Continued Investment in faculty and staff is expected to improve teacher performance and job satisfaction.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	New teacher induction	DMCS will fund and support Induction training for all teachers in need of clearing their credentials. New teachers are more likely to leave the profession if they are not appropriately supported.	$10,000.00	No
2.3	Curriculum and Assessment	Appropriate curriculum and training for curriculum will ensure that teachers are able to deliver high quality lessons that are rigorous and connected to state standards. DMCS will purchase curriculum as necessary, and provide training for that curriculum. Appropriate assessments are necessary for school staff to gauge and address student needs	$50,000.00	
2.4	Educational grants, individual professional development, and leadership stipends	DMCS will continue to offer an educational grant of $5,000 in exchange for years served at the site for continued education that is needed by DMCS. The school will offer and consider professional development on an individual basis to encourage continuous professional growth. Stipends are offered to teachers who take leadership positions at the school	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain a clean and safe school facility in partnership with DUSD, which serves as our facility lessor	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dixon Montessori Charter School made the goal of ensuring a clean and safe school facility for several reasons:

1. Student Safety and Well-being: The primary concern for any educational institution is the safety and well-being of its students. A clean and safe school environment is essential for fostering a conducive atmosphere for learning and ensuring that students can focus on their academic pursuits without concerns for their physical safety.

2. Compliance with Regulations: Educational facilities must comply with various regulations and standards related to health, safety, and accessibility. Ensuring that the school facility meets these requirements is essential for avoiding penalties, liability, and other potentially damaging outcomes of having a school in disrepair.

3. Community Expectations: Parents, guardians, and community members expect schools to provide a clean and safe environment for their children. Meeting these expectations not only fosters trust and confidence in the school but also enhances the school's reputation within the community.

4. Student Performance and Engagement: Research has shown that the physical environment of a school can impact student performance, engagement, and overall well-being. A clean, well-maintained facility can contribute to a positive school climate, which in turn can support student academic achievement and social-emotional development.

5. Staff Morale and Retention: A clean and safe school environment is also crucial for supporting staff morale and retention. Teachers and staff members are more likely to feel valued and motivated in an environment that is well-maintained and free from safety hazards. Addressing facility issues can help prevent staff burnout and turnover.

6. Long-Term Planning and Sustainability: By prioritizing the goal of maintaining a clean and safe school facility, Dixon Montessori demonstrates its commitment to long-term planning and sustainability. Investing in facility maintenance and improvements now can help prevent more significant issues and costs in the future, ensuring the longevity and viability of the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Score (FIT - Facilities Inspection Tool)	85% (“Good” rating)	85%		88%	0%
3.2	Percentage of Work Orders Completed Within the school year					
3.3	Quarterly Facility Walkthroughs Conducted by Admin and	4 walkthroughs per year	4 walkthroughs per year		2 walkthroughs with DMCS admin and DUSD	0%
3.4	Staff & Parent Satisfaction with Facility Cleanliness and Safety	68%	75%		77%	6%
3.5	Safety Drill Completion Rate	100%	100%		100%	0%
3.6	Enclosure of Campus	30% fenced in	60% fenced in		100% fenced in	30%

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Dixon Montessori Charter School made meaningful progress toward maintaining a clean and safe facility by actively partnering with Dixon Unified School District (DUSD). Several proactive systems were introduced and refined, including structured communication with the lessor, formal facility assessments, and improved maintenance tracking.

The school executed key actions including:
-Conducting more frequent walkthroughs with DUSD maintenance and custodial staff
-Hiring crossing guards to increase safety for drop off and pick up
-Prioritizing immediate response to safety hazards (e.g., plumbing, playground equipment) through the use of SchoolDude
-Increasing transparency with staff and families around facility maintenance and cleanliness
-Working with DUSD to build a fence around the back of the school
-Working with DUSD to replace all soap and hand sanitizer modules throughout the campus
While some actions aligned closely with the implementation plan, others were delayed or adapted due to staffing limitations and scheduling conflicts.

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.

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

Crossing Guards
Effectiveness: Highly Effective
Evidence: Zero reported safety issues this year

Collaboration with DUSD
Effectiveness: Partially Effective
Evidence: While communication with DUSD improved significantly, some work orders took more than two weeks to complete due to district staffing shortages and supply chain issues for repairs. The school and the district were able to complete the back fence, improve response time and effectiveness for work orders, and begin the Prop 39 rental agreement. Still needed are paint, roofing, HVAC, and asphalt repair.

Custodial
Effectiveness: Partially Effective
Evidence: While the custodial team is generally effective, the inability to secure additional custodial support put strain on the existing team, especially during flu season.

Completion Rate of Safety Drills
Effectiveness: Highly Effective
Evidence: The school achieved 100% completion of all scheduled safety drills, reinforcing staff and student readiness and meeting all state mandates.

Work Order Responsiveness

Effectiveness: Effective
Evidence: Greater than 80% of all submitted maintenance requests were completed within 10 business days—a significant improvement from the previous year.

Positive Survey Feedback
In the spring survey, 75% of families and staff agreed or strongly agreed that the campus was clean and safe, up from 68% the year before.

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.

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	Daily general cleaning	Custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards	$145,000.00	No
3.2	Movement to "good standing" on the FIT	Annually, 75-89% of all items on the Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed. This movement will depend on DMCS attention to reporting problems to the district, and district followthrough in repairing problem areas.	$1,000.00	No
3.3	Site beautification	Dixon Montessori has a committed parent presence that has been highly effective in non construction school maintenance. Assign staff to work with parent committees on site beautification	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhance school community, safety, and climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Dixon Montessori Charter School made the goal of enhancing school community, safety, and climate for the following reasons:

1. Student Well-being: The primary motivation behind this goal is to prioritize the well-being of students. By fostering a positive school climate and ensuring a safe and inclusive environment, Dixon Montessori will continuously provide a space where students feel supported, respected, and empowered to succeed academically, socially, and emotionally.

2. Educational Outcomes: Research consistently demonstrates the strong correlation between a positive school climate and improved educational outcomes. When students feel safe, valued, and connected to their school community, they are more likely to engage in learning, exhibit positive behavior, and achieve academic success. Enhancing school climate thus serves as a foundational element in promoting student achievement.

3. Safety and Security: Ensuring the safety and security of students, staff, and visitors is of utmost importance for any educational institution. By prioritizing safety measures and creating a secure environment, Dixon Montessori aims to mitigate potential risks and provide peace of mind to all stakeholders, allowing them to focus on teaching, learning, and community-building.

4. Community Engagement: A positive school climate is often synonymous with strong community engagement. By fostering meaningful relationships with families, local organizations, and the broader community, Dixon Montessori seeks to cultivate a sense of belonging and ownership among all stakeholders. This collaborative approach enhances support for students, promotes shared responsibility for school success, and strengthens ties between the school and its surrounding community.

5. Equity and Inclusion: Creating an inclusive school environment where diversity is celebrated and every individual is valued is essential for promoting equity and social justice. By prioritizing the goal of enhancing school community, safety, and climate, Dixon Montessori

demonstrates its commitment to fostering a culture of inclusivity, respect, and empathy, where all students and staff feel welcome and valued regardless of background or identity.

6. Continuous Improvement: Finally, the pursuit of this goal reflects Dixon Montessori's commitment to continuous improvement and excellence in all aspects of school operations. By regularly assessing and addressing the factors that contribute to school climate and safety, the school demonstrates its dedication to providing the best possible educational experience for its students and creating a positive legacy for future generations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	7th Grade Student Sense of Belonging	69%	70%		80%	1%
4.2	Staff Perception of School Connectedness	69%	85%		85%	16%
4.3	Chronic Absenteeism Rate					
4.4	Behavioral Incidents / Class Referrals	59	118		50	-59
4.5	Family Engagement and Satisfaction	94%	96%		95%	2%
4.6	Implementation of SEL Curriculum	100%	100%		100%	0

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Dixon Montessori Charter School implemented a wide range of strategies to improve school climate, increase student and family engagement, promote safety, and foster a sense of community belonging among students, families, and staff.

The implementation focused on the following areas:

Social-Emotional Learning (SEL):

Teachers continued implementation of the Second Step curriculum across all grade levels. Lesson pacing was faster this year, and administrative walkthroughs confirmed SEL lessons were being taught with increasing consistency.

Behavior and Climate Systems:
Kickboard continued to be used as the primary behavior tracking system. The Dean of Students hosted two data reviews for the board and collaborated with teachers to promote positive behavior reinforcement. Tier 2 behavior supports (e.g., check-in/check-out, behavior contracts) were expanded to support students with repeated infractions.

Safety Drills and Physical Security:
All scheduled safety drills (fire, earthquake, lockdown) were completed and logged. A visitor management system (Raptor) was refined to strengthen campus security protocols.

Community Engagement:
The school expanded family programming, hosting events. Parent participation and feedback increased as a result.

Climate Surveys:
Spring 2025 climate surveys were administered to students, staff, and families. These provided data on perceptions of safety, inclusion, and communication, which informed mid-year adjustments.

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.

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

Staff Capacity
Effectiveness: Partially Effective
Evidence: Competing priorities and limited support staff made full rollout of restorative and mediation-based behavior systems difficult.

PBIS Behavior and Climate Systems
Effectiveness: Partially Effective
Evidence: Class referrals increased significantly, indicating stronger proactive classroom management, positive reinforcement strategies, and higher levels of discipline are needed. On the other hand, the PBIS initiative is currently at 85% complete for the first year. If this growth continues we should see lower numbers of behavioral referrals in out years.

SEL Program
Effectiveness: Mostly Effective

Evidence: While most teachers delivered Second Step lessons, pacing varied. Some classrooms fell behind, especially during testing or high-demand weeks. We do see a lower volume of students requesting counseling support, and a higher number of students exiting counseling services, suggesting that the Tier 1 supports of Second Step are working. We are seeing quantitative progress in student mental health and peer relationships. We would benefit from a more appropriate and engaging Middle School social emotional program (maybe AVID). The school would benefit from a school wide scheduling for SEL curriculum.

Cross Grade Level Opportunities
Effectiveness: Mostly Effective
Evidence: The Montessori and PBL systems benefit from cross grade level interaction. Other peer mentoring opportunities would be a welcomed benefit.

Publicity
Effectiveness: Partially Effective
Evidence: The use of Parent Square and Facebook have been beneficial in communicating school events. This increases participation and improves the overall climate. More consistent communication would benefit the school.

Attendance Procedures
Effectiveness: Partially Effective
Evidence: Although outreach to chronically absent students improved, the number of students who are chronically absent is too high. This number is correct on paper, but our Independent Study system reduces the number of students who are chronically absent, technically, but students would be better off if they had been in their seats on IS days.

Incentives for joining PTO
Effectiveness: Partially Effective
Evidence: Free dress at the beginning of the year and reserved seats for Spring and Winter Sing have had some positive impact on recruiting PTO leaders

Successes Experienced
Student Belonging and Safety Improved:
Student survey data showed an increase in the percentage of students who reported feeling safe and connected to the school community

Family Engagement Expanded
Attendance at family events increased significantly, with multiple events drawing over 100 attendees.

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.

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
4.1	PBIS Continuation	Teachers are trained and follow the Positive Behavior Intervention System which outlines our classroom management and behavior school-wide approach. The Dean of Students will work with teachers and families to manage student behavior issues and concerns. SEL training will be provided based on student need. Discipline incidents will be used as evidence and can be found in Section C of the DMCS Charter.	$2,500.00	No
4.2	Increased positivity	Attendance awards, MERIT awards, caught being goods, and other positive reinforcement will be used to teach and reteach expected student behavior. Awards will be presented at school assemblies or in classrooms. Teachers trained to use positive behavior intervention in classes and on the playground.	$1,500.00	No
4.3	Behavior and culture tracking software	Positive and negative student behavior incidents will be tracked electronically and used as evidence to guide the Dean of Student's daily operations and trainings. Data will also be used to determine intervention levels for students, and to help teachers and other staff respond appropriately to behavior incidents in class or on the playground.	$5,000.00	No
4.4	School Safety Plan and staff safety training	Annually, all Charter School employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills Annually, all school employees are trained on the elements of the School Safety Plan. Students will participate in Fire, Earthquake, and safety drills. Other beginning of year safety training.		No
4.5	Crossing guards	A combination of volunteers and staff are needed at crosswalks before and after school to ensure student safety when crossing the street.	$13,084.27	No

Action #	Title	Description	Total Funds	Contributing
4.6	School attendance plan	Rigorous adhesion to the school attendance plan and the tiers of reengagement will increase student learning time and reduce unsupervised time. School office assistant will work as the school attendance officer for 50% of her time.	$24,000.00	No
4.7	Social Emotional Learning	SEL training by staff or an outside agency will help increase self awareness, academic achievement, and positive behaviors in school. This will be provided at the beginning of the school year and revisited throughout the year.	$2,500.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Develop active partnerships with parents, businesses and the community, in order to enrich the academic and social growth of students	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Dixon Montessori Charter School crafted the goal of developing active partnerships with parents, businesses, and the community to enrich the academic and social growth of students for several key reasons:

1. Student Success and Well-being: The primary focus of this goal is to enhance the academic and social growth of students. Dixon Montessori recognizes that collaborative partnerships with parents, businesses, and the community can provide additional resources, support, and opportunities that contribute to student success and overall well-being.

2. Parental Involvement and Engagement: Research consistently shows that parental involvement in education is linked to improved student outcomes. By actively partnering with parents and involving them in their child's educational journey, Dixon Montessori seeks to strengthen the home-school connection, increase parental engagement, and create a supportive learning environment that fosters student achievement.

3. Real-world Learning Experiences: Collaborating with local businesses and community organizations offers opportunities for students to engage in real-world learning experiences beyond the classroom. By partnering with businesses for learning opportunities, grants, and experiential learning opportunities, Dixon Montessori aims to provide students with practical skills, insights, and experiences that enhance their academic learning and prepare them for future success.

4. Access to Resources and Support Services: Partnerships with businesses and community organizations can provide access to a wide range of resources, expertise, and support services that complement and enrich the school's educational programs. By leveraging these partnerships, Dixon Montessori can address the diverse needs of its student population and provide additional support services that promote student well-being and success.

5. Creating a Vibrant School Community: Collaborative partnerships with parents, businesses, and the community contribute to the creation of a vibrant and inclusive school community. By fostering a culture of collaboration, mutual respect, and shared responsibility, Dixon Montessori aims to create a positive school climate where all stakeholders feel valued, connected, and empowered to contribute to student growth and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Maintain Parent Representation on the Board of Directors as measured by the number of parent representatives actively serving on the board (target: at least 1)	5 DMCS, 0 DUSD	4 DMCS, 2 DUSD		At least one	-1, +2
5.2	Receive Input and Support from Parent Organizations- Meetings with Parent Organization and Executive Director	10	13		At least one per month	+3
5.3	Parent response rate on annual satisfaction surveys (target: =60% response).	Greater than 60%	Greater than 60%		Greater than 60%	No change
5.4	Approximate attendance numbers at community events (broken down by families, students, community members).	Over 1,000	Over 1,000		Over 1,000	0
5.5	Number of parent engagement communications sent annually via Parent Square	Total of 180 communications sent via Parent Square: 97 school posts, 53 class posts, and 30 group posts.	Total of 1,221 communications sent via Parent Square: 104 school posts, 49 class posts, and 1,068 group posts		Over 1,000	+1,041
5.6	Number of active partnerships with local businesses					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.7	Participation in Chamber of Commerce or other connected organization	DMCS is a member of the Chamber. The Executive Director is a Chamber Director and the Chair of the Education Committee	DMCS is a member of the Chamber. The Executive Director is a Chamber Director and the Chair of the Education Committee		DMCS is a member of the Chamber. The Executive Director is a Chamber Director and the Chair of the Education Committee	No change

Goal Analysis [2024-25]

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

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

In the 2024–25 school year, Dixon Montessori Charter School (DMCS) continued to implement multiple strategies to foster meaningful partnerships with families, businesses, and the greater Dixon community. The school maintained a strong focus on inclusive community-building through events, formal parent representation, and our ELOP program involving local businesses.

Most of the planned actions were implemented as described in the LCAP, with a few variations in depth and scope due to staffing constraints and shifting community engagement patterns post-pandemic. Despite some logistical challenges, the goal was largely carried out with growing momentum and positive feedback from stakeholders.

Implementation Details
1. Parent Representation on the Board of Directors
Implementation: Maintained consistent parent representation on the Board throughout the year.
Success: Parent Board members attended all of the scheduled meetings and actively participated in governance discussions.
Challenge: Recruiting a diverse range of parents for future leadership roles remains an area of focus.

2. Input and Support from Parent Organizations
Implementation: The school worked with an active parent organization that led several fundraising and community-building efforts.
Success: Events like the APEX Fun Run and Dragonfly Dinner were highly successful, both in participation and fundraising impact.
Challenge: While participation in major events was strong, ongoing volunteerism for smaller initiatives was less consistent, likely due to time constraints for working families.

3. Parent Satisfaction Surveys
Implementation: DMCS administered satisfaction surveys in both fall and spring.

Success: Over 60% of families responded; over 90% of those who took the survey expressed high satisfaction with communication and school culture.
Challenge: Increase number of families who participate in the surveys

4. Community Events
Implementation: DMCS hosted multiple events, including Back-to-School Night, Dia Del Nino, and Site Beautification Days.
Success: Events saw increased attendance from prior years, helping to build stronger school-community ties.
Challenge: While we saw big events have an increase in participation, we saw smaller events remain the same or shrink.

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.

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

Maintaining Parent Representation on the DMCS Board of Directors
Effectiveness: Highly Effective
Evidence: 100% parent representation rate; Board minutes documented active contributions from parent representatives. Parent Board members were consistently present and contributed meaningfully to governance and policy discussions. Their input reflected broader family perspectives, supporting transparency and accountability.
Impact: Strengthen trust in school leadership and increased family investment in school decisions

Receiving Input and Support from Parent Organizations
Effectiveness: Moderately Effective
Evidence: Increased turnout at marquee events like the APEX Fun Run; reduced participation in smaller events. Parent organizations led successful school-wide events and raised significant funds for student enrichment. However, engagement varied; a core group of volunteers carried much of the load.
Impact: Demonstrated potential for deeper engagement but highlighted the need for concentrated volunteer involvement and leadership development on big events.

Conducting Satisfaction Surveys
Effectiveness: Effective
Evidence: 60%+ parent response rate; data shared at Board meetings and with staff for planning. Surveys were conducted on schedule and received robust response rates. Results were used to identify areas for improvement, such as communication frequency and campus safety perceptions.
Impact: Gave families a voice and created a feedback loop, though implementation of feedback-based changes lagged in some cases.

Hosting or Participating in Community Events

Effectiveness: Moderately Effective
Evidence: Anecdotal feedback confirmed strong engagement. Events provided valuable opportunities for families and community members to connect with the school. Participation was strong for major events but inconsistent for smaller ones.
Impact: Helped build positive school culture and visibility in Dixon; logistical challenges (e.g., weather, staffing) limited event frequency.

Promoting Parent Partnerships and Community Engagement
Effectiveness: Effective
Evidence: Increased social media engagement metrics and high satisfaction scores in communication-related survey questions. Use of varied communication platforms (email, ParentSquare, Friday Morning Announcements) expanded the school's reach. Feedback indicates most parents felt well-informed and welcomed.
Impact: Fostered ongoing dialogue with families and enhanced transparency, especially for parents unable to attend in-person events.

Seeking Relationships with Local Businesses
Effectiveness: Effective
Evidence: New partnerships were established, especially to support our Extended Learning Opportunities Program (ELOP).
Impact: Demonstrated potential for mutual benefit, but sustainability and expansion require strategic follow-up and formal agreements.

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

The original LCAP goal—to "develop active partnerships with parents, businesses, and the community in order to enrich the academic and social growth of students"—remains unchanged. However, the 2025–26 focus will emphasize quality and sustainability of engagement over quantity of events or outreach attempts. The refined implementation will prioritize deepening partnerships and increasing broad-based family involvement.

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
5.1	DMCS will maintain parent representation on the DMCS Board of Directors.	DMCS will proactively inform the parent community of anticipated or current vacancies on the DMCS Board via school email, newsletter, school website, Social Media postings, or other forms of mass communication. DMCS Administrators along with the Community engagement liaison will actively recruit Parent Board members when open board positions are available.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• Outcomes will be measured by Annual Board membership records, Governing Board meeting agendas, and meeting minutes identifying Parent Members.		
5.2	DMCS will receive input and support from parent organizations	DMCS will foster relationships with Parent Organizations, including the Parent Teacher Organization (“PTO”) and Comité de Aprendices de Ingles/English Learner Advisory Committee (“ELAC”), as well as Parent Advisory Committees, including the Charter Advisory Committee and other committees. • DMCS will provide staff representatives to organizations, establish a community outreach liaison, and maintain a solid base of school ambassadors (students and parents). • DMCS will promote organizations and committees through email, newsletter, school website, Social Media postings, or other forms of communication. • Outcomes will be measured by meeting agendas, minutes, and attendance records.	$2,000.00	No
5.3	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.	At least twice annually, DMCS will conduct Campus Community surveys to evaluate performance levels in the areas of culture, safety, communication, and program satisfaction. DMCS will use these surveys to help identify areas in need of improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and action. • Outcomes will be measured by survey tools and records of responses.	$1,000.00	No
5.4	DMCS will host or participate in community events to nurture community on campus and	DMCS Executive Director will meet with staff and leadership of PTO and ELAC in order to identify opportunities and events to create and nurture community on campus and within the larger Dixon community. • Continue participation with defined school events to engage community partners	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
	within the larger Dixon community	• DMCS shall host or participate in at least five community events throughout the academic year. • Outcomes will me measured by The DMCS calendar of school events which outlines events such as Meet and Greet, Back to School Night, Winter Sing, Sharing Night, Dragonfly Dinner and Auction, Spring Sing, Field Day and Parent Information Nights among others.		
5.5	DMCS will promote Parent partnerships and community engagement	DMCS will continue to target community groups such as Rotary or Lions, for partnership and support. • Extend school event invites to a wider community base. • Target prospective donors and create fundraising project plans. • Implement a Communication Model to facilitate communication among all the groups within DMCS, between DMCS and the District, and between DMCS and the community-at-large. • DMCS will provide a staff representatives to act as the Community Engagement Liaison, and Bilingual recruiters, to further promote parent and community engagement.	$200.00	No
5.6	DMCS will actively seek out relationships with local businesses	The relationship between local businesses and DMCS will be improved through participation in the Dixon Chamber of Commerce, Rotary meetings, and direct communication between our stakeholders and local business representatives.	$225.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$269,214	$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
5.102%	0.989%	$47,295.86	6.091%

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:** SIPPS **Need:** The unduplicated student group(s) targeted here include students from low income families, English language learners, foster youth, and homeless students, who often face challenges in developing foundational reading skills. Lack of face to face schooling caused many educational gaps and many of these	The implementation of the K-5 SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) reading intervention curriculum, along with training and coaching, is designed to address the identified need for improved reading proficiency among unduplicated student groups. The SIPPS curriculum provides systematic and explicit instruction in phonological awareness, phonics, and sight words, which are essential for proficient reading. By implementing this curriculum schoolwide, all students, particularly those from	-Reading Proficiency: Assessments such as CAASPP ELA, STAR Renaissance, or SIPPS benchmark assessments can be used to measure students' growth in reading proficiency over time. -Phonemic Awareness and Phonics Skills: Progress monitoring assessments

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
	students have gaps in their phonemic awareness, fluency, vocabulary, and comprehension skills, hindering their academic progress in reading. **Scope:** LEA-wide	unduplicated student groups, can receive consistent and targeted support in developing these foundational reading skills. Additionally, providing training and coaching ensures that teachers have the necessary knowledge and skills to effectively implement the SIPPS curriculum with fidelity, maximizing its impact on student learning outcomes. This comprehensive approach aims to create a supportive learning environment where all students have access to high-quality reading instruction tailored to their needs.	within the SIPPS curriculum can track students' mastery of phonological awareness and phonics skills. -Reading Comprehension: Standardized tests or teacher-created assessments can measure students' comprehension of grade-level texts, reflecting their ability to apply phonics skills to understand what they read. -Teacher Implementation Fidelity: Observations and self-assessments can gauge the extent to which teachers are implementing the SIPPS curriculum with fidelity, ensuring that students receive consistent and effective instruction.
1.2	**Action:** SBAC interim benchmarks **Need:** Unduplicated student groups often face disparities in academic achievement due to various factors such as socioeconomic status, language barriers, or lack of access to educational resources. These students at DMCS benefit from additional support to	-The use of SBAC interim assessments allows for more immediate access to student data, enabling teachers to make data-driven instructional decisions. Teachers can analyze the assessment results to identify specific areas of weakness for individual students or groups of students, tailor their instruction to address these needs, and differentiate instruction as necessary to meet the diverse needs of all learners. Teachers can quickly identify areas where students may be	-Student Achievement: Comparing students' performance on interim assessments over time can gauge their academic growth and progress toward proficiency in core subjects. -Achievement Gaps: Analyzing assessment

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
	ensure they are meeting academic standards and achieving proficiency in core subjects such as English language arts and mathematics. **Scope:** LEA-wide	struggling and provide timely intervention and support. -By using assessment data to guide instruction, teachers can ensure that unduplicated student groups receive the support and resources they need to succeed academically. This approach promotes equity by providing all students with access to high-quality instruction and targeted interventions to support their learning and academic growth.	data disaggregated by student subgroup (e.g., low-income students, English language learners) can identify any persistent achievement gaps and measure progress in closing these gaps over time. -Teacher Data Use: Data Team meetings, CPTs, and observations can assess teachers' use of assessment data to inform instructional planning and interventions, ensuring that data-driven practices are being effectively implemented to support student learning. -Student Engagement and Motivation: Observations and student feedback can provide insights into how the use of interim assessments impacts student engagement and motivation, ensuring that assessment practices are supporting rather than hindering student learning.
1.3	**Action:** Hand scoring **Need:**	-The implementation of hand scoring provides teachers with an opportunity to review student responses and assess learning on an individualized basis. This process allows teachers	-Student Progress: Monitoring student performance over time and tracking improvements in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated student groups have diverse learning needs and experiences, often requiring personalized instruction to ensure academic success. These students benefit from targeted support and interventions tailored to their specific learning styles, abilities, and areas of need. **Scope:** LEA-wide	to gain insight into students' understanding of content and identify areas where additional support or instruction may be needed. -By manually reviewing student responses, teachers can identify patterns in student understanding, misconceptions, and areas of strength or weakness. This information enables teachers to tailor their instruction to meet the diverse needs of unduplicated student groups, ensuring that all students receive the support they need to succeed academically. -Hand scoring also fosters a deeper understanding of student learning and facilitates meaningful interactions between teachers and students. Teachers can use the information gathered from hand scoring to provide targeted feedback, address misconceptions, and guide students in their learning journey.	understanding and mastery of content. -Teacher Reflection: Assessing teachers' reflections on the hand scoring process, including how it informs instructional decision-making and supports student learning. -Student Engagement: Observing student engagement and participation in learning activities following the implementation of hand scoring, as well as gathering feedback from students on the usefulness and impact of feedback provided. -Instructional Adjustments: Evaluating the extent to which instructional adjustments are made based on insights gained from hand scoring, including changes in instructional strategies, differentiation practices, and interventions.
1.4	**Action:** Math intervention **Need:**	-The continuation of a math intervention program addresses the identified need for targeted support and remediation for unduplicated student groups who may be struggling in mathematics. This intervention involves providing additional	-Math Proficiency: Assessing students' mathematical proficiency through standardized tests like SBAC interims and

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
	Some unduplicated student groups, such as students from low-income families and students with disabilities, may face challenges in mastering mathematical concepts and skills. These students may have gaps in foundational math knowledge, struggle with abstract concepts, or require additional support to overcome barriers to learning math effectively. **Scope:** LEA-wide	instructional time, resources, and support to help students develop essential math skills and understanding. -Math interventions at DMCS take various forms, such as small-group instruction, one-on-one tutoring, computer-based programs, or hands-on activities, tailored to the specific needs of the students. These interventions are evidence-based and research-supported, focusing on providing explicit instruction, guided practice, questioning, and feedback to support student learning and growth. -These interventions are provided in addition to core math instruction, allowing students to receive targeted support to address their unique challenges and accelerate their progress in mathematics.	CAASPP and, classroom assessments are used to track growth and improvements over time. -Growth in Math Skills: Monitoring students' progress in mastering specific math concepts and skills targeted by the intervention program, such as numeracy, problem-solving, or fluency with mathematical operations. -Attendance and Participation: Tracking students' attendance and participation in math intervention sessions to ensure regular engagement and access to support. -Teacher and Student Feedback: Gathering feedback from teachers and students about the effectiveness and impact of the math intervention program on student learning and academic success.
1.5	**Action:** ELA intervention **Need:**	-Our ELA intervention program addresses the identified need for targeted support and remediation for unduplicated student groups who are struggling in English language arts. This intervention typically involves providing additional	-Reading Proficiency: Assessing students' reading fluency, accuracy, and comprehension through standardized tests

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
	Our English language learners often face challenges in developing proficiency in English language arts. These students are learning two languages at once, and as a result may struggle with reading comprehension, vocabulary acquisition, writing skills, or language fluency, impacting their overall academic achievement and success. **Scope:** LEA-wide	instructional time, resources, and support to help students develop essential literacy skills and improve their proficiency in reading, writing, speaking, and listening. -At DMCS ELA interventions take various forms, including small-group instruction, literacy centers, guided reading sessions, or technology-based programs, tailored to the specific needs and skill levels of the students. These interventions incorporate evidence-based instructional practices, such as explicit instruction, scaffolded support, and differentiated instruction, to meet the diverse needs of students. -By implementing ELA interventions, we provide equitable access to high-quality literacy instruction and support for all students, enabling them to achieve proficiency in English language arts and succeed academically. These interventions complement core ELA instruction, allowing students to receive targeted support to address their unique challenges and accelerate their progress in literacy.	(CAASPP and SBAC Interims), running records, or progress monitoring measures to track growth and improvements over time. -Writing Skills: Evaluating students' writing proficiency, including mechanics, organization, and content development, through writing samples, rubrics, or portfolios. -Language Development: Monitoring students' progress in developing language skills, such as vocabulary acquisition, grammar usage, and oral communication, through language assessments or language proficiency tests. -Teacher and Student Feedback: Gathering feedback from teachers and students about the effectiveness and impact of the ELA intervention program on student learning and academic success.
1.6	**Action:** ELD Teacher/Coordinator **Need:**	-Providing students with an ELD teacher helps address the identified need for targeted English language development support for ELLs. ELD teachers are trained professionals who specialize	-English Language Proficiency: Assessing students' proficiency in listening, speaking,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English language learners (ELLs), may face significant challenges in acquiring English language proficiency while simultaneously mastering academic content. These students often require specialized support to develop their language skills in listening, speaking, reading, and writing, enabling them to fully access the curriculum and succeed academically. **Scope:** LEA-wide	in providing language instruction and support tailored to the unique needs of English learners. -ELD instruction focuses on developing students' English language proficiency through research-based instructional strategies, such as explicit language instruction, language modeling, vocabulary development, and academic language development. ELD teachers often use a variety of instructional materials, language-rich activities, and scaffolding techniques to support students in their language acquisition journey. -By providing students with an ELD teacher, we provide equitable access to high-quality language instruction for all students, regardless of their English proficiency level or background. ELD instruction is designed to complement core content instruction, enabling ELLs to develop their language skills while simultaneously engaging with grade-level academic content.	reading, and writing through language proficiency tests, such as the English Language Proficiency Assessment for California (ELPAC). -Academic Achievement: Monitoring students' academic progress and achievement in core content areas, such as math, science, and social studies, to ensure that language development does not impede their ability to succeed academically. -Language Growth: Tracking students' progress in developing English language skills over time, including gains in vocabulary acquisition, language fluency, and academic language proficiency. -Parent and Teacher Feedback: Gathering feedback from parents and teachers about the effectiveness and impact of ELD instruction on student language development and academic success.

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
1.7	**Action:** Local assessments **Need:** Unduplicated student groups encompass a diverse range of learners with varying educational needs and backgrounds. These students occasionally require targeted support and interventions to address academic gaps, language barriers, or socio-economic challenges that can impact their learning and academic achievement. **Scope:** LEA-wide	-Local assessments like STAR are designed to quickly identify student understanding. Local assessments are developed by educators within DMCS or by an outside company like Renaissance and are aligned with state standards and curriculum objectives. -Local assessments provide teachers with valuable data on student performance, allowing them to identify areas of strength and areas needing improvement among unduplicated student groups. These assessments may include formative assessments administered throughout the school year to inform instructional planning and summative assessments conducted at the end of units or grading periods to measure student mastery of content. -By using local assessments, we can gather timely and relevant data to inform instructional decision-making and tailor interventions to meet the needs of unduplicated student groups. These assessments provide a more nuanced understanding of student learning and progress beyond standardized testing, allowing educators to address individual learning needs and promote academic growth for all students.	-Student Achievement: Analyzing student performance on local assessments to track progress toward academic standards and learning objectives. -Achievement Gaps: Identifying disparities in academic achievement among unduplicated student groups and measuring progress in closing these gaps over time. -Instructional Impact: Assessing the extent to which local assessments inform instructional practices and interventions to support student learning and academic growth. -Teacher Collaboration: Evaluating the use of assessment data to facilitate collaboration among educators, allowing for the sharing of best practices and strategies for supporting unduplicated student groups.
1.8	**Action:** Math Coach	-Providing a math coach for teachers on staff addresses the identified need for professional development and support in mathematics	-Student Achievement: Analyzing student performance on math

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
	Need: Students benefit from targeted support and differentiated instruction to overcome barriers to learning and achieve academic success in math. Math coaches help teachers break learning barriers. **Scope:** LEA-wide	instruction, particularly for unduplicated student groups. The math coach is an experienced educator with expertise in mathematics pedagogy and instructional strategies. -The math coach collaborates with teachers to enhance their content knowledge, instructional practices, and assessment strategies in mathematics. This support may include modeling effective teaching strategies, co-planning lessons, analyzing student work, and providing feedback and resources to support differentiated instruction. -By having a math coach on staff, we build teacher capacity and promote instructional excellence in mathematics, ensuring that all students, including unduplicated student groups, receive high-quality instruction aligned with academic standards and best practices in math education.	assessments to measure growth and progress in mathematical proficiency among unduplicated student groups. -Teacher Knowledge and Skills: Assessing teachers' content knowledge and instructional practices in mathematics through self-assessments, observations, and professional learning communities. -Teacher Collaboration and -Reflection: Evaluating the impact of math coaching on teacher collaboration, professional growth, and reflective practices in mathematics instruction. -Teacher Satisfaction and Retention: Gathering feedback from teachers about the value and impact of math coaching on their professional development and job satisfaction.

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
1.1	**Action:** SIPPS **Need:** The unduplicated student groups often face challenges in reading proficiency due to various factors such as limited access to resources, language barriers, or disrupted home environments. This group of students challenges were compounded by the COVID-19 virus, which shut down in person education while these students would have been learning to read. **Scope:**	-SIPPS Reading Intervention: SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based program designed to systematically teach foundational reading skills. It provides explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. -Comprehensive Coverage: By providing SIPPS intervention to all students in grades K-5, including unduplicated student groups, the action ensures equitable access to evidence-based reading instruction. -Tailored Support: SIPPS allows for differentiation to meet individual student needs, providing targeted support to students who may require additional assistance in building foundational reading skills.	-Assessment Data: Measure student progress through regular assessments such as SIPPS, CAASPP, SBAC Interims or other standardized reading assessments. -Comparative Analysis: Compare the reading proficiency growth of unduplicated student groups with non-unduplicated student groups to evaluate the effectiveness of the intervention in closing the achievement gap. -Qualitative Feedback: Gather feedback from teachers, interventionists, and students to assess the perceived impact of SIPPS intervention on reading skills and confidence. -Longitudinal Data: Track longitudinal data to determine the sustained impact of SIPPS intervention on reading outcomes for unduplicated student groups beyond the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			immediate intervention period.
1.2	**Action:** SBAC interim benchmarks **Need:** Unduplicated student groups may face disparities in academic achievement due to factors such as limited access to educational resources, language barriers, or disruptions in their learning environments. This specific group had their challenges compounded by the COVID-19 school closures. **Scope:**	-SBAC Interim Assessments: The Smarter Balanced Assessment Consortium (SBAC) provides interim assessments aligned with state standards, offering teachers insights into student learning progress. -Data-Informed Instruction: By using SBAC Interim Assessments, teachers can identify areas where unduplicated student groups may need additional support in mastering academic standards. -Tailored Reteaching: Teachers can use the assessment results to tailor instruction, providing targeted reteaching to address the specific needs of unduplicated student groups and ensure they have equitable opportunities to succeed.	-Performance Growth: Measure the academic growth of unduplicated student groups based on SBAC Interim Assessment results over time. -Achievement Gap Analysis: Analyze the performance of unduplicated student groups compared to non-unduplicated student groups to assess whether the action is effectively reducing achievement gaps. -Teacher Feedback: Gather feedback from teachers regarding the utility of SBAC Interim Assessments in identifying and addressing the needs of unduplicated student groups. -Student Engagement and Progress: Monitor student engagement and progress following tailored reteaching sessions to gauge the effectiveness of the intervention in improving outcomes for

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			unduplicated student groups.
1.3	**Action:** Hand scoring **Need:** Unduplicated student groups may face disparities in academic achievement due to factors such as limited access to educational resources, language barriers, or disruptions in their learning environments. This specific group had their challenges compounded by the COVID-19 school closures. **Scope:**	-Personalized Assessment: Hand scoring allows teachers to engage directly with student work, gaining deeper insights into individual learning needs. -Targeted Feedback: Through hand scoring, teachers can provide specific, constructive feedback tailored to the needs of unduplicated student groups, addressing their unique challenges and areas for improvement. -Differentiated Instruction: Understanding of student performance gained through hand scoring, teachers can adjust instruction to meet the diverse learning needs within unduplicated student groups, ensuring equitable access to education.	-Student Progress: Monitor the academic progress of unduplicated student groups following hand-scored assessments to gauge the impact on learning outcomes. -Teacher Reflection: Encourage teachers to reflect on the efficacy of hand scoring in meeting the needs of unduplicated student groups and adjust practices accordingly. -Comparative Analysis: Compare the academic growth of unduplicated student groups with non-unduplicated student groups to evaluate the effectiveness of hand scoring in narrowing the achievement gap.
1.4	**Action:** Math intervention **Need:** Unduplicated student groups may face disparities in academic achievement due to factors such as limited access to educational resources, language barriers, or disruptions in their learning environments. This specific	-Targeted Support: The math intervention teacher provides personalized instruction tailored to the specific needs of unduplicated student groups, focusing on areas where they may require additional support. -Differentiated Instruction: By assessing the individual strengths and weaknesses of students within unduplicated groups, the intervention	-Pre and Post-Assessment Data: Measure the progress of unduplicated student groups through pre and post-assessments to assess growth in mathematical proficiency following intervention.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	group had their challenges compounded by the COVID-19 school closures. **Scope:**	teacher can tailor instruction to address gaps in understanding and build foundational math skills. -Small Group Instruction: Utilizing small group settings allows for more focused attention and targeted intervention, enabling the math intervention teacher to address the diverse needs within unduplicated student groups effectively.	-Observational Data: Gather observational data on student engagement, participation, and confidence levels during math intervention sessions to gauge effectiveness. -Longitudinal Analysis: Track longitudinal data to evaluate the sustained impact of math intervention on academic achievement and progression for unduplicated student groups over time.
1.5	**Action:** ELA intervention **Need:** Unduplicated student groups may face disparities in academic achievement due to factors such as limited access to educational resources, language barriers, or disruptions in their learning environments. This specific group had their challenges compounded by the COVID-19 school closures. **Scope:**	-Targeted Reading Support: The reading intervention teacher offers specialized instruction tailored to the specific needs of unduplicated student groups, focusing on improving literacy skills. -Individualized Attention: Through one-on-one or small group sessions, the intervention teacher can provide personalized support to address the diverse reading needs within unduplicated student groups. -Evidence-Based Strategies: Utilizing research-based methods and interventions, such as phonics instruction, fluency practice, and comprehension strategies, the reading intervention teacher aims to strengthen foundational reading skills.	-Pre and Post-Assessment Data: Measure the progress of unduplicated student groups using pre and post-assessments to track growth in reading proficiency following intervention. -Observational Data: Gather observational data on student engagement, participation, and reading behaviors during intervention sessions to assess effectiveness. -Feedback Mechanisms: Collect feedback from students, classroom

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			teachers, and parents to evaluate the perceived impact of reading intervention on reading outcomes and identify areas for improvement.
1.6	**Action:** ELD Teacher/Coordinator **Need:** Unduplicated Student Groups include English learners (ELs), who may come from diverse linguistic and cultural backgrounds, facing challenges in acquiring English language proficiency. Unduplicated student groups, particularly ELs, often require specialized support to develop English language skills necessary for academic success and social integration. **Scope:**	-Targeted Language Instruction: The ELD intervention teacher delivers focused instruction aimed at developing English language proficiency across listening, speaking, reading, and writing domains, tailored to the needs of unduplicated student groups. -Culturally Responsive Practices: Incorporating culturally responsive teaching strategies, the intervention teacher creates a supportive learning environment that acknowledges and respects the linguistic and cultural backgrounds of ELs within unduplicated student groups. -Language Acquisition Strategies: Utilizing research-based methodologies such as language scaffolding, visual aids, and interactive activities, the ELD intervention teacher facilitates language acquisition and comprehension for unduplicated student groups.	-Language Proficiency Assessments: Administer the English Language Proficiency Assessments for California (ELPAC), to measure the progress of unduplicated student groups in English language development. -Formative Assessments: Conduct ongoing formative assessments to monitor ELs' language growth and identify areas for targeted intervention and support. -Performance-Based Tasks: Evaluate ELs' performance on language-based tasks and assignments to assess their application of language skills in academic contexts. -Parent and Teacher Feedback: Solicit feedback from parents and classroom teachers to assess the perceived impact of ELD intervention

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			on ELs' language development and academic success.
1.7	**Action:** Local assessments **Need:** Unduplicated student groups may face disparities in academic achievement due to factors such as limited access to educational resources, language barriers, or disruptions in their learning environments. This specific group had their challenges compounded by the COVID-19 school closures. **Scope:**	-Customized Assessment Tools: Local assessments are designed to cater to the diverse needs of unduplicated student groups, providing a more nuanced understanding of their strengths and areas for improvement. -Flexible Administration: Local assessments can be administered in various formats (e.g., oral assessments, modified tasks) to accommodate the linguistic and academic diversity within unduplicated student groups. -Timely Feedback: Local assessments allow for timely feedback, enabling educators to identify learning gaps and implement targeted interventions to support unduplicated student groups in real-time.	-Data Analysis: Analyze assessment data to track the academic progress of unduplicated student groups and identify trends or patterns that may require intervention. -Alignment with Standards: Ensure that local assessments align with state standards and curriculum expectations to assess the mastery of essential skills and concepts by unduplicated student groups. -Differentiated Instruction: Utilize assessment data to inform instructional decisions, including the implementation of differentiated instruction to meet the diverse learning needs within unduplicated student groups. -Stakeholder Feedback: Gather feedback from educators, students, and families to assess the perceived effectiveness of local assessments in addressing the unique

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			needs of unduplicated student groups and improving academic outcomes.
1.8	**Action:** Math Coach **Need:** Unduplicated student groups may face disparities in academic achievement due to factors such as limited access to educational resources, language barriers, or disruptions in their learning environments. This specific group had their challenges compounded by the COVID-19 school closures. **Scope:**	-Professional Development: The math coach provides ongoing professional development opportunities for teachers, focusing on research-based instructional strategies and interventions tailored to meet the diverse needs of unduplicated student groups. -Modeling Best Practices: The math coach models effective teaching strategies, co-plans lessons, and co-teaches with classroom teachers, demonstrating how to differentiate instruction and provide targeted support for unduplicated student groups. -Data-Informed Instruction: The math coach supports teachers in analyzing student data, identifying areas of need within unduplicated student groups, and designing instructional interventions to address these needs effectively.	-Student Achievement Data: Analyze student achievement data, including performance on formative and summative assessments, to evaluate the impact of improved instructional practices on the academic outcomes of unduplicated student groups.-Teacher Implementation: Assess the extent to which teachers implement strategies and techniques learned through coaching sessions in their instruction, particularly in meeting the needs of unduplicated student groups. -Teacher Reflection and Feedback: Gather feedback from teachers on the effectiveness of coaching support in addressing the needs of unduplicated student groups and fostering their professional growth.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			-Observational Data: Conduct classroom observations to observe changes in instructional practices and student engagement following coaching support, particularly in classrooms serving unduplicated student groups.

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.

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,276,944	269,214	5.102%	0.989%	6.091%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$564,656.59	$0.00	$0.00	$100,469.00	$665,125.59	$493,200.59	$171,925.00

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	SIPPS	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori CharterDixon Montessori Charter School K-3		$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.2	SBAC interim benchmarks	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori CharterDixon Montessori Charter All Students		$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.3	Hand scoring	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori CharterDixon Montessori Charter 3-8th		$0.00	$2,500.00	$2,500.00				$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.4	Math intervention	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori Charter		$79,866.32	$0.00	$79,866.32				$79,866.32	
1	1.5	ELA intervention	All English Learners	No Yes	LEA-wide	English Learners	All Schools Specific Schools: Dixon Montessori Charter		$145,281.00	$0.00	$145,281.00				$145,281.00	
1	1.6	ELD Teacher/Coordinator	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori Charter		$80,469.00	$20,000.00				$100,469.00	$100,469.00	
1	1.7	Local assessments	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori Charter		$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.8	Math Coach	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Dixon Montessori Charter		$3,500.00	$0.00	$3,500.00				$3,500.00	
2	2.1	Professional Development	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.2	New teacher induction	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Curriculum and Assessment							$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.4	Educational grants, individual professional development, and leadership stipends	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.1	Daily general cleaning	All	No			All Schools		$145,000.00	$0.00	$145,000.00				$145,000.00	

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
3	3.2	Movement to "good standing" on the FIT	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	Site beautification	All	No			All Schools		$1,000.00	$3,000.00	$4,000.00				$4,000.00	
4	4.1	PBIS Continuation	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.2	Increased positivity	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
4	4.3	Behavior and culture tracking software	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.4	School Safety Plan and staff safety training	All	No			All Schools									
4	4.5	Crossing guards	All	No			All Schools		$13,084.27	$0.00	$13,084.27				$13,084.27	
4	4.6	School attendance plan	All	No			All Schools		$24,000.00	$0.00	$24,000.00				$24,000.00	
4	4.7	Social Emotional Learning							$0.00	$2,500.00	$2,500.00				$2,500.00	
5	5.1	DMCS will maintain parent representation on the DMCS Board of Directors.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.2	DMCS will receive input and support from parent organizations	All	No			All Schools		$1,000.00	$1,000.00	$2,000.00				$2,000.00	
5	5.3	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
5	5.4	DMCS will host or participate in community events to nurture community on campus and within the larger Dixon community	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
5	5.5	DMCS will promote Parent partnerships and community engagement	All	No			All Schools		$0.00	$200.00	$200.00				$200.00	
5	5.6	DMCS will actively seek out relationships with local businesses	All	No			All Schools		$0.00	$225.00	$225.00				$225.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,276,944	269,214	5.102%	0.989%	6.091%	$270,647	0.000%	5.129 %	**Total:**	$270,647
								LEA-wide Total:	$270,647.32
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	SIPPS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Dixon Montessori Charter	$30,000.00	
1	**1.2**	SBAC interim benchmarks	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Dixon Montessori Charter	$2,500.00	
1	**1.3**	Hand scoring	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Dixon Montessori Charter	$2,500.00	
1	**1.4**	Math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Dixon Montessori Charter	$79,866.32	
1	**1.5**	ELA intervention	Yes	LEA-wide	English Learners	Specific Schools: Dixon Montessori Charter	$145,281.00	
1	**1.6**	ELD Teacher/Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Dixon Montessori Charter		
1	**1.7**	Local assessments	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Dixon Montessori	$7,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	Charter		
1	**1.8**	Math Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Dixon Montessori Charter	$3,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$588,327.75	$535,126.12

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**	SIPPS	No Yes	$30,000.00	9867.18
1	**1.2**	SBAC interim benchmarks	No Yes	$2,500.00	0
1	**1.3**	Hand scoring	No Yes	$2,500.00	0
1	**1.4**	Math intervention	No Yes	$79,866.32	58,541.82
1	**1.5**	ELA intervention	No Yes	$70,483.16	85,165.15
1	**1.6**	ELD Teacher/Coordinator	No Yes	$100,469.00	69,369.99
1	**1.7**	Local assessments	No Yes	$5,000.00	1,125.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.8	Math Coach	No Yes	$3,500.00	3,500.00
2	2.1	Professional Development	No	$10,000.00	10,754.00
2	2.2	New teacher induction	No	$10,000.00	8,000.00
2	2.3	Curriculum and Assessment		$50,000.00	67,789.38
2	2.4	Educational grants, individual professional development, and leadership stipends	No	$20,000.00	24,462.00
3	3.1	Daily general cleaning	No	$145,000.00	141,789.89
3	3.2	Movement to "good standing" on the FIT	No	$1,000.00	0
3	3.3	Site beautification	No	$4,000.00	2,427.57
4	4.1	PBIS Continuation	No	$2,500.00	8,875.00
4	4.2	Increased positivity	No	$1,500.00	331.65
4	4.3	Behavior and culture tracking software	No	$5,000.00	5,262.66
4	4.4	School Safety Plan and staff safety training	No		
4	4.5	Crossing guards	No	$13,084.27	5,499.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	School attendance plan	No	$24,000.00	24,344.86
4	4.7	Social Emotional Learning		$2,500.00	2,500.00
5	5.1	DMCS will maintain parent representation on the DMCS Board of Directors.	No	$0.00	0
5	5.2	DMCS will receive input and support from parent organizations	No	$2,000.00	3,780.00
5	5.3	DMCS will conduct satisfaction surveys in order to give parents an avenue to provide feedback to the Charter School.	No	$1,000.00	0
5	5.4	DMCS will host or participate in community events to nurture community on campus and within the larger Dixon community	No	$2,000.00	500.00
5	5.5	DMCS will promote Parent partnerships and community engagement	No	$200.00	1,000.00
5	5.6	DMCS will actively seek out relationships with local businesses	No	$225.00	240.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
274,865	$294,318.48	$227,569.14	$66,749.34	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	SIPPS	Yes	$30,000.00	9867.18		
1	1.2	SBAC interim benchmarks	Yes	$2,500.00			
1	1.3	Hand scoring	Yes	$2,500.00			
1	1.4	Math intervention	Yes	$79,866.32	58,541.82		
1	1.5	ELA intervention	Yes	$70,483.16	85,165.15		
1	1.6	ELD Teacher/Coordinator	Yes	100,469.00	69,369.99		
1	1.7	Local assessments	Yes	$5,000.00	1,125.00		
1	1.8	Math Coach	Yes	$3,500.00	3,500.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,783,973	274,865	0	5.746%	$227,569.14	0.000%	4.757%	$47,295.86	0.989%

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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