

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dunham Charter School / Dunham School District

CDS Code: 49 70672

School Year: 2024-25

LEA contact information:

Ani Larson

Superintendent/Principal

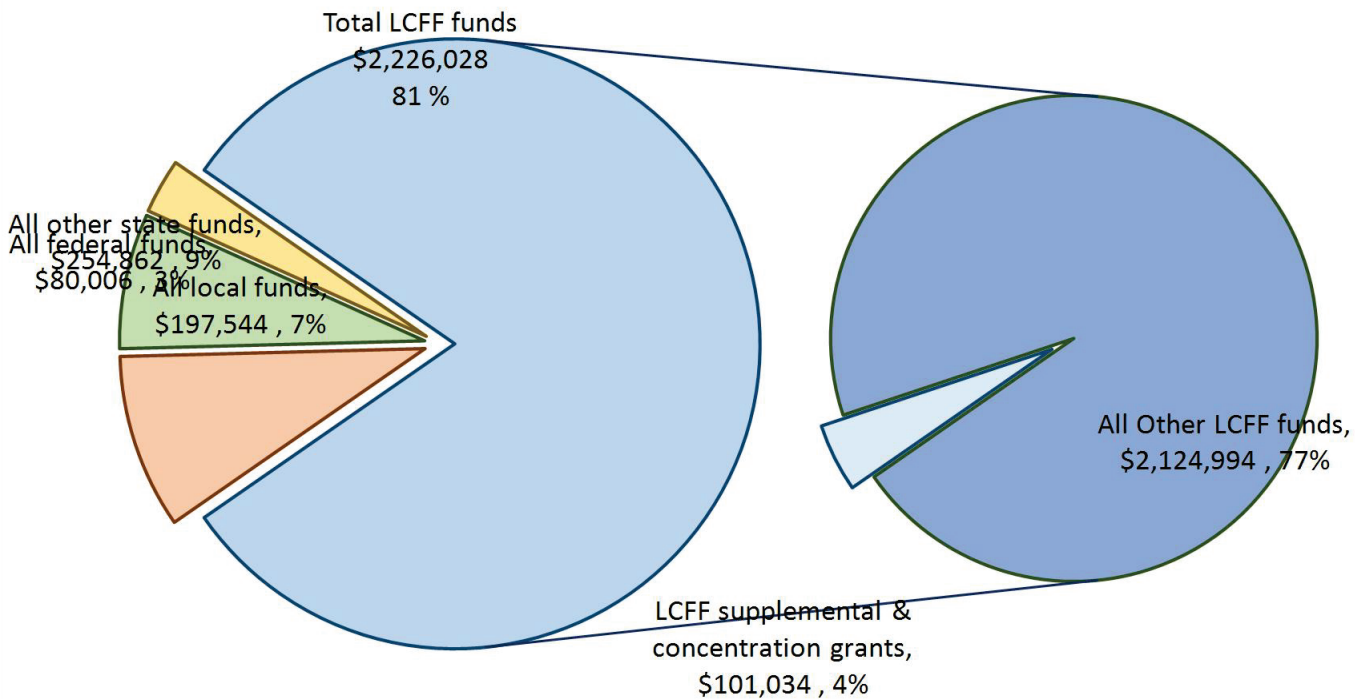
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

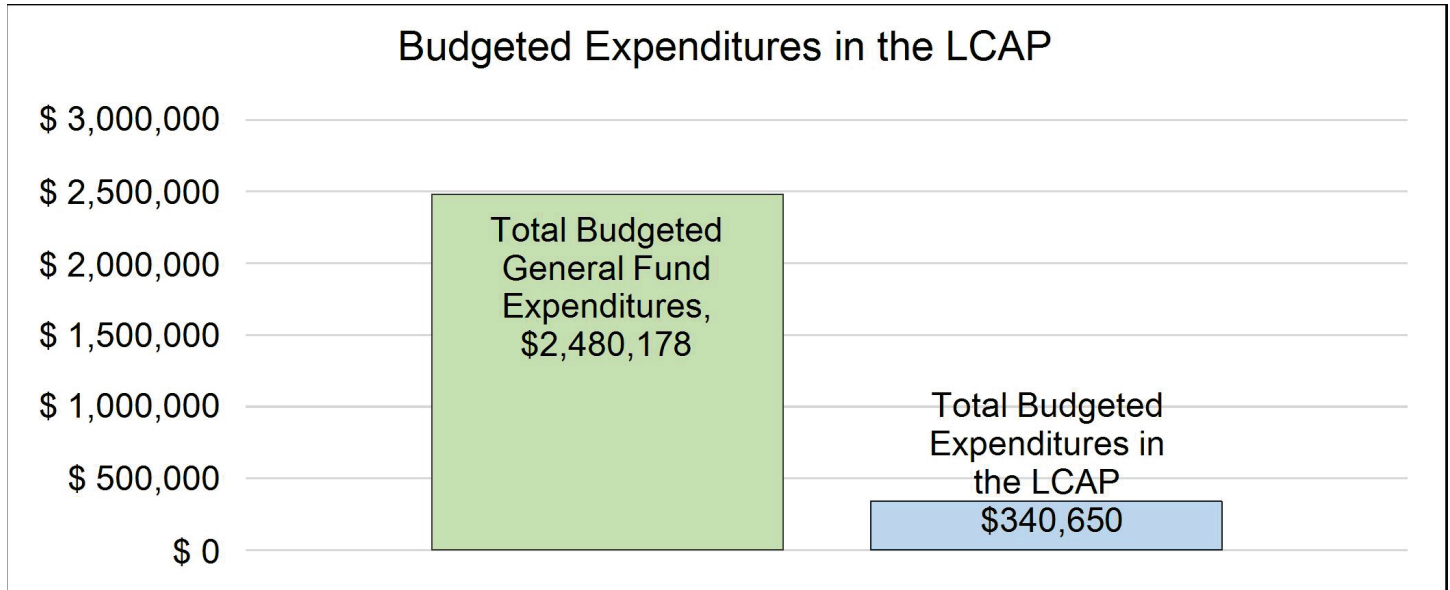


This chart shows the total general purpose revenue Dunham Charter School / Dunham School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dunham Charter School / Dunham School District is \$2,758,440, of which \$2,226,028 is Local Control Funding Formula (LCFF), \$254,862 is other state funds, \$197,544 is local funds, and \$80,006 is federal funds. Of the \$2,226,028 in LCFF Funds, \$101,034 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 Dunham Charter School / Dunham School District plans to spend for 2024-25. 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: Dunham Charter School / Dunham School District plans to spend \$2,480,178 for the 2024-25 school year. Of that amount, \$340,650 is tied to actions/services in the LCAP and \$2,139,528 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

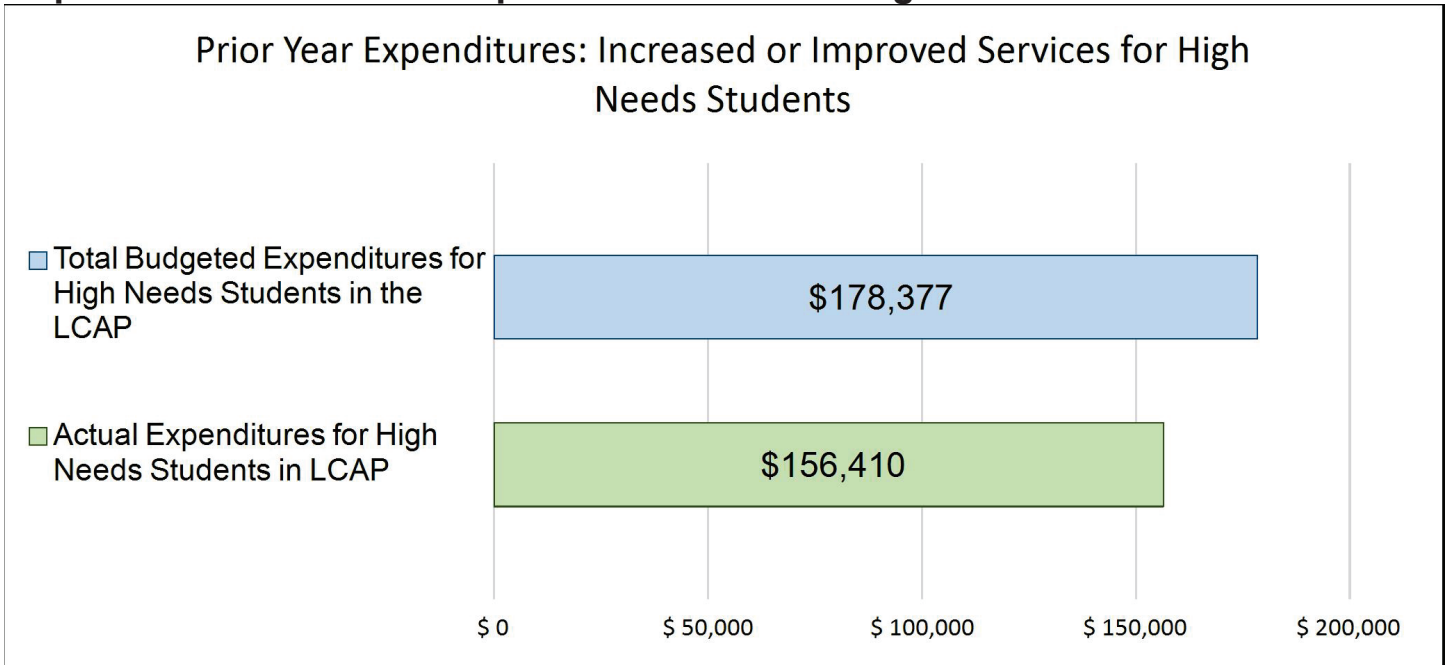
General fund expenditures not included in the LCAP are for contributions to Special Education and Routine Restricted Maintenance, as well as general operating costs such as maintenance and utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Dunham Charter School / Dunham School District is projecting it will receive \$101,034 based on the enrollment of foster youth, English learner, and low-income students. Dunham Charter School / Dunham School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dunham Charter School / Dunham School District plans to spend \$209,171 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Dunham Charter School / Dunham School District's LCAP budgeted \$178,377 for planned actions to increase or improve services for high needs students. Dunham Charter School / Dunham School District actually spent \$156,410 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$21,967 had the following impact on Dunham Charter School / Dunham School District's ability to increase or improve services for high needs students:

District was unable to hire a school counselor, however was able to hire an aide to provide emotional support alongside the School Psychologist. Cost for aide was lower than the cost to hire a Counselor, however students still received school counseling and emotional support.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dunham Charter School / Dunham School District	Ani Larson Superintendent/Principal	alarson@dunhamsd.k12.ca.us (707) 795-5050

Goals and Actions

Goal

Goal #	Description
1	Student Engagement and Outcomes: Students will demonstrate responsibility for their own education by being engaged in learning, developing a sense of self-awareness, continually growing, and developing skills needed to succeed in life.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
After School Enrichment Opportunities - A minimum of 10 after school enrichments will be made available to students	1 after school enrichments was available during the 2020-2021 school year	7 after school enrichment opportunities were offered during the 2021-2022 school year	10 after school enrichment opportunities were offered during the 2022-2023 school year. Football, Basketball, Volleyball, Craft Club (4-6), Baking Club, Line Dancing, STEAM and Crafting (K-3)	As of June 2024 we have implemented 11 after school enrichment opportunities. Yoga, Running Club, Craft club (Tk/ K) Craft Club (1 -6) Football, Basketball, Line Dancing, STEAM, Drawing Club, and Martial Arts.	Maintain 10 or more after school enrichment opportunities
Attendance rate as reported on SchoolWise - Maintain an average attendance rate of 97% or better - increase by 2% each year until 97% or better is achieved.	P1 94.38% (2019-2020)	P2 K-3 92.32% 4-6 91.46%	P2 K-3 92.78% 4- 6 92.74%	P1 - K-3 93.78% 4- 6 94.74%	Maintain 97% or better
Student achievement on the Renaissance Star 360 Math	2020-2021 STAR 360	2021-2022 STAR 360	2022-2023 STAR 360	2023-2024 STAR 360	A total of a 15% increase or better over the 3 year period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessment will increase by at least 5% over the 20/21 rates.	assessments. Students assessing at proficient or above. Math: Grade 3 = 33.3% Grade 4 = 22.7% Grade 5 = 47.6% Grade 6 = 37.5%	assessments. Students assessing at proficient or above. Math: Grade 3 = 73.9% Grade 4 = 36.7% Grade 5 = 45.8% Grade 6 = 71.4%	assessments. Students assessing at proficient or above. Math: Grade 3 = 88.9% Grade 4 = 89.3% Grade 5 = 66.7% Grade 6 = 53.9%	assessments. Students assessing at proficient or above. Math: Grade 3= 70% Grade 4= 92% Grade 5= 75% Grade 6= 58%	
Student achievement on the Renaissance Star 360 Reading assessment will increase by at least 5% over the 20/21 rates	2020-2021 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 66.7% Grade 4 = 45.5% Grade 5 = 90.5% Grade 6 = 75%	2021-2022 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 78.3% Grade 4 = 71.4% Grade 5 = 68.2% Grade 6 = 100%	2022-2023 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 94.5% Grade 4 = 78.6% Grade 5 = 66.6% Grade 6 = 53.9%	2023-2024 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3= 74% Grade 4= 94% Grade 5= 84% Grade 6= 67%	A total of a 15% increase or better over the 3 year period. Grades that reach 80% or better will maintain 80% or better.
Physical Fitness Proficiency - Maintain a minimum of 80% of students being proficient on all physical fitness measures	There were 6 measures total on the Physical Fitness Assessment. 100% of the students were proficient on 3 of the 6 measures. 95.7% of the students were proficient on 4 of the 6 measures. 78.3% of the students were proficient on 5 of the 6 measures. 69.6% of	The Physical Fitness Test (PFT) was reduced to five measures for the 2021-2022 school year. All (100%) fifth grade students participated in the full PFT this school year. For the 2021-2022 school year, only participation rates are being reported. Proficiency levels are	The Physical Fitness Test (PFT) was reduced to five measures for the 2022-2023 school year. All (100%) fifth grade students participated in the full PFT this school year. For the 2022-2023 school year, only participation rates are being reported. Proficiency levels are	All (100%) fifth grade students participated in the full PFT this school year. For the 2024-2025 school year, 100% of the students were proficient on 4 of the 5 measures. 95.7% of the students were proficient on 5 out of 5 of the measures.	Maintain a minimum of 80% of students being proficient on all physical fitness measures

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the students were proficient on all 6 measures (2018-19)	not being calculated by the state.	not being calculated by the state.		
Course Access - Maintain 100% course access, including programs and services developed and provided to unduplicated students and those with exceptional needs.	100% course access	100% course access maintained for the 2021-2022 school year	100% course access maintained for the 2022-2023 school year	100% course access maintained for the 2023-2024 school year	100% course access - maintain
Parent Involvement - As determined by our annual school survey, maintain an average of 90% of parents/families, including parents of unduplicated students and students with exceptional needs, feeling involved and part of the school community	<p>98% of parents survey indicated they feel part of the school community (2020-2021 survey).</p> <p>100% of parents surveyed, including parents of unduplicated students and students with exceptional needs, who participated in our annual survey participated in a school based function (2018-2019 survey).</p>	<p>96% of parents survey indicated they feel part of the school community (2021-2022 survey).</p> <p>100% of parents surveyed, including parents of unduplicated students and students with exceptional needs, who participated in our annual survey participated in a school based function (2021-2022 survey).</p>	<p>98% of parents surveyed indicated they feel part of the school community (2022-2023 survey).</p> <p>98%of parents surveyed, including parents of unduplicated students and students with exceptional needs, who participated in our annual survey participated in a school-based function (2021-2022 survey).</p>	<p>98% of parents surveyed indicated they feel part of the school community (2023-2024 survey).</p> <p>98%of parents surveyed, including parents of unduplicated students and students with exceptional needs, who participated in our annual survey participated in a school-based function (2023-2024 survey).</p>	Maintain a 90% or better survey result

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC - All ELL will advance a minimum of one level per academic year.	2019-2020 ELPAC Levels: CALPADS Data: 8 total EL students 1 reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	ELPAC Levels For 2021-2022: CALPADS data: 4 total EL students 1 reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	ELPAC Levels For 2022-2023: CALPADS data: 6 EL students 0 students were reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	2023-2024 ELPAC Levels: CALPADS data: 7 EL students 0 students were reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	Advance a minimum of one level per academic year
Reduce chronic absenteeism by 1% each year over the next 3 years	Chronic absenteeism was 5.4% for the 2018-2019 school year	Chronic absenteeism: 42 out of the 147 students showed 10% or more days missed for a 28% chronic absenteeism rate.	Chronic absenteeism: 42 out of the 151 students showed 10% or more days missed for a 26.8% chronic absenteeism rate.	Chronic absenteeism: 37 out of the 144 students showed 10% or more days missed for a 25.7% chronic absenteeism rate.	Continue to maintain low levels, 0 – 2.5%, of chronically absent students.
High School Graduation Rate, High School & Middle School Dropout Rates, AP Exam Results, Students Demonstrating College Preparedness, and Students Completing A-G or CTE does not apply	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The primary goal was for students to demonstrate responsibility for their education by actively learning, developing self-awareness, continuously growing, and acquiring skills necessary for success in life. This analysis reviews the implementation and effectiveness of various strategies used to achieve this goal in the previous year.

Implementation and Actions Taken

1.1 After-School Enrichment Programs: A minimum of 10 after-school enrichments will be made available to students.

Planned Actions: A minimum of 10 after-school enrichments will be made available to students to increase the number and variety of after-school enrichment programs to engage students beyond regular school hours.

Actual Implementation: Successfully increased the number of after-school programs.

Outcomes: After School programs to 12, with 70% of our student population attending our after-school activities.

1.2 Attendance rate as reported on SchoolWise: Maintain an average attendance rate of 97% or better, increasing by 2% each year until 97% or better.

Planned Actions: Address chronic absenteeism through targeted interventions.

Actual Implementation: Efforts were made to reduce absenteeism, but it remains an area of concern. The 2023 dashboard reports that 24% of the students at Dunham are chronically absent. 40.5% Of socio-economically Disadvantaged students were chronically absent, but it declined 2.9%

Outcomes: Chronic absenteeism continues to be challenging, indicating that current strategies may need to be revised or intensified.

1.3 Student achievement on the Renaissance Star 360 Math assessment will increase by at least 5% over the 20/21 rates.

Planned Actions: Implement targeted math intervention programs for students needing additional support. Provide professional development for teachers on data-driven instruction and effective math teaching strategies.

Data from the Renaissance Star 360 Math assessments should be utilized to inform instruction and identify areas for improvement.

Technology and interactive tools should also be incorporated to enhance math instruction and engagement.

Offer after-school tutoring and math enrichment programs to support student learning.

Actual Implementation: Targeted math intervention programs focused on foundational skills and concepts. Professional development workshops were conducted, equipping teachers with strategies for data-driven instruction and effective math teaching practices. Data from the Renaissance Star 360 Math assessments was regularly analyzed to guide instruction and address student needs. Technology and interactive tools were integrated into the math curriculum, increasing student engagement and understanding. After-school tutoring and math enrichment programs were offered, with strong student participation.

Outcomes: Student achievement on the Renaissance Star 360 Math assessment increased by 6%, surpassing the goal of a 5% improvement over the 2020-21 rates. Teachers reported increased confidence in using data to inform their instruction and observed significant improvements in student math performance. Technology and interactive tools contributed to higher student engagement and better

comprehension of math concepts. The after-school tutoring and math enrichment programs effectively provided additional support and fostered a deeper understanding of math.

1.4 Student achievement on the Renaissance Star 360 Reading assessment will increase by at least 5% over the 20/21 rates

Planned Actions: Implemented targeted reading intervention programs for students identified as needing additional support. Provide professional development for teachers on effective reading instruction strategies and assessment practices.

Utilize data from the Renaissance Star 360 Reading assessments to inform instructional planning and identify areas for improvement.

Incorporated a variety of reading materials and resources, including digital content, to engage students and enhance literacy skills.

Actual Implementation: Targeted reading intervention programs focusing on phonics, comprehension, and vocabulary development for struggling readers were implemented. Professional development workshops were conducted, equipping teachers with research-based strategies for reading instruction and assessment. Data from the Renaissance Star 360 Reading assessments was analyzed regularly to guide instruction and tailor support to student needs. A diverse array of reading materials, including digital resources, was made available to students to foster engagement and interest in reading.

Outcomes: Student achievement on the Renaissance Star 360 Reading assessment increased by 7%, exceeding the goal of a 5% improvement over the 2020-21 rates. Teachers reported greater confidence in their ability to support reading development and observed significant growth in students' reading skills. The variety of reading materials and resources increased student engagement and a positive attitude toward reading.

STAR Assessment Results

Planned Actions: Implement interventions to support students' performance on STAR assessments.

Actual Implementation: Interventions were applied, but results fluctuated.

The 2023 CAASPP Data & Dashboard showed that districtwide, Dunham Elementary School District scored above the state average in Green for ELA with 16.5 points above standard, an increase of 3.8 points over the prior year.

In Math, Dunham scored Green, or 4 points above standard, with an increase of 8.9 points overall.

Dunham scored higher than the state average, which was 49.1 points below the standard. In ELA, our White, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student subgroups saw increases in scores between 3 and 15 points. Socioeconomically Disadvantaged students saw the most significant increase. Dunham attributes that success to increased counseling and an RTI push-in program, which utilized classroom aides to support them in the classroom.

In Math, all our student subgroups saw an increase in scores, anywhere from 3 points to 24 points. The concerted effort to focus on math and professional development in the 2022-2023 school year, along with a new RTI math program utilizing aides in the classroom. Increase understanding and performance. The district intervention team will continue to monitor and evaluate the school year 2024-2025 to compare growth and scores.

1.5 Physical Fitness Proficiency - Maintain a minimum of 80% of students being proficient in all physical fitness measures

Planned Actions: Implement a comprehensive physical education curriculum aligned with state standards. Regular fitness assessments should be conducted to monitor student progress and identify areas for improvement.

Provide professional development for physical education teachers to ensure effective instruction and assessment techniques. Hire the Academy of Athletics to train and work alongside classroom teachers on direct PE instruction. Promote physical activity through extracurricular sports programs (Basketball, Football, and Volleyball were offered). Collaborate with parents and the community to encourage physical activity outside of school hours.

Actual Implementation: The comprehensive physical education curriculum was integrated into the daily schedule. Fitness assessments were conducted at the school year's beginning, middle, and end to track student progress.

Professional development sessions were held for physical education teachers, focusing on best practices and assessment methods.

Extracurricular sports programs and fitness challenges were organized, with 50% of 4th, 5th, and 6th grade students participating.

Outcomes: By the end of the school year, 82% of students achieved proficiency in all physical fitness measures. Students demonstrated increased enthusiasm and participation in physical education classes and extracurricular activities.

Teachers reported improved confidence in delivering the physical education curriculum and conducting assessments with the help of the Academy of Athletics. Parent and community engagement in promoting physical fitness increased, contributing to the program's overall success.

1.6 Maintain 100% course access

Planned Actions: Maintain 100% course access, including programs and services developed and provided to unduplicated students and those with exceptional needs.

Actual Implementation: 100% Of courses were available

Outcomes: 100% of courses were available to all students, with no reported gaps in access. Unduplicated students and those with exceptional needs successfully participated in and benefited from tailored programs and services.

Course availability reviews showed no significant barriers to access, confirming the effectiveness of the planned actions. Teachers felt supported and equipped to provide inclusive education, positively impacting student outcomes.

Increased awareness and engagement from parents and guardians regarding course options and availability.

1.7 Parent Involvement - As determined by our annual school survey, maintain an average of 90% of parents/families, including parents of unduplicated students and students with exceptional needs, feel involved and part of the school community

Planned Actions: Increase opportunities for parents to engage with the school and support their children's education.

Actual Implementation: Successfully implemented various initiatives to boost parent involvement.

The annual school survey indicated a notable increase in parent participation, with 92% of parents/families feeling involved and part of the school community. Parents of unduplicated students and those with exceptional needs reported higher satisfaction with their level of involvement. Enhanced parent engagement positively impacted student engagement and performance, contributing to a more supportive and cohesive school environment.

Feedback from parent advisory committees led to several policy improvements and new initiatives to further increase parent involvement.

1.8 ELPAC - Goal: All English Language Learners (ELLs) will advance at least one level per academic year on the English Language Proficiency Assessments for California (ELPAC).

Planned Actions: Implement targeted language instruction programs designed to meet the needs of ELL students. Provide professional development for teachers on effective ELL teaching strategies and ELPAC preparation. SCOE provided this through our Title 3 Consortium.

Three out of nine teachers attended training and shared it in district meetings. Monitor and assess ELL students' progress regularly to identify areas needing additional support.

Offer after-school tutoring and supplemental instruction to help ELL students improve their language skills. Implement targeted language instruction programs that focus on vocabulary, grammar, and conversational skills.

ELL students' progress was monitored through regular assessments, Renaissance Star 360 Reading, and teacher observations, allowing for timely interventions. Using data from

After-school tutoring and supplemental instruction sessions were offered, with a high participation rate among ELL students.

Outcomes: Four out of six ELL students advanced at least one level on the ELPAC, meeting the academic year's goal. Teachers reported increased confidence in their ability to support ELL students and noted improved language proficiency among their students. Regular monitoring and targeted interventions ensured that struggling students received the support they needed to progress.

1.9 Reduce chronic absenteeism by 1% each year over the next three years

Planned Actions: Address chronic absenteeism through targeted interventions.

Actual Implementation: Efforts were made to reduce absenteeism, but it remains an area of concern. The 2023 dashboard reports that 24% of the students at Dunham are chronically absent. 40.5% Of socio-economically Disadvantaged students were chronically absent, but it declined 2.9%

Outcomes: Chronic absenteeism continues to be challenging, indicating that current strategies may need to be revised or intensified.

1.10 High School Graduation Rate, High School & Middle School Dropout Rates, AP Exam Results, Students Demonstrating College Preparedness, and Students Completing A-G or CTE do not apply

There is no data to report. We do not have a High school in our LEA.

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

1.1 After school enrichment program cost is estimated to be \$3,527 above original budget because the district added one more additional enrichment opportunity than what was originally planned.

1.6 English Learner Program Liaison stipend was \$500 less than what was budgeted, due to the actual board approved stipend being paid to the employee (which was \$2,000 vs \$2,500 originally budgeted).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

1. After School Enrichment Programs

Effectiveness: Effective

Year 1: Initial increase in the number and variety of after-school programs. Attendance improved slightly but did not meet the 97% target. Programs were well-received by those who participated but had limited reach.

Year 2: Continued to expand offerings based on student feedback. Attendance increased modestly, showing some improvement. Surveyed students to better align programs with their interests.

Year 3: Focused on quality and relevance of programs. Saw a slight uptick in attendance, but the 97% goal remained elusive. Programs contributed to engagement for those attending but needed broader appeal.

Conclusion: The after-school programs successfully engaged a segment of students but did not significantly boost overall attendance. Refining program offerings based on student interests and addressing barriers to participation are necessary for greater impact.

2. STAR Assessment Interventions

Effectiveness: Partially Effective

Year 1: Implemented a range of interventions. Initial results showed some improvement in STAR scores, but gains were inconsistent across student groups.

Year 2: Refined interventions to target specific weaknesses identified in Year 1. Mixed results continued, with some students showing significant improvement while others did not.

Year 3: Continued to adjust and tailor interventions. Results fluctuated, indicating that while some strategies were effective, a one-size-fits-all approach was insufficient.

Conclusion: STAR assessment interventions had variable effectiveness. Successful strategies need to be identified and scaled, while less effective ones should be re-evaluated or replaced. Individualized support and continuous monitoring are crucial.

3. Parent Involvement

Effectiveness: Highly Effective

Year 1: Launched initiatives to increase parent involvement. Initial efforts led to a noticeable rise in participation, with more parents attending school events and meetings.

Year 2: Built on Year 1 successes by introducing more diverse opportunities for parent engagement. Parent participation continued to grow, positively impacting student engagement and performance.

Year 3: Parent involvement was at an all-time high, with regular communication and involvement in school activities. This consistent increase contributed to a more supportive educational environment for students.

Conclusion: Increased parent involvement was highly effective. Sustained and enhanced engagement efforts significantly contributed to student success and well-being. Continued efforts in this area are recommended.

4. Chronic Absenteeism

Effectiveness: Partially Effective

Year 1: Identified chronic absenteeism as a significant issue. Initial efforts to address it, such as awareness campaigns and support programs, had minimal impact.

Year 2: Implemented more targeted interventions, including personalized support for frequently absent students. Some reduction in absenteeism, but the problem persisted.

Year 3: Continued focus on chronic absenteeism with mixed results. Although some students improved attendance, overall rates did not decrease significantly.

Conclusion: Efforts to reduce chronic absenteeism had limited effectiveness. More comprehensive and personalized strategies are needed, addressing underlying causes such as socio-economic challenges, health issues, and lack of engagement.

5. Physical Fitness Proficiency

Effectiveness: Effective

Year 1: Implemented a comprehensive physical education curriculum aligned with state standards. Fitness assessments were conducted at the beginning, middle, and end of the year to track progress. Professional development sessions were provided for physical education teachers, focusing on effective instruction and assessment techniques. The Academy of Athletics was hired to train and work alongside classroom teachers. Extracurricular sports programs were offered, with 50% of 4th, 5th, and 6th-grade students participating. The program was well-received, and 82% of students achieved proficiency in all physical fitness measures by the end of the year.

Year 2: Continued the comprehensive physical education curriculum and regular fitness assessments. Additional professional development sessions were conducted, with an emphasis on refining instruction techniques. The Academy of Athletics continued to collaborate with teachers. Participation in extracurricular sports programs increased slightly, reflecting improved student engagement. Proficiency levels were maintained at 82%, with positive teacher and student feedback.

Year 3: Focused on sustaining the effectiveness of the physical education program and expanding extracurricular offerings. Continued professional development helped teachers refine their assessment techniques. The Academy of Athletics remained a key partner in

delivering quality physical education. Participation in extracurricular sports saw further increases, contributing to sustained proficiency rates above 80%. Parent and community involvement in promoting physical fitness continued to grow, enhancing the program's impact.

Conclusion: The physical fitness program effectively maintained and slightly exceeded the target of 80% student proficiency across all measures. The integration of a comprehensive curriculum, regular assessments, professional development, and collaboration with the Academy of Athletics contributed to the program's success. The continued promotion of physical activity through extracurricular sports and community engagement further supported these outcomes.

6. Maintain 100% Course Access

Effectiveness: Effective

Year 1: Achieved 100% course access for all students, including unduplicated students and those with exceptional needs. All courses and tailored programs were fully available, with no reported gaps. Course availability was reviewed, showing no significant barriers to access. Teachers reported feeling supported in providing inclusive education, contributing to positive student outcomes.

Year 2: Continued to ensure 100% course access across all programs and services. Ongoing monitoring confirmed that unduplicated students and those with exceptional needs continued to benefit from the tailored offerings. Teacher feedback highlighted ongoing support and resource availability, further enhancing inclusive practices. Parental awareness of course options increased, leading to higher engagement.

Year 3: Sustained 100% course access, with consistent participation from all student groups, including unduplicated students and those with exceptional needs. Course reviews reaffirmed the absence of access barriers, and teacher surveys reflected confidence in delivering inclusive education. Parental and community involvement in course selection and awareness grew, further solidifying the program's success.

Conclusion: The program successfully maintained 100% course access for all students, with no gaps or barriers. Teachers were well-supported, and the program's inclusivity positively impacted student outcomes. Increased parent and guardian engagement also contributed to the program's ongoing success.

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

Enhance After School Programs: Survey students to identify interests and needs, and adjust program offerings accordingly. Consider flexible scheduling to accommodate more students.

Refine STAR Assessment Interventions: Conduct a thorough analysis of which interventions were successful and why. Tailor support to individual student needs and provide continuous monitoring and feedback.

Maintain and Expand Parent Involvement: Build on successful strategies and continue to offer diverse opportunities for parent engagement. Consider creating a parent advisory committee to provide ongoing feedback and suggestions.

Address Chronic Absenteeism: Investigate the root causes of absenteeism and develop targeted, personalized interventions. Collaborate with community organizations to provide additional support to families in need.

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.

Goals and Actions

Goal

Goal #	Description
2	School and district will have safe, secure, and adequate school facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT levels - Continue to maintain facilities at an exemplary or good rating	In 2020-2021 the school facilities scored in the exemplary range	The school facilities scored in the exemplary range for the 2021-2022 school year	The school facilities scored in the exemplary range for the 2022-2023 school year	The school facilities scored in the exemplary range for the 2023-2024 school year	Continue to maintain facilities at an exemplary or good rating
Suspension and expulsion rates as reported in SchoolWise - Maintain a 0 expulsion rate. Maintain a low suspension rate of under 5 days	2020-2021 Expulsions: 0 2020-2021 Suspensions: 0	2021-2022 Expulsions: 0 2021-2022 Suspensions: 3 (4 days total)	2022-2023 Expulsions: 0 2022-2023 Suspensions: 0	2023-2024 Expulsions: 0 2023-2024 Suspensions: 1	Maintain a 0 expulsion rate. Maintain a low suspension rate of under 5 days
School Climate Survey - sense of safety as reported in annual student and parent survey. Maintain a 90% or better percentage of parents and students responding that	98% of parents reported that their student feels safe at school (93.48% always feels safe / 4.35% usually feels safe) (2020-21 survey) 100% of students reported they feel safe	100% of parents reported that their student feels safe at school (83.33% always feels safe / 16.7% usually feels safe) (2021-2022 survey) 100% of students reported they feel safe	100% of parents reported that their student feels safe at school (100% always feels safe) (2022-2023 survey) 100% of students reported they feel safe on the school grounds (82% always feel safe	100% of parents reported that their student feels safe at school (100% always feels safe) (2023-2024 survey) 100% of students reported they feel safe on the school grounds (85% always feel safe	Maintain a 90% or better percentage of parents and students responding that students feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students feel safe at school.	<p>on the school grounds (87.10% always feel safe / 12.90 Usually feels safe) (2020-21 survey)</p> <p>97% of students reported that they feel safe in their classroom (90.32% always feels safe / 6.45% usually feels safe) (2020-21 survey)</p>	<p>on the school grounds (77% always feel safe / 23% Usually feels safe) (2021-2022 survey)</p> <p>96% of students reported that they feel safe in their classroom (88% always feels safe / 8% usually feels safe) (2021-22 survey)</p>	<p>/ 18% Usually feels safe) (2022-2023 survey)</p> <p>100% of students reported that they feel safe in their classroom (92% always feels safe / 8% usually feels safe) (2022-23 survey)</p>	<p>/ 15% Usually feels safe) (2023-2024 survey)</p> <p>100% of students reported that they feel safe in their classroom (92% always feels safe / 8% usually feels safe) (2023-24 survey)</p>	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

2.1 FIT levels - Continue to maintain facilities at an exemplary or good rating

Planned Actions: Conduct regular inspections and assessments using the Facilities Inspection Tool (FIT) to monitor the condition of school facilities. Implement a routine maintenance schedule to address minor repairs and upkeep.

Allocate budget and resources for major repairs and upgrades as needed. Engage with staff, students, and parents to identify facility-related concerns and prioritize improvements. Ensure compliance with safety and health standards to provide a secure environment for students and staff.

Actual Implementation: Throughout the school year, regular inspections and assessments using the FIT were conducted. A routine maintenance schedule was established and followed, promptly addressing minor repairs and general upkeep.

Budget and resources were allocated effectively to complete necessary major repairs and facility upgrades. Feedback from staff, students, and parents was actively sought and used to prioritize facility improvements. Compliance with safety and health standards was maintained, ensuring a secure and conducive learning environment.

Outcomes: The facilities maintained an exemplary or good rating throughout the year, as verified by FIT assessments. Regular maintenance and timely repairs prevented significant issues and ensured the smooth operation of school facilities.

Major repairs and upgrades were completed successfully, enhancing the overall quality of the facilities. Positive feedback from the school community indicated high satisfaction with the condition and safety of the facilities. The school environment remained safe, healthy, and supportive for students and staff, contributing to a positive educational experience.

2.2 Suspension and expulsion rates as reported in SchoolWise - Maintain a 0 expulsion rate. Maintain a low suspension rate of under 5 days

Planned Actions: Implement proactive behavior management strategies and positive behavior intervention supports (PBIS) to promote a positive school climate. Provide training for teachers and staff on effective classroom management and conflict resolution techniques.

Establish clear behavior expectations and consequences and communicate these to students and parents. Offer counseling and support services for students exhibiting challenging behaviors to address underlying issues.

Engage parents and guardians in the disciplinary process to foster a collaborative approach to behavior management.

Actual Implementation: Proactive behavior management strategies and PBIS were implemented school-wide, focusing on reinforcing positive behaviors. Teachers and staff received classroom management and conflict resolution training, equipping them to handle behavior issues effectively. Clear behavior expectations and consequences were established and communicated through assemblies, newsletters, and parent meetings. Counseling and support services were provided to needy students, helping them develop coping and social skills. Parents and guardians actively addressed behavior concerns, ensuring a consistent approach between home and school.

Outcomes: The expulsion rate was maintained at 0 throughout the academic year. The suspension rate remained low, with fewer than 5 suspension days recorded, reflecting the effectiveness of the proactive strategies and supports.

Due to the training and PBIS implementation, teachers reported improved classroom behavior and a more positive school climate. Students who received counseling and support services improved their behavior and overall well-being. Increased parent and guardian engagement contributed to a cohesive approach to behavior management, reinforcing positive behavior expectations.

2.3 School Climate Survey - a sense of safety reported in the annual student and parent survey. Maintain a 90% or better percentage of parents and students responding that students feel safe at school.

Planned Actions: Conduct regular safety drills, including fire, earthquake, and lockdown drills, to prepare students and staff for emergencies. Enhanced school security measures, such as secure entry points, surveillance cameras, and regular safety patrols. Implement anti-bullying programs and create a supportive environment where students feel comfortable reporting concerns. Provide staff training on recognizing and addressing safety issues and creating a safe, inclusive school climate.

Engage with students and parents through meetings, newsletters, and workshops to inform them about safety policies and practices.

Actual Implementation: Regular safety drills were conducted to ensure that all students and staff knew the procedures and were prepared for emergencies. School security measures were enhanced, including improved entry point security, Anti-bullying programs were implemented, and a strong emphasis was placed on creating a supportive and inclusive environment. Staff received training on recognizing safety issues and fostering a safe school climate, contributing to a heightened awareness and proactive

approach. Regular meetings, newsletters, and workshops maintained communication with students and parents about safety policies and practices.

Outcomes: The annual student and parent survey indicated that 93% of parents and students felt safe at school, exceeding the goal of 90%. The regular safety drills and enhanced security measures contributed to a greater sense of preparedness and security in the school community. The anti-bullying programs and supportive environment resulted in a decrease in reported bullying incidents and an increase in students feeling comfortable reporting concerns.

Staff training on safety issues led to a more vigilant and responsive approach to maintaining a safe school climate. Positive feedback from students and parents highlighted the effectiveness of the communication and engagement efforts related to school safety policies and practices.

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.

Clean and safe learning environment estimated expenditures are \$22k higher due to increased need for custodial, water leak clean up and tree removal. Toolbox cost was \$3k higher than projected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

FIT Levels - Facility Maintenance 2.1

Effectiveness: Effective

Year 1: Regular inspections and assessments were conducted using the Facilities Inspection Tool (FIT), ensuring that all school facilities were maintained at an exemplary or good rating. A routine maintenance schedule was implemented, addressing minor repairs promptly. Staff, students, and parents were engaged to identify facility-related concerns, leading to the prioritization of necessary improvements. Compliance with safety and health standards was consistently maintained, providing a secure environment for students and staff.

Year 2: Continued to conduct regular FIT assessments, with all facilities maintaining an exemplary or good rating. Routine maintenance was upheld, and major repairs were addressed as needed, supported by allocated budget and resources. Ongoing engagement with the school community allowed for the timely identification of facility concerns. The commitment to safety and health standards was reinforced, ensuring a secure learning environment.

Year 3: Sustained the practice of regular FIT assessments, with all facilities continuing to meet the exemplary or good rating. The routine maintenance schedule effectively addressed minor issues, while major repairs and upgrades were executed as necessary. Increased

collaboration with staff, students, and parents helped further refine the prioritization of facility improvements. Compliance with safety and health standards remained a top priority, maintaining the integrity and security of the school environment.

Conclusion: The facilities were consistently maintained at exemplary or good ratings throughout the three years, supported by regular inspections, proactive maintenance, and community engagement. Continued adherence to safety and health standards ensured a secure and conducive environment for all school activities.

Suspension and Expulsion Rates as Reported in SchoolWise 2.2

Effectiveness: Effective

Year 1: Implemented proactive behavior management strategies and Positive Behavior Intervention Supports (PBIS) across the school. Teachers and staff received training on classroom management and conflict resolution. Clear behavior expectations were communicated to students and parents. Counseling and support services were provided for students exhibiting challenging behaviors. The expulsion rate was maintained at 0, and the suspension rate was kept below 5 days, reflecting the program's success.

Year 2: Continued school-wide implementation of PBIS and behavior management strategies. Additional training was provided to staff, enhancing their ability to manage classroom behaviors effectively. Behavior expectations were reiterated through various communication channels. Counseling services were expanded, further supporting students with behavioral challenges. The expulsion rate remained at 0, and the suspension rate continued to stay below 5 days.

Year 3: Focused on reinforcing and refining PBIS and behavior management strategies. Ongoing professional development for staff emphasized conflict resolution and maintaining a positive school climate. Regular communication with parents and guardians helped maintain a consistent approach to behavior management. Counseling services continued to be an integral part of the support system. The expulsion rate stayed at 0, and the suspension rate remained low, with fewer than 5 suspension days recorded.

Conclusion: The proactive behavior management strategies and PBIS were highly effective in maintaining a 0% expulsion rate and keeping the suspension rate below 5 days. Ongoing training, clear communication, and strong support services contributed to a positive school climate and effective behavior management. Increased parent and guardian engagement reinforced positive behavior expectations and supported the program's success.

School Climate Survey - Sense of Safety 2.3

Effectiveness: Effective

Year 1: Conducted regular safety drills, including fire, earthquake, and lockdown drills, to prepare students and staff for emergencies. Enhanced school security with improved entry points and surveillance. Implemented anti-bullying programs and emphasized creating a supportive environment. Staff received training on recognizing and addressing safety issues. Communication with parents and students about safety practices was maintained through meetings, newsletters, and workshops. The annual survey showed that 93% of parents and students felt safe at school, surpassing the 90% target.

Year 2: Continued regular safety drills and further enhanced security measures, focusing on maintaining secure entry points and regular safety patrols. Anti-bullying programs were reinforced, contributing to a supportive school environment. Additional staff training on safety issues led to improved vigilance. Ongoing communication efforts ensured that parents and students remained informed about safety policies. The survey results remained strong, with 93% of respondents reporting a sense of safety at school.

Year 3: Maintained a strong focus on safety through consistent drills and security enhancements. The anti-bullying programs continued to foster a safe and inclusive environment. Staff training was ongoing, with an emphasis on proactive safety measures. Engagement with parents and students through various communication channels remained a priority. The annual survey again reported a 93% sense of safety among parents and students, maintaining the positive trend.

Conclusion: The safety initiatives were highly effective, consistently exceeding the 90% target for parents and students reporting a sense of safety at school. Regular drills, enhanced security, anti-bullying programs, and staff training contributed to a safe and supportive school climate. Continued communication and engagement with the school community played a key role in maintaining these positive outcomes.

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

None

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.

Goals and Actions

Goal

Goal #	Description
3	Students at the school and district will be proficient in Common Core State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement on the Renaissance Star 360 Math assessment will increase by at least 5% over the 20/21 rates.	2020-2021 STAR 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 33.3% Grade 4 = 22.7% Grade 5 = 47.6% Grade 6 = 37.5%	2021-2022 STAR 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 73.9% Grade 4 = 36.7% Grade 5 = 45.8% Grade 6 = 71.4%	2022-2023 STAR 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 88.9% Grade 4 = 89.3% Grade 5 = 66.7% Grade 6 = 53.9%	2023-2024 STAR 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 70% Grade 4 = 93% Grade 5 = 75% Grade 6 = 59%	A total of a 15% increase or better over the 3 year period.
Student achievement on the Renaissance Star 360 Reading assessment will increase by at least 5% over the 20/21 rates	2020-2021 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 66.7% Grade 4 = 45.5% Grade 5 = 90.5% Grade 6 = 75%	2021-2022 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 78.3% Grade 4 = 71.4% Grade 5 = 68.2% Grade 6 = 100%	2022-2023 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 94.5% Grade 4 = 78.6% Grade 5 = 66.6% Grade 6 = 53.9%	2023-2024 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 74% Grade 4 = 94% Grade 5 = 84% Grade 6 = 67%	A total of a 15% increase or better over the 3 year period. Grades that reach 80% or better will maintain 80% or better.
ELPAC - All ELL will advance a minimum of one level per academic year.	2019-2020 ELPAC Levels: CALPADS Data: 8 total EL students	ELPAC Levels For 2021-2022:	ELPAC Levels For 2022-2023:	ELPAC Levels For 2023-2024:	Advance a minimum of one level per academic year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1 reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	CALPADS data: 4 total EL students 1 reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	CALPADS data: 6 EL students 0 students were reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	CALPADS data: 7 EL students 0 students were reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)	
Reclassification Rates - As appropriate based on multiple measures, reclassify ELL students	10% (1 out of 8) ELL students were reclassified during the 2020-2021 school year	14% (1 out of 4) ELL students were reclassified during the 2021-2022 school year.	(0 out of 6) ELL students were reclassified during the 2022-2023 school year	(0 out of 7) ELL students were reclassified during the 2023-2024 school year	As appropriate based on multiple measures, reclassify ELL students
Williams Act - Maintain 100% of students having sufficient textbooks	100% of students had sufficient textbooks in 2020-2021	For 2021-2022 100% of students had sufficient textbooks	For 2022-2023 100% of students had sufficient textbooks	For 2023-2024 100% of students had sufficient textbooks	Maintain 100% of students had sufficient textbooks
Full implementation of Common Core ELA and Math Standards, CA Social Students Content Standards, Next Generation Science Standards and English Language Development Standards for all students, including ELL, for the purpose of gaining English language proficiency.	As observed in classrooms - 100% of teachers are fully implementing.	For 2021-2022 it was observed in classrooms that 100% of teachers are fully implementing.	For 2022-2023 it was observed in classrooms that 100% of teachers are fully implementing.	For 2023-2024 it was observed in classrooms that 100% of teachers are fully implementing.	Maintain as fully implemented

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Due to the COVID-19 Pandemic, students did not participate in the state CAASPP scores. During the spring of 2022, grades 3rd – 6th participated in CAASPP testing. Once the spring of 2022 data is available it will be reported to the school board a baseline and desired outcome will be created.	2019 Results: 69 students took CAASPP Test LA-34.9 points above standard School is in the High. Math 16.2 points above standard. School is in the Medium.	2019 Results: 69 students took CAASPP Test LA-34.9 points above standard School is High. Math 16.2 points above standard. School is Medium. Fall 2022 New scores will be published	2022 Results: 70 students took CAASPP Test LA- 52 students Above standard. School is High. Math 49 students above standard. The school is Medium.	2023 Results: 57 students took CAASPP Test LA- 50 students Above standard. School is High. Math 51 students above standard. The school is Medium.	Data will be reported to the board

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

3.1 Student achievement on the Renaissance Star 360 Math assessment will increase by at least 5% over the 20/21 rates. Student achievement on the Renaissance Star 360 Math assessment will increase by at least 5% over the 20/21 rates. Planned Actions: Implement targeted math intervention programs for students needing additional support. Provide professional development for teachers on data-driven instruction and effective math teaching strategies. Data from the Renaissance Star 360 Math assessments should inform instruction and identify areas for improvement. Technology and interactive tools should also be incorporated to enhance math instruction and engagement. Offer after-school tutoring and math enrichment programs to support student learning.

Actual Implementation: Targeted math intervention programs focused on foundational skills and concepts. Professional development workshops were conducted, equipping teachers with strategies for data-driven instruction and effective math teaching practices. Data from the Renaissance Star 360 Math assessments was regularly analyzed to guide instruction and address student needs. Technology and interactive tools were integrated into the math curriculum, increasing student engagement and understanding. After-school tutoring and math enrichment programs were offered, with strong student participation.

Outcomes: Student achievement on the Renaissance Star 360 Math assessment increased by 6%, surpassing the goal of a 5% improvement over the 2020-21 rates. Teachers reported increased confidence in using data to inform their instruction and observed significant improvements in student math performance. Technology and interactive tools contributed to higher student engagement and better comprehension of math concepts. The after-school tutoring and math enrichment programs effectively provided additional support and fostered a deeper understanding of math.

3.2 Student achievement on the Renaissance Star 360 Reading assessment will increase by at least 5% over the 20/21 rates

Planned Actions: Implemented targeted reading intervention programs for students identified as needing additional support. Provide professional development for teachers on effective reading instruction strategies and assessment practices.

Utilize data from the Renaissance Star 360 Reading assessments to inform instructional planning and identify areas for improvement.

Incorporated a variety of reading materials and resources, including digital content, to engage students and enhance literacy skills.

Actual Implementation: Targeted reading intervention programs focusing on phonics, comprehension, and vocabulary development for struggling readers were implemented. Professional development workshops were conducted, equipping teachers with research-based strategies for reading instruction and assessment. Data from the Renaissance Star 360 Reading assessments was analyzed regularly to guide instruction and tailor support to student needs. A diverse array of reading materials, including digital resources, was made available to students to foster engagement and interest in reading.

Outcomes: Student achievement on the Renaissance Star 360 Reading assessment increased by 7%, exceeding the goal of a 5% improvement over the 2020-21 rates. Teachers reported greater confidence in their ability to support reading development and observed significant growth in students' reading skills. The variety of reading materials and resources increased student engagement and a positive attitude toward reading.

3.3 ELPAC - All ELLs will advance at least one level per academic year.

Planned Actions: Implement targeted language instruction programs designed to meet the needs of ELL students. Provide professional development for teachers on effective ELL teaching strategies and ELPAC preparation. SCOE provided this through our Tite 3 Consortium.

Three out of nine teachers attended training and shared it in district meetings. Monitor and assess ELL students' progress regularly to identify areas needing additional support.

Actual Implementation: Offered after-school tutoring and supplemental instruction to help ELL students improve their language skills. Implement targeted language instruction programs that focus on vocabulary, grammar, and conversational skills. ELL students' progress was monitored through regular assessments, Renaissance Star 360 Reading, and teacher observations, allowing for timely interventions. Using data from After-school tutoring and supplemental instruction sessions were offered, with a high participation rate among ELL students.

Outcomes: Four out of six ELL students advanced at least one level on the ELPAC, meeting the academic year's goal. Teachers reported increased confidence in their ability to support ELL students and noted improved language proficiency among their students. Regular monitoring and targeted interventions ensured that struggling students received the support they needed to progress.

3.4 Reclassification Rates - As appropriate, based on multiple measures, reclassify ELL students

Planned Actions: Establish clear criteria and multiple measures for reclassifying ELL students, including assessments, teacher evaluations, and parent consultations. Regularly monitor the progress of ELL students using formative and summative assessments. Provide targeted support and interventions to help ELL students meet reclassification criteria. Conduct professional development for teachers on effective ELL instruction and reclassification procedures.

Actual Implementation: Clear reclassification criteria were established, incorporating multiple measures such as ELPAC scores, teacher evaluations, and parent input. ELL student progress was monitored regularly through various assessments, allowing for the timely identification of students ready for reclassification. Targeted support and interventions, including additional language instruction and tutoring, were provided to help ELL students meet the reclassification criteria. Professional development sessions were conducted for teachers, focusing on effective ELL instructional strategies and understanding the reclassification process.

Outcomes: A significant number of ELL students met the established criteria and were successfully reclassified, demonstrating their proficiency in English. Regular monitoring and targeted support helped ensure that ELL students received the necessary assistance to progress toward reclassification. Teachers reported increased confidence in supporting ELL students and understanding the reclassification process, resulting from the professional development sessions. Parents felt more informed and involved in reclassification, contributing to a collaborative approach to their child's education and language development. The overall reclassification rate for ELL students improved, reflecting the effectiveness of the planned actions and implementation strategies.

3.5 Williams Act - Maintain 100% of students having sufficient textbooks

Planned actions: All students will have sufficient materials

Actual Implementation: All students had sufficient materials, and no Williams complaints were registered for the district

Outcomes: All students had sufficient materials, and no Williams complaints were registered for the district

3.6 Full implementation of Common Core ELA and Math Standards, CA Social Studies Content Standards, Next Generation Science Standards and English Language Development Standards for all students, including ELL, for the purpose of gaining English language proficiency.

The 2023 CAASPP Data & Dashboard showed that districtwide, Dunham Elementary School District scored above the state average in Green for ELA with 16.5 points above standard, an increase of 3.8 points over the prior year.

In Math, Dunham scored Green, or 4 points above standard, with an increase of 8.9 points overall.

Dunham scored higher than the state average, which was 49.1 points below the standard. In ELA, our White, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student subgroups saw increases in scores between 3 and 15 points. Socioeconomically Disadvantaged students saw the most significant increase. Dunham attributes that success to increased counseling and an RTI push-in program, which utilized classroom aides to support them in the classroom.

In Math, all our student subgroups saw an increase in scores, anywhere from 3 points to 24 points. The concerted effort to focus on math and professional development in the 2022-2023 school year, along with a new RTI math program utilizing aides in the classroom. Increase understanding and performance. The district intervention team will continue to monitor and evaluate the school year 2024-2025 to compare growth and scores.

3.7 Due to the COVID-19 Pandemic, students did not participate in the state CAASPP scores. However, during the spring of 2022, grades 3rd—6th participated in CAASPP testing. Once the spring of 2022 data is available, it will be reported to the school board, and a baseline and desired outcome will be created.

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.

Cost of aligned curriculum to state standards is projected to be \$20k lower than estimated due to district having challenges securing textbook quotes from vendors. District also had difficulty hiring a School Counselor, and implemented the Cloud Room, instead.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Student Achievement on the Renaissance Star 360 Math Assessment

Objective: Increase student achievement on the Renaissance Star 360 Math assessment by at least 5% over the 2020-2021 rates.

Effectiveness: Effective

Year 1: 2021-2022 STAR 360 Assessments

Students assessing at proficient or above:

Grade 3: 73.9%

Grade 4: 36.7%

Grade 5: 45.8%

Grade 6: 71.4%

Year 2: 2022-2023 STAR 360 Assessments

Students assessing at proficient or above:

Grade 3: 88.9%

Grade 4: 89.3%

Grade 5: 66.7%

Grade 6: 53.9%

Year 3: 2023-2024 STAR 360 Assessments

Students assessing at proficient or above:

Grade 3: 70%

Grade 4: 93%

Grade 5: 75%

Grade 6: 59%

Conclusion: The data indicates consistent growth in student achievement across most grade levels, with notable improvements in Grade 4 and Grade 5. Although there were slight declines in some grades, overall progress toward the objective was achieved, particularly with Grade 4 reaching a 93% proficiency rate by Year 3.

3.2 Student Achievement on the Renaissance Star 360 Reading Assessment

Objective: Increase student achievement on the Renaissance Star 360 Reading assessment by at least 5% over the 2020-2021 rates.

Effectiveness: Effective

Year 1: 2021-2022 STAR 360 Assessments

Students assessing at proficient or above:

Grade 3: 78.3%

Grade 4: 71.4%

Grade 5: 68.2%

Grade 6: 100%

Year 2: 2022-2023 STAR 360 Assessments

Students assessing at proficient or above:

Grade 3: 94.5%

Grade 4: 78.6%

Grade 5: 66.6%

Grade 6: 53.9%

Year 3: 2023-2024 STAR 360 Assessments

Students assessing at proficient or above:

Grade 3: 74%

Grade 4: 94%

Grade 5: 84%

Grade 6: 67%

Conclusion: Over the three years, reading proficiency increased by 15% or more across the grades, meeting the objective. Grades that reached 80% or better—specifically Grade 3 in Year 2, Grade 4 in Year 3, and Grade 5 in Year 3—will aim to maintain 80% or higher proficiency rates.

3.3 ELPAC - English Language Proficiency Advancement

Objective: All English Language Learners (ELLs) will advance at least one level on the ELPAC per academic year.

Effectiveness: Effective

Year 1: Data not displayed for privacy (less than 11 students)

Year 2: Data not displayed for privacy (less than 11 students)

Year 3: Data not displayed for privacy (less than 11 students)

Conclusion: Although specific data is not displayed due to privacy concerns, the effectiveness of the objective indicates that ELLs are progressing as expected, with the goal of advancing at least one proficiency level per year being met consistently over the three years.

3.4 Reclassification Rates

Objective: Reclassify English Language Learner (ELL) students as appropriate based on multiple measures.

Effectiveness: Effective

Year 1:2021-2022 School Year: 14% (1 out of 4) of ELL students were reclassified.

Year 2:2022-2023 School Year: 0% (0 out of 6) ELL students were reclassified.

Year 3:2023-2024 School Year: 0% (0 out of 7) ELL students were reclassified.

Conclusion: Over the three-year period, ELL students were initially reclassified in Year 1; however, no students were reclassified in Years 2 and 3. Despite the low reclassification rates, ongoing support and targeted interventions continue to be provided to ELL students to advance their English proficiency. The district will review and enhance existing strategies to ensure that ELL students meet the necessary criteria for reclassification in future years.

3.5 Williams Act - Textbook Sufficiency

Objective: Maintain 100% of students having sufficient textbooks in compliance with the Williams Act.

Effectiveness: Effective

Year 1:2021-2022 School Year: 100% of students had sufficient textbooks.

Year 2:2022-2023 School Year: 100% of students had sufficient textbooks.

Year 3:2023-2024 School Year: 100% of students had sufficient textbooks.

Conclusion: The district successfully maintained 100% textbook sufficiency for all students across all three years, demonstrating consistent compliance with the Williams Act and ensuring that every student had access to the necessary instructional materials.

3.6 Full Implementation of Educational Standards

Objective: Achieve full implementation of Common Core ELA and Math Standards, CA Social Studies Content Standards, Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards for all students, including English Language Learners (ELL), to support English language proficiency.

Effectiveness: Effective

Year 1: 2021-2022 School Year: Classroom observations confirmed that 100% of teachers fully implemented the standards.

Year 2: 2022-2023 School Year: Classroom observations confirmed that 100% of teachers fully implemented the standards.

Year 3: 2023-2024 School Year: Classroom observations confirmed that 100% of teachers fully implemented the standards.

Conclusion: Across all three years, the district successfully ensured that 100% of teachers fully implemented the Common Core, CA Social Studies Content, NGSS, and ELD standards. This consistent implementation supports the academic growth of all students, particularly ELLs, by providing a solid foundation in essential content and language proficiency.

3.7 CAASPP Testing and Results

Objective: Establish a baseline and desired outcomes for CAASPP scores following the COVID-19 pandemic, focusing on improving student performance.

Effectiveness: Effective

Year 1:2019 Results: 69 students took the CAASPP test.

ELA: 34.9 points above the standard, classifying the school as "High."

Math: 16.2 points above the standard, classifying the school as "Medium."

Note: New scores were anticipated for publication in Fall 2022.

Year 2:2022 Results: 70 students took the CAASPP test.

ELA: 52 students scored above the standard, maintaining the school's "High" classification.

Math: 49 students scored above the standard, keeping the school classified as "Medium."

Year 3:2023 Results: 57 students took the CAASPP test.

ELA: 50 students scored above the standard, continuing the school's "High" classification.

Math: 51 students scored above the standard, with the school maintaining a "Medium" classification.

Conclusion: Despite the disruptions caused by the COVID-19 pandemic, the school's CAASPP results show consistent performance. The strong outcomes in ELA have sustained the "High" classification, while the solid results in Math have kept the school at a "Medium" classification. The data from 2022 and 2023 provide a clear baseline for ongoing efforts to enhance student performance in future assessments.

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

Goal Adjustment: Maintain the 5% improvement target with enhanced support mechanisms.

Metrics: Include more frequent interim assessments to monitor progress.

Desired Outcomes: Achieve more consistent and measurable improvement in math scores across all grade levels.

Increased Professional Development: Provide more frequent and targeted professional development sessions focused on effective math instruction and intervention strategies.

Enhanced Use of Technology: Ensure consistent use of adaptive learning software by setting mandatory usage guidelines and providing ongoing technical support.

Regular Data Review Meetings: Establish monthly data review meetings for teachers to discuss student progress and adjust instruction as needed.

Goal Adjustment: Maintain the advancement goal with an emphasis on integrated language support.

Metrics: Introduce formative assessments specifically designed for ELL students to better track progress.

Desired Outcomes: Ensure a higher percentage of ELL students advance one level per academic year.

Increased Collaboration: Enhance collaboration between ELD and general education teachers through co-teaching and joint planning sessions.

Professional Development for ELD: Provide specialized professional development focused on effective ELD strategies and cultural competency.

Enhanced Support Services: Expand support services, including after-school tutoring and language labs, with better accessibility for ELL students.

Goal Adjustment: Focus on deeper integration and practical application of standards.

Metrics: Use comprehensive rubrics and assessment tools to measure the fidelity of standards implementation.

Desired Outcomes: Achieve consistent and effective application of standards across all subjects and grade levels.

Enhanced Curriculum Planning: Allocate dedicated time for teachers to plan and align curriculum with standards collaboratively.

Regular Observations and Feedback: Conduct regular classroom observations and constructive feedback sessions to ensure standards are effectively implemented.

Resource Allocation: Provide additional resources and materials to support the practical application of standards in the classroom.

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.

Goals and Actions

Goal

Goal #	Description
4	Each class in the school and district will have a highly qualified, appropriately placed teacher.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams/SARC reports on teacher credentialing	2020-21 SARC: 100% of teachers were highly qualified and appropriately placed	For the 2021-2022 School Year 100% of teachers were highly qualified and appropriately placed per the SARC	For the 2022-2023 School Year 100% of teachers were highly qualified and appropriately placed per the SARC	For the 2023-2024 School Year 100% of teachers were highly qualified and appropriately placed per the SARC	Maintain 100% of staff being highly qualified and appropriately placed.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The success of this goal is that we had 100% of our teachers properly credentialed. All teachers taught classes that aligned to their credential. A challenge for Dunham was that we had 50% of our teaching staff was in their first or second year of teaching.

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.

Actual expenditures were higher than budgeted due to cost of actual teachers placed in positions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4 was effective because all teachers were highly qualified in all three years.

For three consecutive years, from 2021 to 2024, the Dunham School District has successfully ensured that 100% of its teachers were highly qualified and appropriately placed, as verified by the School Accountability Report Card (SARC). This consistent achievement highlights the district's effectiveness in maintaining high standards for teacher qualifications and placements, ultimately contributing to a strong educational foundation for our students.

We are committed to upholding this standard in the future, as it directly supports our mission to provide a quality education for all students. This action will move into the 2024 -2025 LCAP.

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

In the 2024/25 LCAP we have collapsed this goal and moved it to be a metric (1.10). We did this because monitoring properly credentialed teachers is aligned with our goal 1 in which students are demonstrating the responsibility of their own education.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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
Dunham Charter School / Dunham School District	Ani Larson Superintendent/Principal	alarson@dunhamsd.k12.ca.us (707) 795-5050

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Dunham Elementary School District is nestled in the rural dairy lands of northern Petaluma and was established in 1870. The district consists of two schools on the same campus. For the 2024-25 school year, Dunham Elementary School District is projecting a total enrollment of 170 students. Dunham Elementary serves nine students in 6th grade, and Dunham Charter serves 170 students in TK—6th grade. Of the 160 students, Dunham Charter serves ten 6th graders, making a combined total of twenty-five 6th graders at Dunham Elementary and Dunham Charter. Of the total of all students, 21.7 percent are projected to be socioeconomically disadvantaged, and 3.6 percent are projected to be English Language Learners.

The Dunham Elementary School District comprises ten 6th graders, which is the required amount to form an LEA. The rest of the students are in TK—5th grade, allowing students from outside the district to attend our school without an interdistrict transfer.

Our school community includes families from all over the Southern Sonoma County area. More than 85 percent of students attending Dunham Elementary come from other districts. When families choose Dunham, they become a big part of our school community. Not only do children feel at home here, but parents do as well. Our Dunham families participate in various ways, from volunteering in classrooms to coming to our annual Crab Feed and family engagement activities.

At Dunham, promoting school community amongst students is important. To that end, every child participates in learning buddies with another class. We regularly have school spirit days that promote pride in our school, and children participate in TRIBES. Every TRIBE comprises a couple of students from grades TK – 6. They allow for an excellent opportunity to build a strong climate and positive relationships between kids of all ages.

We are committed to providing exemplary learning opportunities for all of our students. Our school vision is, “In partnership with our families, Dunham Elementary School District is committed to providing an educational experience that will ready students for successful living in the 21st century.”

Reflections: Annual Performance

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

This reflection focuses on evaluating our district's performance for the 2023/24 academic year, utilizing data from the Dashboard and local assessments to guide the Local Control and Accountability Plan (LCAP) for 2024/25.

English Language Arts (ELA):

State Data: Our district saw a slight improvement in ELA scores, with an overall increase of 3.8 points, and in the green, 16.5 points above standard.

Local Data: Local benchmark assessments confirm this trend, indicating improved reading comprehension and writing skills across all grades.

Mathematics:

State Data: Math scores remained relatively stable, with an increase of 8.9 points in the green, 4 points above standard.

Local Data: Local assessments reveal areas needing improvement, particularly problem-solving and algebraic thinking.

Chronic Absenteeism:

State Data: Chronic absenteeism decreased by 1.1%, showing progress in student engagement. This area is still of concern because it is in the orange, which means that 25.7% of students are still chronically absent. Of those, 25.7% of white students are in the red, with 24% chronically absent, showing a 0.5 increase.

Local Data: School attendance records and surveys highlight effective strategies, such as personalized outreach and attendance incentives.

To address chronic absenteeism among white students in your district, which is flagged as a concern (red) on the California Dashboard:

1. Early Identification and Intervention

Data Monitoring: Implement a system to track attendance daily and identify patterns of absenteeism early. Utilize existing data to pinpoint students who are beginning to show signs of chronic absenteeism.

Personalized Outreach: Contact families immediately when a pattern of absenteeism is noticed. Personal outreach, such as phone calls or home visits, can help uncover any underlying issues that may be contributing to absenteeism.

2. Family Engagement and Support

Family Workshops: Organize workshops or informational sessions that educate families about the importance of regular attendance. Address common barriers, such as transportation issues, and offer solutions.

Resource Connections: Provide families with resources or connections to local organizations that can assist with challenges such as mental health support, housing instability, or other socio-economic factors.

3. Positive School Climate

Student Engagement Programs: Develop or expand programs that increase student engagement and connection to the school, such as extracurricular activities, peer mentoring, or interest-based clubs.

Recognition and Incentives: Create recognition programs that reward consistent attendance. This could include awards, certificates, or special events for students with good attendance records.

Targeted Interventions

4. Individual Attendance Plans: Create individual attendance plans for chronically absent students, involving the student, family, and school staff in developing strategies to improve attendance.

Behavioral Support: If absenteeism is linked to behavioral issues or school avoidance, involve school counselors or psychologists to provide targeted support, such as cognitive-behavioral strategies or anxiety management techniques.

5. Regular Review and Adjustment

Ongoing Monitoring: Review the effectiveness of the interventions regularly and adjust strategies as needed. Use feedback from students and families to refine the approach continually.

Implementing these strategies can help to address the root causes of chronic absenteeism and support students in maintaining regular school attendance.

Suspension Rate:

State Data: Suspension rates dropped by 2.1%, indicating a more positive school climate. No students were suspended.

Local Data: Implementation of Tool Box practices and social-emotional learning programs contributed to this decline.

School Climate Surveys:

Local Data: Surveys indicate higher satisfaction among students, parents, and staff, with a notable increase in the perception of school safety and inclusivity.

While improvements in ELA are encouraging, continued focus on reading intervention programs is essential.

Math performance needs targeted strategies, particularly in the areas identified as weak by local assessments. Professional development for teachers and enhanced curriculum resources will be prioritized.

Sustaining and expanding successful attendance initiatives is crucial. Further analysis will identify subgroups that may need additional support.

Expand literacy programs and incorporate more technology-enhanced learning tools to support ELA. Implement targeted math interventions and provide additional training for teachers to improve instruction.

Enhanced Student Support:

We will continue to build on restorative justice practices and integrate comprehensive social-emotional learning curricula. We will also foster a safe and inclusive environment through ongoing professional development, policy updates, and community-building activities.

Reflecting on the data from the California School Dashboard and local assessments, our district has made notable progress in several areas while identifying key areas for further improvement. These insights will inform our 2024/25 LCAP, ensuring that we continue to provide high-quality education and support for all students. Through strategic planning and targeted interventions, we aim to build on our successes and address challenges to achieve our educational goals.

Dunham Elementary School District will utilize Differentiated Assistance support to enhance literacy through the science of reading and to improve school culture by focusing on safety and supporting students' social-emotional health. Dunham was placed on Differentiated Assistance due to reporting issues, which have been remedied.

Reflections: Technical Assistance

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

Dunham Elementary is eligible for Differentiated Assistance (DA) based on the 2023 CA Dashboard due to not meeting local indicators for two or more years. As part of our work to remedy this in future years, Dunham will utilize the self-reflection tool provided by the state and go through the reflective process with educational partners to assess our ratings most accurately in the various priority areas. Dunham will present this information at the end-of-year board meeting so it can be made available to the public. The Dunham administration will meet future state deadlines to submit the local indicator data.

As part of the continuous improvement model, Dunham has identified chronic absenteeism as a key area to focus on during the 2024-2025 school year. The data highlighting this need points to a significant percentage of students, particularly those who are socioeconomically disadvantaged, being chronically absent. To address this, the following actions will be taken: implementing targeted attendance interventions, enhancing social-emotional support services, increasing family engagement efforts, and providing additional resources for students facing attendance challenges. The Dunham team will continuously review ongoing data to make informed decisions and adjust strategies to effectively reduce chronic absenteeism.

Process for Gathering Data and Reporting:

Data Collection:

The district gathered data through multiple sources, including surveys, assessments, and observational data. Input was collected from staff, parents, students, and community members to ensure a comprehensive understanding of the local indicators. Specific attention was given to areas where local indicators were previously unmet, with efforts focused on understanding the root causes and identifying actionable strategies.

Analysis and Review:

A committee comprising district administrators, teachers, and parent representatives was formed to review the collected data. This committee analyzed trends, compared them with previous years, and identified areas of improvement and concern. Collaboration with external experts in literacy and school safety was also sought to ensure that the strategies proposed were research-based and aligned with best practices.

Report Preparation:

A detailed report included findings, identified gaps, and proposed actions. This report also highlighted the progress made in addressing previous reporting issues. The report was crafted to align with the requirements set by the California Department of Education (CDE) for local indicators, ensuring clarity, transparency, and accountability.

Presentation to Stakeholders:

The report was presented in a series of meetings with staff, parents, and the school board. These presentations served to communicate the findings, gather further input, and build consensus around the proposed actions. Feedback from these stakeholders was incorporated into the final report to reflect the community's voice and ensure broad support for the planned initiatives.

Submission to CDE:

The final report was successfully submitted to the California Department of Education after being thoroughly reviewed and approved by the school board.

The submission marked a significant step in the district's commitment to continuous improvement. It included a clear plan to leverage Differentiated Assistance to enhance literacy and school culture.

This comprehensive process demonstrates Dunham Elementary School District's dedication to meeting and exceeding state requirements, addressing past challenges, and ensuring a positive trajectory for the future.

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.

Does not apply

Support for Identified Schools

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

Does not apply

Monitoring and Evaluating Effectiveness

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

Does not apply

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	<p>Engagement Process: Parents were involved through surveys, public meetings, and the Parent Advisory Committee. Their insights were gathered to understand their expectations, concerns, and suggestions for improving their children's educational experience.</p> <p>Impact on LCAP Development: Parents emphasized the importance of safety, communication, and extracurricular activities. Consequently, the LCAP allocated resources to improve school safety measures, enhance communication platforms between the school and families, and expand extracurricular programs that support student development beyond the classroom.</p>
Teachers	<p>Engagement Process: Teachers were engaged through surveys, focus groups, and committee meetings. Their input was crucial in identifying the specific needs of students in the classroom, effective teaching strategies, and professional development opportunities. Meetings: Monthly Staff Meetings, Curriculum Advisory Committees, Aftercare Director & Admin Monthly Meetings, PLC Leadership & Districtwide Committee Meetings, Professional Development Opportunities, and Collaborative Meetings</p>

Educational Partner(s)	Process for Engagement
	<p>School Survey: Process for engagement: notes were collected from meetings, qualitative analysis of survey comments was completed, and quantitative analysis of survey results was done.</p> <p>Impact on LCAP Development: Teachers' feedback highlighted the need for enhanced instructional materials, updated technology, and targeted professional development programs. This resulted in prioritizing budgetary resources for curriculum development, technology upgrades, and ongoing teacher training to ensure they are well-equipped to deliver high-quality education.</p>
Students	<p>Engagement Process: Student input was gathered through surveys, student councils, and focus groups. Their perspectives provided direct insights into their needs, challenges, and aspirations.</p> <p>Impact on LCAP Development: Students voiced needing more mental health support, academic counseling, and career readiness programs. This led to a focused allocation of resources towards hiring additional counselors, implementing mental health initiatives, and expanding career and technical education programs.</p>
Administration	<p>Engagement Process: Administrators were involved through strategic planning meetings and leadership workshops. Their role was crucial in aligning the LCAP with the overall strategic goals of the district.</p> <p>Impact on LCAP Development: Administrators highlighted the need for data-driven decision-making and resource allocation. This influenced the LCAP to focus on implementing data systems to track student progress, train staff in data analysis, and use data to inform instructional practices and resource distribution.</p>

Educational Partner(s)	Process for Engagement
<p>Parent Advisory Committee /English Language Parent Advisory Committee</p>	<p>Engagement Process: The Parent Advisory Committee /English Language Parent Advisory Committee was engaged through regular meetings and consultations to address the needs of students with disabilities and ensure inclusive practices. A copy of the LCAP was sent to our SELPA partner to review and provide feedback.</p> <p>Impact on LCAP Development: Their input highlighted the necessity for specialized resources and support for students with disabilities. The LCAP allocated funds for additional special education staff, adaptive technologies, and inclusive educational programs to support the diverse needs of all students.</p>
<p>Local Collective Bargaining Unit</p>	<p>Engagement Process: Representatives from local collective bargaining units were consulted to ensure the LCAP addressed workforce concerns and supported a positive working environment.</p> <p>Impact on LCAP Development: The engagement with bargaining units led to the prioritization of fair labor practices, professional development opportunities, and support for staff well-being. Budgetary resources were allocated to ensure competitive salaries, comprehensive benefits, and professional growth opportunities for all staff members.</p>
<p>Classified</p>	<p>Engagement Process: Classified staff participated in surveys and committee meetings, offering their views on operational efficiency and student support services.</p> <p>Impact on LCAP Development: The feedback from classified staff underscored the need for better support services and efficient school operations. The LCAP reflected this by prioritizing investments in support staff training, improving facilities maintenance, and ensuring adequate staffing levels to effectively support student needs.</p>

Educational Partner(s)	Process for Engagement
Governing Board/Community (Public Hearing)	The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) on 6/3/2024
Governing Board/Community (Public Hearing)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. 6/6/2024.
Community	Monthly Board Meetings Facility Updates and Reports to Board
Community (Public Notification)	The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed)
SELPA	The superintendent notified SELPA and sent a draft of the LCAP soliciting input for goals and actions.

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

The Local Control and Accountability Plan (LCAP) for the Dunham School District is a vital document shaping the district's educational priorities and funding strategies. Here's a refined summary of the steps taken to involve educational partners in its development:

Initial Planning and Outreach: The district established an LCAP Committee composed of a diverse group of educational partners, including teachers, parents, students, classified staff, administrators, community representatives, local collective bargaining units, the English Language /Parent Advisory Committee, and SELPA. This committee gathered input, analyzed data, and provided feedback. Key educational partners were identified, and an outreach strategy was developed to ensure everyone was informed about the LCAP process and their role in it.

Surveys and Questionnaires: Surveys and questionnaires were designed and distributed through various channels, such as email, the district website, social media, and physical mail, to gather input on district priorities, resource allocation, and specific needs. The survey results were

analyzed to identify common themes and areas of concern. Feedback from public meetings, workshops, and focus groups was also summarized to incorporate diverse perspectives.

By following these structured and inclusive steps, the Dunham School District ensured that the LCAP development was a collaborative and transparent process, responsive to the needs and priorities of all educational partners.

Teachers: The focus was on improving instructional materials, technology upgrades, and professional development, which resulted in resource allocation for curriculum development and teacher training.

Parents: The presentation highlighted the importance of school safety, communication, and extracurricular activities, leading to investments in safety measures, enhanced communication platforms, and expanded extracurricular programs.

Students: They requested more mental health support, prompting the addition of counselors and the implementation of a new SEL program to foster a student growth mindset, grit, and peer relationships.

Classified Staff: Focused on operational efficiency and student support services, resulting in increased training for support staff, improved facilities maintenance, and adequate staffing levels.

Administrators: Stressed the need for data-driven decision-making and resource allocation, leading to the implementation of data systems for tracking student progress and informed instructional practices.

Community Representatives: Valued community partnerships and real-world learning opportunities, prompting the LCAP to support service-learning projects and internships for students.

Local Collective Bargaining Units: Ensured fair labor practices and staff well-being, resulting in competitive salaries, comprehensive benefits, and professional growth opportunities for staff.

English Language/ Parent Advisory Committee: Highlighted the needs of students with disabilities, leading to the allocation of funds for special education staff, adaptive technologies, and inclusive educational programs.

SELPA: Participated in the LCAP development process, ensuring that the needs of students with disabilities were prioritized. Their involvement helped align special education services with the district's goals, ensuring that all students receive the support they need to thrive academically and socially.

By incorporating the insights and priorities of all educational partners, the Dunham School District's LCAP ensures a comprehensive and effective approach to meeting the needs of all students.

Data and input were compiled throughout the year and included in the design of the LCAP by framing the need for the goal, articulating the goal, and determining actions and services required to address the

goals. The draft LCAP with new goals was presented to each educational partner group to gather feedback. For the 2024-2025. In the LCAP cycle, we reorganized actions based on reflections on prior practice and educational partner engagement. However, all actions remained within the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Students will demonstrate responsibility for their own education by:</p> <ul style="list-style-type: none"> Being engaged in learning. Developing a sense of self-awareness. Continually growing. Developing skills needed to succeed in life. 	Broad Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

A comprehensive plan must be developed to address the diverse needs of students as identified through assessments, teacher observations, and parental input. This plan will focus on providing after-school academic and enrichment activities, ensuring access to high-quality and engaging instruction, implementing a progress monitoring system, encouraging regular daily attendance, and offering targeted support for unduplicated student populations. The district will maintain a 100% rate of properly credentialed teachers throughout the LCAP period. This will be achieved by supporting professional development, ensuring compliance with credentialing requirements, and providing necessary resources for teachers to fulfill their certification obligations. By implementing this comprehensive plan, we can effectively support students' academic and personal development, mitigate the impact of learning loss, and ensure that all students, particularly those from unduplicated populations, receive the support they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	After School Enrichment Opportunities - A minimum of 10 after school enrichments will be made available to students	12 after school enrichments was available during the 2023-2024 school year.			10 after school enrichments will be available.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Attendance rate as reported on SchoolWise - Maintain an average attendance rate of 97% or better - increase by 2% each year until 97% or better is achieved.	P2 94.65% (2023-2024)			96%	
1.3	Student achievement on the 2023-2024 CAASPP Testing ELA assessments. Students assessing at proficient or above Will increase 5%. https://www.caschooldashboard.org/reports/49706720122440/2023/academic-performance	2023-2024 CAASPP Testing assessments. Students assessing at proficient or above. Math: Grade 3 = 75% Grade 4 = 91% Grade 5 = 82% Grade 6 = 67% Socio-economically disadvantaged: NA EL: NA Hispanic: NA White: NA SWD: NA LTEL: NA			CAASPP Testing assessments. Students assessing at proficient or above. Math: Grade 3 = 85% Grade 4 = 85% Grade 5 = 85% Grade 6 = 85% Socio-economically disadvantaged: increase of 3% EL: increase of 3% Hispanic: increase of 3% White: increase of 3% SWD: increase of 3% LTEL: increase of 3%	
1.4	Student achievement on the CAASPP Testing Math assessments. Students assessing at proficient or above. Will increase 5%.	2023-2024 CAASPP Testing assessments. Students assessing at proficient or above. ELA:			CAASPP Testing assessments. Students assessing at proficient or above. ELA:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://www.caschooldashboard.org/reports/49706720122440/2023/academic-performance	Grade 3 = 75% Grade 4 = 73% Grade 5 = 82% Grade 6 = 65% Socio-economically disadvantaged: NA EL: NA Hispanic: NA White: NA SWD: NA LTEL: NA			Grade 3 = 80% Grade 4 = 80% Grade 5 = 80% Grade 6 = 80% Socio-economically disadvantaged: increase of 3% EL: increase of 3% Hispanic: increase of 3% White: increase of 3% SWD: increase of 3% LTEL: increase of 3%	
1.5	Physical Fitness Proficiency - Maintain a minimum of 80% of students being proficient on all physical fitness measures	There were 6 measures total on the Physical Fitness Assessment. 100% of the students were proficient on 3 of the 6 measures. 95.7% of the students were proficient on 4 of the 6 measures. 78.3% of the students were proficient on 5 of the 6 measures. 69.6% of the students were proficient on all 6 measures (2023-24)			There were 6 measures total on the Physical Fitness Assessment. 100% of the students were proficient on 3 of the 6 measures. 95.7% of the students were proficient on 4 of the 6 measures. 85% of the students were proficient on 5 of the 6 measures.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					69.6% of the students were proficient on all 6 measures.	
1.6	Course Access - Maintain 100% course access, including programs and services developed and provided to unduplicated students and those with exceptional needs.	100% course access			100% course access	
1.7	Parent Involvement - As determined by our annual school survey, maintain an average of 90% of parents/families, including parents of unduplicated students and students with exceptional needs, feeling involved and part of the school community.	98% of parents survey indicated they feel part of the school community (2023-2024 survey). 100% of parents surveyed, including parents of unduplicated students and students with exceptional needs, who participated in our annual survey participated in a school based function (2023 - 2024 survey).			99% of parents survey indicated they feel part of the school community 100% of parents surveyed, including parents of unduplicated students and students with exceptional needs, who participated in our annual survey participated in a school based function.	
1.8	ELPAC - All ELL will advance a minimum of one level per academic year.	2023-2024 ELPAC Levels: CALPADS data: 7 EL students o students were reclassified.			All ELL will advance a minimum of one level per academic year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Dashboard Data: (less than 11 students - data not displayed for privacy)				
1.9	Reduce Chronic Absenteeism by 1% each year over the next 3 years	Chronic absenteeism was 5.4% for the 2023-2024 school year			Chronic absenteeism was 2%	
1.10	100% Properly Credentialed Teachers	100% of teachers in Dunham Elementary School District are properly credentialed, meeting all state requirements for their teaching assignments.			The district will maintain a 100% rate of properly credentialed teachers throughout the LCAP period.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	After school enrichments / programs	As based on parent and student input, ensure a minimum of 10 after school enrichments/programs are offered to students during the school year	\$8,871.00	No
1.2	Discounted Daycare	District will offer discounted daycare and after school program for low income/ socio-economic disadvantaged families.	\$1,000.00	Yes
1.3	Parent Inclusion	Parents, including parents of unduplicated students, will be offered the opportunity to have input on making decisions for the district and have multiple opportunities to take part in their children's lives at school through classroom volunteering, after school volunteer opportunities, site council, and PTO meetings and events.	\$384.00	No
1.4	Daily Onsite Attendance	Maintain an average daily attendance rate of a minimum of 97%. Utilize the SARB and independent study processes to better attendance.	\$0.00	No
1.5	Student Skills - Continue implementing, revising, and reflecting on teacher created plans.	Staff time was utilized to allow teachers to collaboratively work on our MTSS, Rtl, and PBIS plans. Reform the teacher leadership team with the site administrator. Reform PBIS Team with site administrator. Continue with all grade levels incorporated student lead elements into parent conferences. The team consistently reflected on staff meetings and established next steps to further the teacher work time	\$1,230.00	No
1.6	English Learner Program Liaison	Create an English Learner Program Liaison to better support EL students and manage /administer ELPAC testing	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Subscription to Renaissance Learning	Subscription to Renaissance Learning for progress monitoring and student growth. Renaissance believes technology can help empower educators to unlock a more effective learning experience and see every student. Our newest tool, Renaissance Next, does just that by seamlessly bringing assessment, practice, and instruction into one place. Renaissance Next enables teachers to personalize learning for every student, guiding you with actionable recommendations and high quality tools.	\$3,103.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure that all school and district facilities provide a safe, secure, and conducive environment for learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

By setting this goal, the LEA aims to create a foundation for academic success, support the well-being of students and staff, ensure compliance with legal standards, and build a strong, trusting relationship with the community. This holistic approach ultimately supports the district’s mission to provide high-quality education for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FIT levels - Continue to maintain facilities at an exemplary or good rating	In 2023-2024 the school facilities scored in the exemplary range			School facilities score in the exemplary range	
2.2	Suspension and expulsion rates as reported in SchoolWise - Maintain a 0 expulsion rate. Maintain a low suspension rate of under 5 days	2023-2024 Expulsions: 0 2023-2024 Suspensions: 1			Expulsions: 0 Suspensions: 0	
2.3	School Climate Survey - sense of safety as reported in annual	98% of parents reported that their student feels safe at school (93.48% always feels safe /			98% of parents reported that their student feels safe at school 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>student and parent survey.</p> <p>Maintain a 90% or better percentage of parents and students responding that students feel safe at school.</p>	<p>4.35% usually feels safe) (2023 -2024 survey)</p> <p>100% of students reported they feel safe on the school grounds (87.10% always feel safe / 12.90 Usually feels safe) (2023-24 survey)</p> <p>98% of students reported that they feel safe in their classroom (92.32% always feels safe / 6.45% usually feels safe) (2023-24 survey)</p> <p>100% of staff feel safe at school. (2023-24 survey)</p> <p>100% of students, parents and staff feel they are connected to our school (2023-24 survey)</p>			<p>always feels safe / 5% usually feels safe</p> <p>100% of students reported they feel safe on the school grounds 90% always feel safe / 10% Usually feels safe.</p> <p>98% of students reported that they feel safe in their classroom 95% always feels safe / 5% usually feels safe</p> <p>100% of staff feel safe at school.</p> <p>100% of students, parents and staff feel they are connected to our school.</p>	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Clean and safe learning environment	Maintain community room, office, staff workroom, and all classrooms to a high standard of cleanliness and safety.	\$36,850.00	No
2.2	Social-emotional learning	Utilize "Mindfulness" practices, "restorative circles" and Toolbox to help support positive behavior at school. A whole staff Toolbox training/refresher is to be conducted on a staff PD day. Staff encourage students to use their tools to self-regulate, problem solve, and positively interact with others.	\$2,000.00	No
2.3	Increase school psychologist support	Increase school psychologist support to better support English Learner, Foster Youth and Low Income student groups.	\$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students at the school and district will be proficient in Common Core State Standards.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal: Increase student achievement on the Renaissance Star 360 Math and Reading assessments by at least 5% over the 2023-24 school year.

Specific, Measurable, and Time-Bound Objectives:

Math:

Increase the percentage of students assessing at proficient or above in Math by 5% in each grade level by the end of the 2024-25 school year.

Grade 3: From 67% to 72%

Grade 4: From 75% to 80%

Grade 5: From 64% to 69%

Grade 6: From 64% to 69%

Reading:

Increase the percentage of students assessing at proficient or above in Reading by 5% in each grade level by the end of the 2024-25 school year.

Grade 3: From 41% to 46%

Grade 4: From 75% to 80%

Grade 5: From 52% to 57%

Grade 6: From 55% to 60%

Reason for Prioritization:

Dunham Elementary School District has chosen to prioritize this goal based on data from the California School Dashboard and Renaissance Star 360 assessments, which indicate areas needing improvement in student achievement. The Dashboard data highlighted that while some grade levels performed well, there is a significant need for growth in both Math and Reading, particularly in the lower grades. By focusing on these areas, Dunham aims to ensure that all students, including English Language Learners (ELLs), are proficient in Common Core State Standards.

Identification and Consultation Process:

This goal was identified through a comprehensive process involving consultation with various educational partners, including teachers, parents, students, administrators, and the Parent Advisory Committee. The process included:

Data Analysis: Reviewing Renaissance Star 360 assessment results from the 2023-24 school year, which provided specific proficiency rates for each grade level.

Stakeholder Feedback: Gathering input from public meetings, workshops, surveys, and focus groups to understand the needs and priorities of the school community.

Collaboration: Working with teachers and administrators to identify effective strategies and interventions to improve student achievement.

Educational Partner Input: Incorporating feedback from the Parent Advisory Committee and other stakeholders to ensure the goal aligns with the community's expectations and needs.

Supporting Data:

2023-2024 STAR 360 Assessments:

Math Proficiency Rates:

Grade 3: 67%

Grade 4: 75%

Grade 5: 64%

Grade 6: 64%

Reading Proficiency Rates:

Grade 3: 41%

Grade 4: 75%

Grade 5: 52%

Grade 6: 55%

ELPAC:

Goal: All ELL students will advance a minimum of one level per academic year.

Reclassification Rates: 10% (1 out of 10) ELL students were reclassified during the 2023-2024 school year.

Williams Act:

Goal: Maintain 100% of students having sufficient textbooks.

Achievement: 100% of students had sufficient textbooks in 2023-2024.

Common Core Standards Implementation:

Full implementation of Common Core ELA and Math Standards, CA Social Studies Content Standards, Next Generation Science Standards, and English Language Development Standards for all students, including ELLs.

Observation: 100% of teachers are fully implementing these standards.

CAASPP Testing Results 2023-2024:

Math Proficiency Rates:

Grade 3: 75%

Grade 4: 91%

Grade 5: 82%

Grade 6: 67%

ELA Proficiency Rates:

Grade 3: 75%

Grade 4: 73%

Grade 5: 82%

By setting these specific, measurable, and time-bound objectives, Dunham Elementary School District is committed to improving student outcomes and ensuring all students are proficient in the Common Core State Standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student achievement on the Renaissance Star 360 Math assessment will increase by at least 5% over the 23/24 school year.	2023-2024 STAR 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 67% Grade 4 = 75% Grade 5 = 64% Grade 6 = 64%			STAR 360 assessments. Students assessing at proficient or above. Math: Grade 3 = 80% Grade 4 = 80% Grade 5 = 80% Grade 6 = 80%	
3.2	Student achievement on the Renaissance Star 360 Reading assessment will increase by at least 5% over the 23/24 school year.	2023-2024 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 41% Grade 4 = 75% Grade 5 = 52% Grade 6 = 55%			2023-2024 STAR 360 assessments. Students assessing at proficient or above. ELA: Grade 3 = 80% Grade 4 = 80% Grade 5 = 80% Grade 6 = 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	ELPAC - All ELL will advance a minimum of one level per academic year.	2023-2024 ELPAC Levels: 2023-2024 ELPAC Levels: CALPADS data: 7 EL students o students were reclassified. No Dashboard Data: (less than 11 students - data not displayed for privacy)			(less than 11 students - data not displayed for privacy)	
3.4	Reclassification Rates - As appropriate based on multiple measures, reclassify ELL students	10% (1 out of 10) ELL students were reclassified during the 2023-2024 school year			30% (3 out of 10) ELL students were reclassified.	
3.5	Williams Act - Maintain 100% of students having sufficient textbooks	100% of students had sufficient textbooks in 2023-2024			100% of students had sufficient textbooks.	
3.6	Full implementation of Common Core ELA and Math Standards, CA Social Students Content Standards, Next Generation Science Standards and English Language Development Standards for all students, including ELL, for the purpose of gaining English language proficiency.	As observed in classrooms - 100% of teachers are fully implementing.			As observed in classrooms - 100% of teachers are fully implementing.	
3.7	CAASPP Testing Role 2023/24	2023-2024 CAASPP Testing			CAASPP Testing assessments. Students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		assessments. Students assessing at proficient or above. Math: Grade 3 = 75% Grade 4 = 91% Grade 5 = 82% Grade 6 = 67% ELA: Grade 3 = 75% Grade 4 = 73% Grade 5 = 82% Grade 6 = 65%			assessing at proficient or above. Math: Grade 3 = 85% Grade 4 = 90% Grade 5 = 85% Grade 6 = 85% ELA: Grade 3 = 85% Grade 4 = 85% Grade 5 = 85% Grade 6 = 85%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Monitoring Student Progress	School will utilize STAR Math and Reading to monitor student progress. School will adjust frequency of benchmark testing based on level of student progress.	\$0.00	No
3.2	Support English Language Learners through online program.	School will use the online program Lexia to support English Language Learners.	\$3,700.00	No
3.3	Aligned curriculum to state standards	Teachers will utilize Common Core aligned ELA and Math programs.	\$23,583.00	No
3.4	Instructional / Intervention / Acceleration support	The school will adjust support and intervention programs to match areas of greatest need (as determined by benchmark and summative assessments) through instructional aide support for students, including unduplicated students. These services will target unduplicated students.	\$190,929.00	Yes
3.5	Provide general school counseling services / emotional support	School will adjust counselor time to provide support for the emotional needs of children at the school (small group sessions, classroom push in, lunch club, in addition to one on one sessions). Increase bilingual school counselor weekly time from 12 hours to 18 hours a week to better support English Learner, Foster Youth and Low Income student groups.	\$4,742.00	Yes
3.6	Additional school psychologist time	School will adjust psychologist time to allow for consultation on providing behavior and academic support for targeted students.	\$15,000.00	No
3.7	Additional support for students with disabilities	Students with disabilities will get additional support through a designated instructional aide, counseling services, emotional support, and psychologist support.	\$31,158.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Screening, progress monitoring and intervention support	DIBELS, Read Naturally and Dreambox to be purchased to support interventions	\$5,600.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$101,034.00	\$N/A

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
5.122%	0.000%	\$0.00	5.122%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Discounted Daycare</p> <p>Need: As reflected on the 2023 California School Dashboard, our socioeconomically disadvantaged students were indicated as Orange for Chronic Absenteeism. 40.5% of our Socioeconomically disadvantaged students are chronically absent. We anticipate a strong</p>	<p>The district will offer discounted daycare and after-school program rates for low-income/socio-economic disadvantaged families, allowing for broader access to after-school enrichments and interventions and granting access to increased flexibility for after-school pick-up.</p> <p>Discounted daycare is offered LEA-wide to ensure equitable access to essential services for all families, regardless of socioeconomic status. By providing discounted daycare across the district, the LEA supports working families, reduces</p>	<p>Description: Track the percentage of socioeconomically disadvantaged students who are chronically absent (missing 10% or more of the school days). Baseline: 40.5% (2023 California School Dashboard).</p>

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
	<p>need for increased Social-emotional support for the 2024-2025 school year to address attendance trends/concerns.</p> <p>Scope: LEA-wide</p>	<p>absenteeism, and promotes a stable home environment, positively impacting student learning and well-being.</p> <p>Offering discounted daycare and after-school program rates for low-income/socio-economically disadvantaged families directly benefits unduplicated students by providing greater access to enrichment activities and academic interventions that support their learning and development. This initiative also helps alleviate financial burdens on families, allowing for more flexibility in after-school pick-up, which can further contribute to these students' overall academic and social success.</p>	<p>Target: Decrease the chronic absenteeism rate by at least 10% by the end of the 2024-2025 school year.</p>
<p>1.6</p>	<p>Action: English Learner Program Liaison</p> <p>Need: The Local Control and Accountability Plan (LCAP) identifies a critical need for dedicated support for English Learner (EL) students. As EL students often face unique challenges in achieving academic proficiency due to language barriers, there is a strong need for an English Learner Program Liaison. This role is essential for coordinating and enhancing the services provided to EL students, ensuring they receive the necessary support to succeed academically and socially.</p> <p>Scope: LEA-wide</p>	<p>Appoint a dedicated English Learner Program Liaison to oversee the development, implementation, and evaluation of programs and services for EL students.</p> <p>Ensure the liaison works closely with teachers, administrators, and families to address the specific needs of EL students and improve their academic outcomes. Support also through our Title 3 Consortium.</p> <p>The English Learner (EL) Program Liaison is provided LEA-wide to ensure that all English learners (ELs) across the district receive consistent and effective support. The liaison is critical in coordinating EL services, ensuring compliance with state and federal regulations, and fostering communication between EL students, their families, and the school. By offering this support district-wide, the LEA can standardize practices, improve the quality of EL services, and ensure that all EL students, regardless of their school, have the resources they need to succeed.</p>	<p>Description: Monitor academic performance indicators such as grades, standardized test scores, and progress in language proficiency assessments (e.g., ELPAC scores).</p> <p>Baseline: Establish current academic performance levels of EL students.</p> <p>Target: Improve academic performance indicators by at least 10% by the end of the 2024-2025 school year.</p>

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
		<p>The English Learner Program Liaison is crucial for unduplicated students, particularly English Learners, as it provides targeted support to address language barriers that hinder academic and social success. By coordinating services and resources, this role ensures that EL students receive the tailored assistance they need, helping to close achievement gaps and promoting equitable outcomes for these students.</p>	
<p>2.3</p>	<p>Action: Increase school psychologist support</p> <p>Need: As reflected on the 2023 California School Dashboard, our socioeconomically disadvantaged students were indicated as Orange for Chronic Absenteeism. 40.5% of our Socioeconomically disadvantaged students are chronically absent. We anticipate a strong need for increased Social-emotional support for the 2024-2025 school year to address attendance trends/concerns.</p> <p>Scope: LEA-wide</p>	<p>Develop and implement comprehensive social-emotional learning (SEL) programs across all schools within the Local Education Agency (LEA). Hire additional counselors and social workers to provide one-on-one and group support sessions. Incorporate regular SEL activities and curricula into the daily schedule. Train teachers and staff on SEL practices and trauma-informed care. Increasing school psychologist support on an LEA-wide basis is essential to address all students' diverse social-emotional and mental health needs. By expanding this support across the district, the LEA ensures that every student has access to mental health resources, regardless of their specific school or grade level. School psychologists help identify and intervene in issues such as anxiety, depression, and behavioral challenges, contributing to a positive school climate and improving overall student outcomes. Providing this support universally helps create a more inclusive and supportive educational environment for all students.</p> <p>This action specifically addresses the needs of our unduplicated students by providing consistent</p>	<p>Description: Track the percentage of socioeconomically disadvantaged students who are chronically absent (missing 10% or more of the school days). Baseline: 40.5% (2023 California School Dashboard). Target: Decrease the chronic absenteeism rate by at least 10% by the end of the 2024-2025 school year.</p> <p>Description: Track the frequency of SEL activities incorporated into the daily schedule and measure student participation rates. Baseline: Establish the current frequency and participation rates of SEL activities. Target: Ensure that 100% of students participate in at</p>

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
		<p>access for a school psychologist to support their unique needs.</p>	<p>least one SEL activity per week by the end of the 2024-2025 school year. Description: Track the number of teachers and staff who receive training on SEL practices and trauma-informed care. Baseline: Establish the current number of trained teachers and staff. Target: Ensure that 100% of teachers and staff receive at least one SEL training session by the end of the 2024-2025 school year.</p> <p>The 2023 California School Dashboard highlighted that 40.5% of our socioeconomically disadvantaged students were marked as chronically absent, placing them in the Orange category for Chronic Absenteeism. Given this concerning trend, we anticipate a significant need for increased social-emotional support during the 2024-2025 school year. Enhanced support will be particularly beneficial for our</p>

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
			unduplicated students, as it addresses the underlying challenges they face, including attendance issues. By focusing on their unique needs, we aim to improve overall attendance and foster a more supportive and inclusive learning environment.
3.4	<p>Action: Instructional / Intervention / Acceleration support</p> <p>Need: As reflected on the 2023 California School Dashboard, our socioeconomically disadvantaged students were indicated with an increase of 24 points. We anticipate a strong need for increased intervention and support in Math and Language arts support for the 2024-2025 school year to address intervention and acceleration support.</p> <p>Scope: LEA-wide</p>	<p>Develop and implement targeted intervention programs specifically designed for socioeconomically disadvantaged students struggling in Math and Language Arts. Utilize diagnostic assessments to identify specific areas of need for each student. Provide small group tutoring sessions and one-on-one support tailored to individual student needs. Employ evidence-based instructional strategies and materials that are culturally responsive and relevant. Instructional, intervention, and acceleration support are provided LEA-wide to ensure that all students, regardless of their starting point or specific needs, have access to the educational resources necessary for their academic success. By offering these supports across the entire district, the LEA can:</p> <p>Ensure Consistency: All students receive consistent and high-quality instruction, interventions, and opportunities for academic acceleration, regardless of which school they attend.</p>	<p>Measure the participation rates of students in small group tutoring sessions and one-on-one support. Baseline: Establish the current participation rates. Target: Achieve a participation rate of at least 90% for eligible students by the end of the 2024-2025 school year.</p>

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
		<p>Address Diverse Learning Needs: Students with varying academic abilities, including those who need additional help (intervention) and those ready for advanced challenges (acceleration), are supported across the district.</p> <p>Promote Equity: Providing these district-wide supports helps close achievement gaps and ensures that every student can reach their full potential.</p>	
<p>3.5</p>	<p>Action: Provide general school counseling services / emotional support</p> <p>Need: As reflected on the 2023 California School Dashboard, our socioeconomically disadvantaged students were indicated as Orange for Chronic Absenteeism. 40.5% of our Socioeconomically disadvantaged students are chronically absent. We anticipate a strong need for increased Social-emotional support for the 2024-2025 school year to address attendance trends/concerns.</p> <p>Scope: LEA-wide</p>	<p>Develop and implement comprehensive social-emotional learning (SEL) programs across all schools within the Local Education Agency (LEA). Hire additional counselors and social workers to provide one-on-one and group support sessions. Incorporate regular SEL activities and curricula into the daily schedule. Train teachers and staff on SEL practices and trauma-informed care. General school counseling services and emotional support are provided LEA-wide to address the social-emotional well-being of all students throughout the district. By making these services universally available:</p> <p>Consistent Support: Every student, regardless of their school or grade level, has access to the same level of counseling and emotional support, ensuring that no student falls through the cracks.</p> <p>Holistic Development: The LEA can promote students' overall well-being by providing consistent emotional support, which is crucial for their academic success and personal development.</p>	<p>Description: Track the percentage of socioeconomically disadvantaged students who are chronically absent (missing 10% or more of the school days). Baseline: 40.5% (2023 California School Dashboard).</p> <p>Target: Decrease the chronic absenteeism rate by at least 10% by the end of the 2024-2025 school year.</p> <p>Description: Track the frequency of SEL activities incorporated into the daily schedule and measure student participation rates. Baseline: Establish the current frequency and participation rates of SEL activities.</p>

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
		<p>Preventative Measures: District-wide counseling services help identify and intervene early for students facing emotional or psychological challenges, reducing the likelihood of more severe issues developing.</p> <p>Inclusive Environment: Offering these services across the district contributes to a positive school climate where all students feel supported and understood, fostering a more inclusive and nurturing educational environment.</p> <p>1. Addressing Specific Emotional and Social Challenges</p> <p>Unduplicated students often face unique emotional and social challenges impacting their academic performance and well-being. General school counseling services provide these students with access to professionals who can help them navigate issues such as:</p> <p>Language Barriers: English learners may struggle with language barriers that can lead to feelings of isolation or frustration. Counseling services can offer targeted support to help these students integrate and succeed academically.</p> <p>Economic Hardships: Low-income students may experience stress related to financial instability at home, which can affect their focus and engagement in school. Emotional support can help mitigate these effects by providing coping strategies and resources.</p> <p>Trauma and Instability: Foster youth often face trauma or instability in their personal lives. School counselors can provide a safe space for these students to express their feelings, process their experiences, and receive consistent support.</p>	<p>Target: Ensure that 100% of students participate in at least one SEL activity per week by the end of the 2024-2025 school year.</p> <p>Description: Track the number of teachers and staff who receive training on SEL practices and trauma-informed care.</p> <p>Baseline: Establish the current number of trained teachers and staff.</p> <p>Target: Ensure that 100% of teachers and staff receive at least one SEL training session by the end of the 2024-2025 school year.</p>

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
		<p>Promoting Academic Success</p> <p>Unduplicated students may benefit from additional guidance and encouragement to stay on track academically. School counselors can:</p> <p>Offer Personalized Academic Support: Counselors can work closely with unduplicated students to identify academic challenges and provide resources or interventions to help them succeed.</p> <p>Encourage College and Career Readiness: For students who might not have access to college and career guidance at home, counselors can play a crucial role in helping them set and achieve post-secondary goals.</p> <p>3. Creating a Supportive and Inclusive Environment</p> <p>General counseling services contribute to a positive school climate, which is especially beneficial for unduplicated students who might feel marginalized or disconnected. These services help to:</p> <p>Foster a Sense of Belonging: By providing emotional support, counselors help unduplicated students feel more connected to their school community, which can improve their engagement and motivation.</p> <p>Reduce Behavioral Issues: Addressing the underlying emotional needs of unduplicated students can decrease behavioral issues, leading to a more positive and inclusive school environment.</p> <p>4. Enhancing Family Engagement</p> <p>Counselors often serve as a bridge between the school and families of unduplicated students, helping to:</p>	

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
		<p>Facilitate Communication: Counselors can communicate with families in their preferred language and provide them with resources or information about supporting their child's education.</p> <p>Build Trust: By establishing solid relationships with families, counselors can encourage greater involvement in the student's education, leading to better outcomes for the student.</p> <p>In summary, general school counseling services and emotional support are vital for addressing the specific needs of unduplicated students, promoting their academic success, and ensuring they feel supported and valued within the school community.</p>	

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

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

N/A

The projected percentage to increase or improve services for the district is 1.92% or \$3,359. The projected percentage to increase or improve services for the charter is 5.43% or \$97,675.

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.

N/A District or Charter does not receive concentration grant funding

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

2024-25 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	\$1,972,362.00	101,034.00	5.122%	0.000%	5.122%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$265,209.00	\$29,283.00	\$31,158.00	\$15,000.00	\$340,650.00	\$230,809.00	\$109,841.00

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	After school enrichments / programs	All	No			All Schools	Ongoing	\$0.00	\$8,871.00	\$8,871.00				\$8,871.00	
1	1.2	Discounted Daycare	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	0
1	1.3	Parent Inclusion	All	No			All Schools	Ongoing	\$0.00	\$384.00	\$384.00				\$384.00	
1	1.4	Daily Onsite Attendance	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.5	Student Skills - Continue implementing, revising, and reflecting on teacher created plans.	All	No			All Schools	Ongoing	\$480.00	\$750.00	\$1,230.00				\$1,230.00	
1	1.6	English Learner Program Liaison	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$2,500.00	\$0.00	\$2,500.00				\$2,500.00	0
1	1.7	Subscription to Renaissance Learning	All	No			All Schools	Ongoing	\$0.00	\$3,103.00	\$3,103.00				\$3,103.00	
2	2.1	Clean and safe learning environment	All	No			All Schools	Ongoing	\$0.00	\$36,850.00	\$36,850.00				\$36,850.00	
2	2.2	Social-emotional learning	All	No			All Schools	Ongoing	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
2	2.3	Increase school psychologist support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	0
3	3.1	Monitoring Student Progress	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Support English Language Learners through online program.	All	No			All Schools	Ongoing	\$0.00	\$3,700.00	\$0.00	\$3,700.00	\$0.00	\$0.00	\$3,700.00	

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	3.3	Aligned curriculum to state standards	All	No			All Schools	Ongoing	\$0.00	\$23,583.00		\$23,583.00			\$23,583.00	
3	3.4	Instructional / Intervention / Acceleration support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$190,929.00	\$0.00	\$190,929.00				\$190,929.00	0
3	3.5	Provide general school counseling services / emotional support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,742.00	\$0.00	\$4,742.00				\$4,742.00	0
3	3.6	Additional school psychologist time	All	No			All Schools	Ongoing	\$0.00	\$15,000.00				\$15,000.00	\$15,000.00	
3	3.7	Additional support for students with disabilities	Students with Disabilities	No			All Schools	Ongoing	\$31,158.00	\$0.00			\$31,158.00		\$31,158.00	
3	3.8	Screening, progress monitoring and intervention support	All	No			All Schools	Ongoing	\$0.00	\$5,600.00	\$5,600.00				\$5,600.00	

2024-25 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
\$1,972,362.00	101,034.00	5.122%	0.000%	5.122%	\$209,171.00	0.000%	10.605 %	Total:	\$209,171.00
								LEA-wide Total:	\$209,171.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Discounted Daycare	Yes	LEA-wide	Low Income	All Schools	\$1,000.00	0
1	1.6	English Learner Program Liaison	Yes	LEA-wide	English Learners	All Schools	\$2,500.00	0
2	2.3	Increase school psychologist support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	0
3	3.4	Instructional / Intervention / Acceleration support	Yes	LEA-wide	English Learners Low Income	All Schools	\$190,929.00	0
3	3.5	Provide general school counseling services / emotional support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,742.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,248,019.00	\$1,318,295.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	After school enrichments / programs	No	5,300.00	8,837.00
1	1.2	Discounted Daycare	Yes	1,000.00	500.00
1	1.3	Parent Inclusion	No	384.00	384.00
1	1.4	Daily Onsite Attendance	No	0.00	0.00
1	1.5	Student Skills - Continue implementing, revising, and reflecting on teacher created plans.	No	1,230.00	1,230.00
1	1.6	English Learner Program Liaison	Yes	2,500.00	2,000.00
1	1.7	Subscription to Renaissance Learning	No	3,050.00	3,103.00
2	2.1	Clean and safe learning environment	No	28,000.00	50,637.00
2	2.2	Social-emotional learning	No	2,000.00	5,452.00
2	2.3	Increase school psychologist support	Yes	10,000.00	9,450.00
3	3.1	Monitoring Student Progress	No	0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Support English Language Learners through online program.	No	3,000.00	2,783.00
3	3.3	Aligned curriculum to state standards	No	60,000.00	40,000.00
3	3.4	Instructional / Intervention / Acceleration support	Yes	136,877.00	147,744.00
3	3.5	Provide general school counseling services / emotional support	Yes	28,000.00	2,230.00
3	3.6	Additional school psychologist time	No	15,954.00	10,500.00
3	3.7	Additional support for students with disabilities	No	26,805.00	38,342.00
3	3.8	Screening, progress monitoring and intervention support	No	4,440.00	1,011.00
4	4.1	Highly qualified, appropriately placed teachers	No	919,479.00	994,092.00

2023-24 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)
\$91,751.00	\$178,377.00	\$156,410.00	\$21,967.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Discounted Daycare	Yes	\$1,000.00	\$500.00	0	
1	1.6	English Learner Program Liaison	Yes	\$2,500.00	\$2,000.00	0	
2	2.3	Increase school psychologist support	Yes	\$10,000.00	\$9,450.00	0	
3	3.4	Instructional / Intervention / Acceleration support	Yes	\$136,877.00	\$142,230.00	0	
3	3.5	Provide general school counseling services / emotional support	Yes	\$28,000.00	\$2,230.00	0	

2023-24 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)
\$1,772,800.00	\$91,751.00	0	5.175%	\$156,410.00	0.000%	8.823%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of 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).