LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Miguel Joint Union School District

CDS Code: 40 68825 0000000

School Year: 2024-25

LEA contact information:
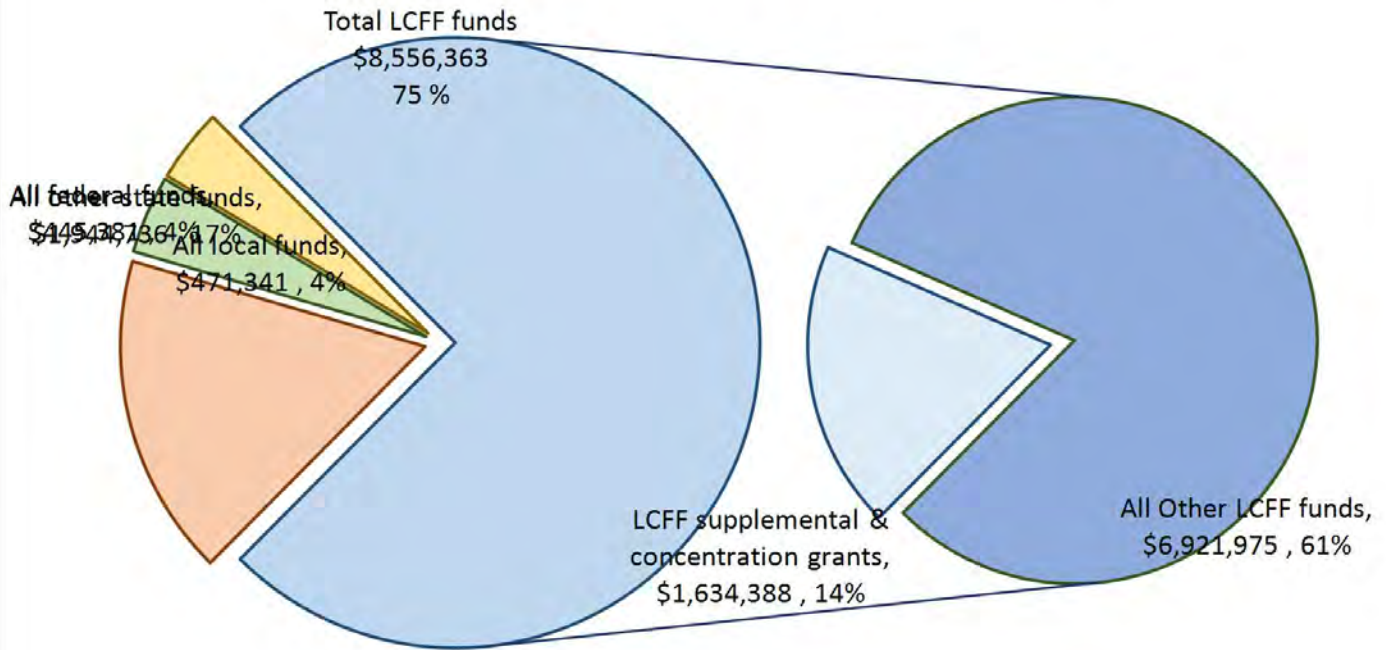
Karen Grandoli

Superintendent

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8054673216

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

Total LCFF funds
$8,556,363
75 %

All federal funds, All state funds,
$445,381 , 4% $1,944,736 , 17%

All local funds,
$471,341 , 4%

LCFF supplemental &
concentration grants,
$1,634,388 , 14%

All Other LCFF funds,
$6,921,975 , 61%

This chart shows the total general purpose revenue San Miguel Joint Union 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 San Miguel Joint Union School District is $11,417,821, of which $8,556,363 is Local Control Funding Formula (LCFF), $1,944,736 is other state funds, $471,341 is local funds, and $445,381 is federal funds. Of the $8,556,363 in LCFF Funds, $1,634,388 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.

Budgeted Expenditures in the LCAP
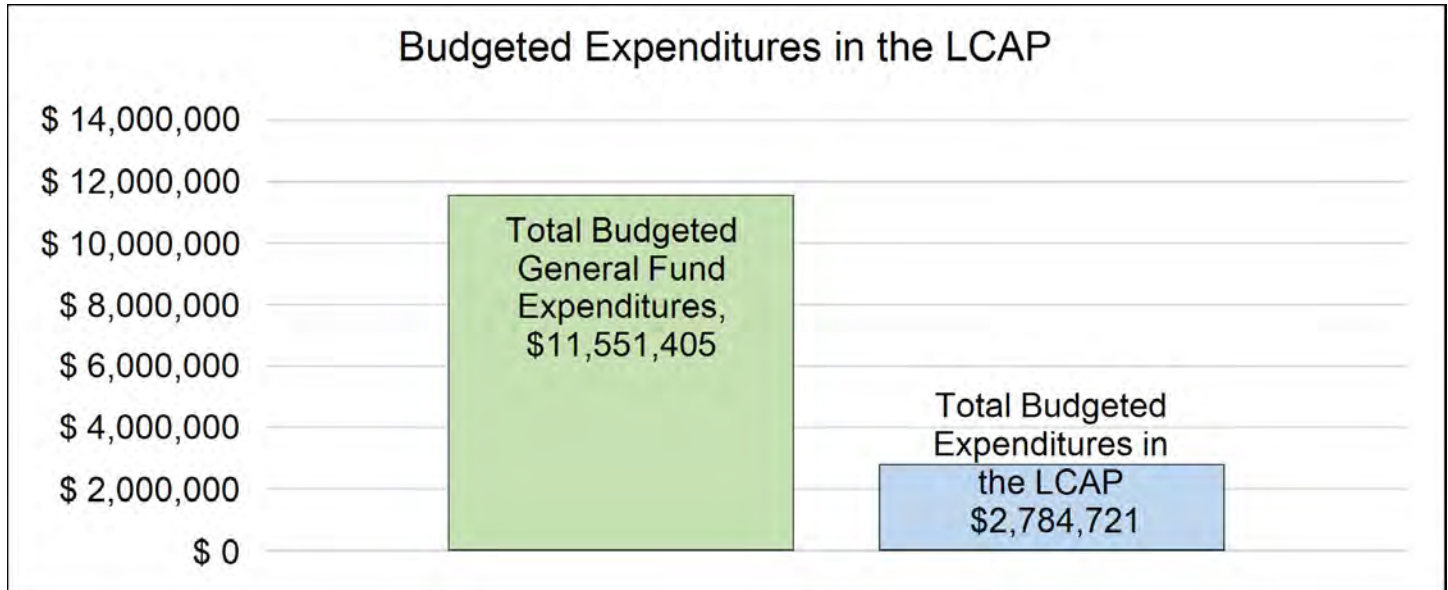
This chart provides a quick summary of how much San Miguel Joint Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Miguel Joint Union School District plans to spend $11,551,405 for the 2024-25 school year. Of that amount, $2,784,721.00 is tied to actions/services in the LCAP and $8,766,684 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP identifies a variety of funding sources for the actions listed in each of the three goals including the supplemental and concentration grant funds. Other funding sources such as categorical funds and one-time state and federal funds are also identified to give the reader a broader picture of all the services that are included within each goal. Funds not included in the LCAP are used for baseline services in the district including staffing at contracted levels, site and district administrative support, maintenance and operations including transportation, food services, fiscal services and human resources services.

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

In 2024-25, San Miguel Joint Union School District is projecting it will receive $1,634,388 based on the enrollment of foster youth, English learner, and low-income students. San Miguel Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Miguel Joint Union School District plans to spend $2,058,469.84 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

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $2,140,624
- Actual Expenditures for High Needs Students in LCAP: $1,901,379
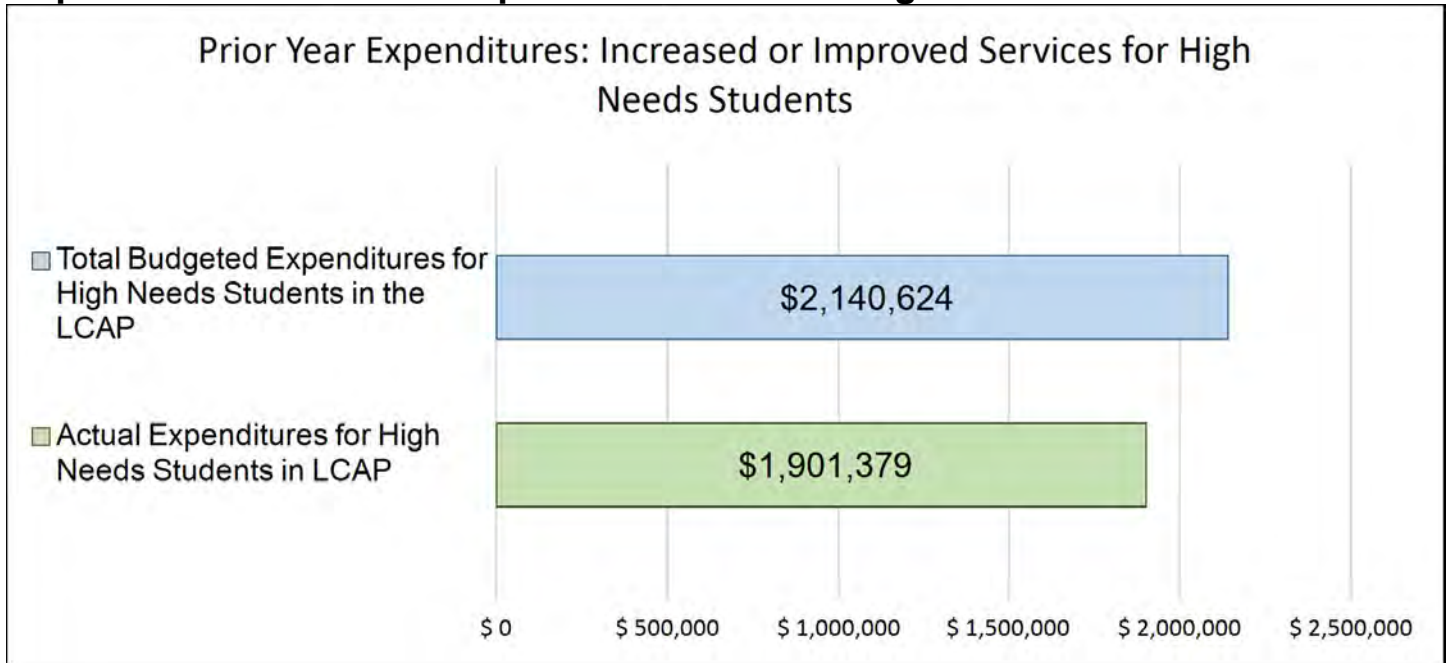
This chart compares what San Miguel Joint Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Miguel Joint Union School District estimates it has spent on actions and services that contribute 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, San Miguel Joint Union School District's LCAP budgeted $2,140,624 for planned actions to increase or improve services for high needs students. San Miguel Joint Union School District actually spent $1,901,379 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $239,245 had the following impact on San Miguel Joint Union School District's ability to increase or improve services for high needs students:

The difference between the total actual expenditures for actions and services to increase or improve services for high needs students in 2023-2024 is less than the budgeted expenditures due to a variety of challenges with staffing positions in the original budget as well as the need to expend one-time COVID funds which had a spending deadline in the 2024 year. We have planned to use carry-over funds in the 2024 LCAP to increase or improve services for high needs students in 2024/25.

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
San Miguel Joint Union School District	Karen Grandoli Superintendent	kgrandoli@sanmiguelschools.org 8054673216

Goals and Actions

Goal

Goal #	Description
1	Academic Performance: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success. LCAP State Priorities: Priority # 1 Basic Services, Priority #2 Implementation of State Standards, Priority #4 Student Achievement, Priority #8 Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	Overall: (2018/2019) Yellow 25.6 points below standard Hispanic: Orange 43.5 points below standard English Learners: Yellow 56.4 points below standard Homeless: Yellow 39.5 points below standard Socioeconomically Disadvantaged: Yellow	Not available for 2019-2021.	Overall (2021/22) Status: 40.4 points below standard Hispanic 47.7 below standard English Learners 66.4 below standard Homeless 60.8 below standard Socioeconomically Disadvantaged 44.1 below standard Students with Disabilities 71.6 points below standard	Overall (2022/23) Status: 35.8 points below standard Hispanic 43.1 below standard English Learners 60.6 below standard Homeless 29.2 below standard Socioeconomically Disadvantaged 47.9 below standard Students with Disabilities 78.1 points below standard	Overall: Yellow increase between 9 and 45 points overall Hispanic: Orange increase between 9 and 45 points overall English Learners: Yellow increase between 9 and 45 points overall Homeless: Yellow increase between 9 and 45 points overall Socioeconomically Disadvantaged: Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	36 points below standard Students with Disabilities: Yellow 67.8 points below standard White: Green 7.3 points above standard		White 23.7 below standard	White 24.2 below standard	increase between 9 and 45 points overall Students with Disabilities: Yellow increase between 9 and 45 points overall White: Green increase between 9 and 45 points overall
CAASPP Math	Overall (2018/2019) Yellow 34.7 points below standard Hispanic Yellow 46.6 points below standard English Learners Yellow 59.7 points below standard Homeless Yellow 51.3 points below standard	Not available for 2019-2021.	Overall (2021/22) Status: 58.5 points below standard Hispanic 67.3 below standard English Learners 74 below standard Homeless 78.1 below standard Socioeconomically Disadvantaged 65.8 below standard Students with Disabilities	Overall (2022/23) Status: 54.7 points below standard Hispanic 63.3 below standard English Learners 75.3 below standard Homeless 49.8 below standard Socioeconomically Disadvantaged 66.5 below standard Students with Disabilities	Overall: Yellow increase between 9 and 45 points overall Hispanic: Orange increase between 9 and 45 points overall English Learners: Yellow increase between 9 and 45 points overall Homeless: Yellow increase between 9 and 45 points overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged Yellow 42.2 points below standard Students with Disabilities Yellow 79.4 points below standard White 11.8 points below standard		87.4 points below standard White 38.3 below standard	85.8 points below standard White 40.9 below standard	Socioeconomically Disadvantaged: Yellow increase between 9 and 45 points overall Students with Disabilities: Yellow increase between 9 and 45 points overall White: Green increase between 9 and 45 points overall
ELPAC	54.9% making progress towards English language proficiency (CA Dashboard 2019)	Dashboard data not available due to the pandemic. 111 of 215 students increase one or more levels on the ELPAC between 2021 and 2022. 51.6% of students increased at least one level.	56.7% making progress towards English language proficiency (CA Dashboard 2022)	60.3% making progress towards English language proficiency (CA Dashboard 2023) Increase of 3.6%	Increase percent of EL students making progress towards English Language Proficiency by 3% annually
Reclassification Status (DataQuest) This is the percentage of students who have reclassified compared	18.7% (2019/20)	24.8% (2020/21)	25% (2021/22)	17.7% (2022/23)	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to our ELL percentage for the same year.					
Pupil Outcomes on Local Indicator: iReady Reading	Baseline from spring 2021 Overall 39% proficient Hispanic 29% proficient English Learners 20% proficient Socioeconomically Disadvantaged 30% Students with Disabilities 10% White 53% proficient	Spring of 2022 Overall: 40% proficient Hispanic 32% proficient English Learners 19% proficient Socioeconomically Disadvantaged 40% Students with Disabilities 28% White 52%	Spring of 2023 Overall: 41% proficient Hispanic 33% proficient English Learners 16% proficient Socioeconomically Disadvantaged 31% Students with Disabilities 22% White 53%	Spring of 2024 Overall: 39% proficient Hispanic 32% proficient English Learners 19% proficient Socioeconomically Disadvantaged 33% Students with Disabilities 32% White 52%	Overall Increase by 5% each year to 54% proficient Hispanic Increase by 5% each year to 44% proficient English Learners Increase by 5% each year to 35% proficient Socioeconomically Disadvantaged Increase by 5% each year to 45% proficient Students with Disabilities Increase by 5% each year to 25% proficient White Increase by 5% each year to 68% proficient
Pupil Outcomes on Local Indicator: iReady Math	Baseline from spring 2021 Overall 29% proficient	Spring 2022 Overall 39% proficient	Spring of 2023 Overall: 34% proficient	Spring of 2024 Overall: 32% proficient	Overall Increase by 5% each year to 44% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic 21% proficient English Learners 12% proficient Socioeconomically Disadvantaged 13% Students with Disabilities 13% White 43% proficient	Hispanic 33% proficient English Learners 24% proficient Socioeconomically Disadvantaged 40% proficient Students with Disabilities 25% proficient White 47% proficient	Hispanic 27% proficient English Learners 19% proficient Socioeconomically Disadvantaged 26% Students with Disabilities 20% White 41%	Hispanic 22% proficient English Learners 11% proficient Socioeconomically Disadvantaged 29% Students with Disabilities 21% White 49%	Hispanic Increase by 5% each year to 36% proficient English Learners Increase by 5% each year to 27% proficient Socioeconomically Disadvantaged Increase by 5% each year to 28% Students with Disabilities Increase by 5% each year to 28% White Increase by 5% each year to 58% proficient
Compliance with Williams Act requirements, teacher credentialing and teaching assignments (LOCAL Indicator)	95% of teachers are fully credentialed.	95% of teachers are fully credentialed.	100% of teachers are fully credentialed	100% of teachers are fully credentialed	100%
Compliance with Williams Act requirements, sufficient textbooks (LOCAL	100% of our students have a textbook in our four core areas.	100% of our students have a textbook in our four core areas.	100% of our students have a textbook in our four core areas.	100% of our students have a textbook in our four core areas.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator)					
Compliance with Williams Act requirements, facilities (LOCAL Indicator)	100% compliance with Williams Act requirements, facilities.	100% compliance with Williams Act requirements, facilities.	100% compliance with Williams Act requirements, facilities.	100% compliance with Williams Act requirements, facilities.	100%
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2020-21 Data Source: 2020-21 Local Performance Indicator Report	Full Implementation Data Year: 2021-22 Data Source: 2021-22 Local Performance Indicator Report	Full Implementation Data Year: 2022-23 Data Source: 2022-23 Local Performance Indicator Report	Full Implementation Data Year: 2022-23 Data Source: 2022-23 Local Performance Indicator Report	Full Implementation & Sustainability Data Year: 2023-24 Data Source: 2023-24 Local Performance Indicator Report

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 actions in Goal One were designed to meet the district's Academic Performance goal which is to Provide high-quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.
All but two of Goal One's actions were implemented as described in the 2023/24 LCAP.

Overall Challenges:
Action 1.16 was to hire a secured sub to allow release time for teachers to plan for various LCAP goals and actions. The district was unable to fill this position. Instead of a full-time sub, we leveraged our Cal Hope funds to provide targeted sub days for members of our Tier I and TIer II PBIS teams as well as our MTSS teams. This action will not be continued into the new LCAP.
Action 1.13 which was the action to purchase ELD supplemental materials to support our newcomers was not implemented due to not finding a suitable program for our Newcomers at this time. Not completing this action did not result in a material difference in our expenditures.

Some of the challenges we continue to face as a district in implementing Goal 1, Academic Achievement, include appropriate curriculum for Tier One, the availability of qualified certificated substitutes for training and professional development, the recruitment and retention of Intervention Paraeducators, as well as lagging metrics such as the SBAC and ELPAC which do not always provide an accurate picture of how our youngest learners are doing since they are only taken once a year and in grades three and up for the SBAC. For the 2024-27 LCAP, we plan to include metrics that are able to show the growth of our youngest learners in addition to statewide data.

Overall Successes:
Overall, Goal One was implemented as designed. The first three actions were to implement our Intervention Programs at both sites. At Lillian Larsen, due to both size and unduplicated students numbers, we had three intervention teachers while at Cappy Culver we had one intervention teacher. With the restructuring of our administrative team in the district over the past two years, we have begun the process of a much more structured Multi-Tiered System of Support (MTSS). Under the leadership of our Director of Curriculum, the three intervention specialists have focused on data using the Smarter Balanced Assessment (SBAC), our iReady program, as well as other local assessment data, to provide interventions to students below grade level in reading and math. Along with the intervention teachers, classroom teachers have been receiving extensive training in the science of reading to provide a robust Tier I reading program. At Lillian Larsen where over half of the students are English Language Learners (ELL), we continued to focus on English Language Development (ELD) professional development for grades 3-5 due to this sub-groups' performance on the SBAC, English Language Proficiency Assessments for California (ELPAC), and iReady. Overall, both quantitative and qualitative metrics point to the effectiveness of the actions associated with this goal.

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

There was a material difference in Goal 1 Action 4 as two or our Intervention paraeducators resigned early in the school year and we were unable to fill their positions. Action 5 shows a material difference as there was a raise negotiate for classified staff and that position was also target to be moved down to a higher range on the salary schedule causing an increase of about 30%. Action 6 was almost 10 % higher than budgeted for due to a certificated raise as well as late new hires coming in slightly above budgeted amounts. Action 7 was about $5,000 less than planned due to only having two teachers and two aides. Action 10 did not require the purchase we had budgeted for as our inventory of workbooks was higher than anticipated and we moved away from digital licenses for the program. Action 11 shows a material difference due to a bookkeeping error. We actually paid for the Professional Development in the 22/23 fiscal year. There were no expenditures for Action 13 due to the district's failure to identify high quality materials to replace what we are currently using for our Newcomers. Action 14 was considerably less than planned as we moved away from hiring a TOSA last year for this action and implemented it using Cal Hope funds to pay for stipends and sub pay. We were unable to secure the substitute for action 16 so that action was not implemented.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from Educational Partners and metrics aligned with the goal.

Rating Scale:
Not Effective
Somewhat Effective
Effective

Actions: Actions 1.1, 1.2, 1.4, 1.8, 1.9, and 1.12 are actions designed to provide intervention services to students through personnel and online programs.

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math

Effectiveness of the actions:
Somewhat effective

Analysis Statement: These actions as written appear to be somewhat effective in the area of English Language Arts/Reading. These scores increased on the CAASPP decreasing the distance from standard on all sub-groups except for Socially Economically Disadvantaged student (SED) and Students with Disabilities (SWD). iReady data shows growth in all Unduplicated groups as well as students with disabilities.
In the area of math the actions appear to be slightly more effective as all students showed improvement between the 21/22 CAASPP and the 22/23 CAASPP. iReady scores in the area of math between the spring 22/23 assessments and the spring 23/24 assessments showed slight increases in our socially economically disadvantaged students as well as our students with disabilities.

Actions: Actions 1.3, 1.5, 1.10, and 1.11 are actions designed to support our ELL population at Lillian Larsen. Action 1.13, also designed to support our ELL population, specifically our newcomers, was not completed as the district was unable to identify evidenced-based materials for Newcomers.

Metrics:
While these actions can be analyzed using the CAASPP scores and the iReady scores, the following additional metrics are also important in measuring the actions' effectiveness:
ELPAC and Students making progress towards proficiency
Reclassification (RFEP) Rates
Implementation of standards for all students and enable ELs access to CCSS and ELD standards

Effectiveness:
Effective

Analysis Statement:
In looking at our ELPAC metric which indicates the progress towards English language proficiency, ELLs are making strong progress. This is a metric that the district achieved by increasing 3.6% on the California Dashboard. We have an indicator of GREEN which is higher than the current state indicator of YELLOW. We can attribute post-pandemic progress to interventions, professional development, and high-quality materials to the continuing growth of our ELL population.

Action: 1.6 is our action on class size reduction and reducing the need for combination classes at our rural schools.

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math
William's Act Teacher Compliance

Effectiveness:
Somewhat effective

Analysis Statement:
All metrics can be used to evaluate the effectiveness of this goal. In particular, William's Act Teacher Compliance should be called out. We continue to have 100% compliance in this area. The recruitment and retention of fully credentialed, high-quality teachers continues to be a challenge for all districts and, in particular, for small rural districts. Smaller class sizes attract qualified teachers. Increasing enrollment in San Miguel, especially at Lillian Larsen, continues to bring in many new immigrants to the country. The metrics aligned with ELL students are proving that smaller class sizes can be very beneficial for schools with high numbers of ELL and low-SED students.

Actions: 1.7 and 1.17 are actions related to summer services.

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math

Effectiveness:
To be determined as these actions are happening after the school in summer of 2024.

Action 1.7 will be implemented in the summer after the 2023/24 school year. Action 1.17 will be continued this summer for the second time. This action is difficult to measure with current metrics but we will add additional metrics to determine its effectiveness in the new LCAP.

Action 1.14 was our action related to Professional Development focused on Tier One and Two supports for our students in the areas of behavior, social-emotional learning, and academics. For the purposes of Goal One we have looked at academic metric outcomes to determine effectiveness.

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math

Effectiveness of the actions:
Somewhat effective

Analysis Statement: This action as written appears to be somewhat effective in the area of English Language Arts/Reading. These scores increased on the CAASPP decreasing the distance from standard on all sub-groups except for Socially Economically Disadvantaged student (SED) and Students with Disabilities (SWD). iReady data shows growth in all Unduplicated groups as well as students with disabilities.
In the area of math the actions appear to be slightly more effective as all students showed improvement between the 21/22 CAASPP and the 22/23 CAASPP. iReady scores in the area of math between the spring 22/23 assessments and the spring 23/24 assessments showed slight increases in our socially economically disadvantaged students as well as our students with disabilities.

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.

All of our actions were considered to be at least somewhat effective. Our actions around Intervention services at both sites will be continued. We will be adding PBIS Tier 2 teams (see Goal 2) which will help us tighten up our response to intervention. We will continue to offer high-quality Professional Development in EL strategies as the actions around English Learners have been effective. We will add a middle school action for a leveled ELD period that is intended to decrease our number of LTELs. We will continue to use a class size reduction action as this action appears to be effective in increasing EL progress. Survey data from all Educational Partners also values this action. Summer school will be very focused on using specific intervention programs and targeted to students in the yellow or one year below grade level range on iReady. Teachers are being trained in the programs to support summer school intervention. These programs are IMSE and Morphology from Orton Gillingham. For math, we are training teachers in You Cubed Number Sense. A new action has been added to

purchase materials for Dual Immersion as we are beginning a program at Lillian Larsen beginning in TK and Kinder. We have also added a professional development action in partnership with Cal Poly School of 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.

Goals and Actions

Goal

Goal #	Description
2	Academic Engagement: Ensure that all students have access to classes and programs which are varied and engaging in order to prepare them for further education, employment, and a secure life. LCAP Priorities: Priority #5 Student Engagement, Priority #7 Course Access, Priority #8 Student Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	94%	91% NOTE: Due to the continuing pandemic along with in-person classes, more students than usual were placed under quarantine and isolation.	93%	95.99% (P2)	96%
Chronic Absenteeism (CA Dashboard)	All Students 10.6% chronically absent Hispanic 9.7% chronically absent English Learners 8% chronically absent	No Data available due to the pandemic.	All Students: 35.5% chronically absent Hispanic 31.5% chronically absent English Learners 23.4% chronically absent	All students: 25% chronically absent Hispanic 20.8% chronically absent English Learners 12.2% chronically absent	9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless 7.1% chronically absent Socioeconomically Disadvantaged 10.1% chronically absent Students with Disabilities 10.5% chronically absent White 11.3% chronically absent Source: CA Dashboard 2019		Homeless 29.1% chronically absent Socioeconomically Disadvantaged 33.5% chronically absent Students with Disabilities 53.8% chronically absent White 44.7% chronically absent Source: CA Dashboard 2022	Homeless 9.7% chronically absent Socioeconomically Disadvantaged 24.6% chronically absent Students with Disabilities 37.5% chronically absent White 34.1% chronically absent Source: CA Dashboard 2023	
Middle School Dropout	Overall 0%	Overall 0%	Overall 0%	0%	0%
Pupil Outcomes on Local Indicator: Physical Fitness test in Grades 5 and 7	5th graders meeting 6 of 6 Healthy Fitness Zone targets 18.3% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 12.1%	5th graders meeting 6 of 6 Healthy Fitness Zone targets 21.5% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 13.6%	5th graders meeting 6 of 6 Healthy Fitness Zone targets 53% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 28%	5th graders meeting 6 of 6 Healthy Fitness Zone targets 31% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 31%	Increase percent of 5th graders meeting 6 out of 6 targets in the Healthy Fitness Zone by 5% each year to 33% Increase percent of 7th graders meeting 6 out of 6 targets in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Healthy Fitness Zone by 5% each year to 27%
LCAP Survey Middle School Students	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 79% yes 2. I enjoy attending school. 52.1% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 75.3% yes 2. I enjoy attending school. 64.6% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 77.6% yes 2. I enjoy attending school. 61.6% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 75% yes 2. I enjoy attending school. 52% yes	1. 98% 2. 80%
LCAP Survey Elementary School Students	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 93% yes 2. I enjoy attending school. 44.5% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 85% yes 2. I enjoy attending school. 75% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 86.2% yes 2. I enjoy attending school. 76.1% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 78.5% yes 2. I enjoy attending school. 68.3% yes	1. 98% 2. 80%
LCAP Survey Parents/community Overall	Overall 1. The school has lots of learning experiences to help get students ready for high school, college,	Overall 1. The school has lots of learning experiences to help get students ready for high school, college,	Overall 1. The school has lots of learning experiences to help get students ready for high school, college,	Overall 1. The school has lots of learning experiences to help get students ready for high school, college, and career	Overall 1. 92% 2. 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and career readiness. 77.6% yes 2. My child enjoys attending school. 45%	and career readiness. 80.6% yes 2. My child enjoys attending school. 90%	and career readiness.88% yes 2. My child enjoys attending school. 85%	readiness.62.2%% yes 2. My child enjoys attending school. 86.7%	
LCAP Survey Parents/Community Unduplicated parents 23% of the responses were from Unduplicated parents which is below our unduplicated count.	Unduplicated Students 1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 55% yes 2. My child enjoys attending school. 86%	Unduplicated Students 1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 79% yes 2. My child enjoys attending school. 87.5%	Unduplicated Students 1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 91% yes 2. My child enjoys attending school.94%	Unduplicated Students 1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 75% yes 2. My child enjoys attending school.83.3%	Unduplicated Students 1. 80% 2. 90%
LCAP Survey Parents/Community Students with Disabilities 16% of parents who answered the survey had a child with a disability. This number is proportionate with our SWD percentage.	Students with Disabilities 1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 86% yes	Students with Disabilities 1. The school has lots of learning experiences to help get students ready for high school, college,	Students with Disabilities 1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 67% yes	Students with Disabilities 1. The school has lots of learning experiences to help get students ready for high school, college,	Students with Disabilities 1. 90% 2. 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2. My child enjoys attending school. 86	and career readiness. 80% yes 2. My child enjoys attending school. 80	2. My child enjoys attending school. 100%	and career readiness.77.7% yes 2. My child enjoys attending school. 80%	
LCAP Survey Teachers/staff	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 93% yes 2. Our students enjoy attending school. 63.3% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 71% yes 2. Our students enjoy attending school. 98% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 92.9% yes 2. Our students enjoy attending school. 94.7% yes	1. The school has lots of learning experiences to help get students ready for high school, college, and career readiness. 89.7% yes 2. Our students enjoy attending school. 89.7% yes	1. 98% 2. 80%

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 actions outlined in Goal Two supported the progress in meeting the following goal: Ensure that all students have access to classes and programs which are varied and engaging in order to prepare them for further education, employment, and a secure life.
This goal was carried out as planned without any material differences.

Overall Successes:
While the district is still facing challenges in Chronic Absenteeism among most sub-groups, we have seen a decline overall by 10%. That reduction also applies to our sub-groups. The district attributes the increase in attendance rates as well as the reduction of chronic absenteeism to the actions in this goal which provide students the opportunity for a broad course of offerings. We were able to offer a full range of sports after school at Lillian Larsen including Girls' Volleyball, Flag Football, Boys' and Girls' Basketball, and Boys' and Girls' Soccer.

Both campuses did, however, offer a range of after-school enrichment classes along with homework support and tutoring. Students were able to enjoy two field trips per grade level which has allowed our students to experience hands-on learning that otherwise might not be afforded to them given the rural nature of our schools, as well as our high number of unduplicated students.

Overall Challenges:
While overall chronic absenteeism is headed in the right direction, some groups, in particular Students with Disabilities (SWD) are still at very high rates according to the 2023 California Dashboard.
One of our challenges is keeping our students at Cappy Culver engaged in the middle school grades. While we allow them to participate in interscholastic sports at Lillian Larsen, we are unable to offer transportation at this time and the 16-mile drive is challenging for most parents.

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.

Actions 1 and 7 were higher than budgeted due to the certificated raise of 4% which was settled in 2024 retroactive to July of 2023. Action 4 was less than planned due to fewer teachers than expected teaching enrichment classes after school.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from Educational Partners and metrics aligned with the goal.
Rating Scale:
Not Effective
Somewhat Effective
Effective

In analyzing actions and the metrics that are intended to determine effectiveness, we have found the following:
Actions:
Actions 2.1, 2.2, and 2.7 revolve around instruction and providing students at our small rural schools, especially in the Middle School grades, access to high-quality specialized instruction.

Effectiveness of Actions:
Somewhat Effective

Metrics:
Attendance and chronic absenteeism
Survey data on student access to learning experiences

Analysis Statement:
At Lillian Larsen, we were able to offer students an elective period. Sixth graders all received Agriculture which was taught by a teacher credentialed in this subject manner. Students experienced hands-on learning throughout the year on a variety of topics related to local agriculture. They were also involved in the implementation of the Wheat2school Grant, Farm to School programming, after-school cooking classes, and hydroponics. Other students were involved in leadership classes which provided them with opportunities to plan school-wide activities as well as work as teacher assistants in a variety of areas around campus leading into future Career Technical Pathways at the high school level such as our Food Services Department, our State Pre-school, and our Maintenance Department. At Cappy Culver, Middle School students experienced a semi-departmentalized setting which allowed teachers to focus their instruction on fewer subject areas. Finally, the PE Teacher at Lillian Larsen allows students to participate in a high-quality physical education program while giving grade-level teams the opportunity to work on strategies focused on the engagement of our unduplicated students. We feel the action was somewhat effective as opposed to effective because, although survey data from the LCAP show that staff believe students have high levels of opportunities learning experiences to help get students ready for high school, college, and career readiness, those numbers are lower for students and much lower for parents.

Actions:
Actions 2.3, 2.4, and 2.5 are actions that focus on learning experiences after school or field trips.

Effectiveness of Actions:
Somewhat Effective

Metrics:
Attendance rates and chronic absenteeism
LCAP Survey Data on students' enjoyment at school.
Participation numbers, while not a metric on this LCAP, also indicate success.

Analysis Statement:
Although our chronic absenteeism and attendance rates are moving in the right direction, the district is concerned with the survey data showing a large disconnect between students answer to the question "I enjoy attending school" as compared to the staff and teachers' perceptions. Over half of our middle school students at Lillian Larsen participated in after-school interscholastic sports. About 10% of Cappy Culver students were able to commute to Lillian Larsen for our sports programs. At both sites, over 50% of our students were able to participate in one or more after-school classes. A wide variety of field trips were taken by each grade level at both sites.

Because these actions were determined to be somewhat effective we plan to continue them for the 2024/25 LCAP we plan to continue with these actions with some changes to encourage more students to get involved in both co-curricular and extra-curricular activities. Data from surveys will be shared with staff and teachers to work on improving student engagement while at school.

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.

The district plans to combine goals 2 and 3 into one goal focusing on Climate and Culture. The actions from Goal 2 LCAP 2023/24 will all continue into the coming year. For action 2.1, electives at Lillian Larsen Middle school, we plan to expand our choices for students. We have hired a music teacher for 24/25 and he will be part of the electives at Lillian Larsen, as well as part of action 2.2, team teaching/elective wheel at Cappy Culver. We recognize we still have work to do in the areas of Chronic Absenteeism, especially with Students with Disabilities. We plan to offer several new actions to address the high percentage of chronic absenteeism in various sub-groups to continue to work to pre-pandemic levels of absenteeism. We anticipate keeping the same metrics with the deletion of PE data as it is no longer reported to the state and not available on Data Quest. We plan to add data from our Community Schools needs assessment. We will have actions related to the second planning year of our Community Schools grant which will include the hiring of a coordinator. The coordinator will also be responsible for overseeing the planning of our ELOP programs including after-school enrichment classes.

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	Conditions and Climate: Ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promote academic excellence and appropriate, respectful behavior by providing social-emotional support and parent education. LCAP Priorities: Priority #3 Parent Involvement, Priority #5 Student Engagement, Priority #6 School Climate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Suspension Rates	Overall 3.5% Hispanic 4% English Learners 3.6% Homeless 6.3% Socioeconomically Disadvantaged 4.2 % Students with Disabilities 2.3% White 2.9%	Overall 0.0% Sub-group data will not be reported due to the extremely low suspension rate. It is important to note that during the 2020/21 school year the district was on Distance Learning and/or hybrid learning with only about half of the students on campus at any given time. Suspension rates were much lower than historical averages. Source: DataQuest 2020/21	Overall 1.2% Hispanic 1.6% English Learners 2% Homeless 1.8% Socioeconomically Disadvantaged 1.4 % Students with Disabilities 1.8% White 0.8%	Overall 3.8% Hispanic 5% English Learners 5% Homeless 8% Socioeconomically Disadvantaged 4.6 % Students with Disabilities 3.7% White 1.9%	Overall 2.0% or less Hispanic 2.0% or less English Learners 2.0% or less Homeless 2.0% or less Socioeconomically Disadvantaged 2.0% or less Students with Disabilities 2.0% or less White 2.0% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Source: CA State Dashboard 2019		Source: CA State Dashboard 2022	Source: CA State Dashboard 2023	
Pupil Expulsion Rates	Overall 0.47% Hispanic 0% English Learners 0% Homeless 0% Socioeconomically Disadvantaged 0.47% Students with Disabilities 0% White 0.47%	Overall 0% Source: DataQuest 2020/21	Overall 0% Source: DataQuest 2021/22	Overall 0% Source: DataQuest 2022/23	Overall 0% Hispanic 0% English Learners 0% Homeless 0% Socioeconomically Disadvantaged 0% Students with Disabilities 0% White 0%
CHKS Survey	2019/20 Survey (given every other year) Feels School Connectedness 5th grade- 76% 7th grade- 50% Feels Safe at School 5th grade- 63%	2021/22 Survey (given every other year) Feels School Connectedness 5th grade- 72% 7th grade- 58% Feels Safe at School 5th grade- 80%	2022/23 Non-survey year	2023/2024 Survey (given every other year) Feels School Connectedness 6th grade 47% 7th grade 36% 8th grade 43%	Feels School Connectedness 5th grade increase by 5% each year to 91% 7th grade increase by 5% each year to 65% Feels Safe at School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th grade- 51% Has a caring adult at school 5th grade- 73% 7th grade- 61 %	7th grade- 51% Has a caring adult at school 5th grade- 67% 7th grade- 48%		Feels Safe at School 6th grade 41% 7th grade 42% 8th grade 39% Has a caring adult at school 6th grade 58% 7th grade 37% 8th grade 52%	5th grade increase by 5% each year to 78% 7th grade increase by 5% each year to 66% Has a caring adult at school 5th grade increase by 5% each year to 88% 7th grade increase by 5% each year to 76%
LCAP Survey middle school student	1. The school climate fosters a feeling of safety. 83% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 59.2%	1. The school climate fosters a feeling of safety. 81% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 55.3%	1. The school climate fosters a feeling of safety. 77.5% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 68.9%	1. The school climate fosters a feeling of safety. 73.5% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 54%	1. 98% 2. 75%
LCAP Survey elementary school student	1. The school climate fosters a feeling of safety. 94% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 71.7%	1. The school climate fosters a feeling of safety. 77% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 72.5%	1. The school climate fosters a feeling of safety. 72.5% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 78.9%	1. The school climate fosters a feeling of safety. 79.1% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 73.1%	1. 98% 2. 87%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey parent and community	1. The school climate fosters a feeling of safety. 98% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 85%	1. The school climate fosters a feeling of safety. 84.3% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 90.2%	1. The school climate fosters a feeling of safety. 92.5% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 86.5%	1. The school climate fosters a feeling of safety. 88.6% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 90.5%	1. 98% 2. 98%
LCAP Survey Teachers/staff	1. The school climate fosters a feeling of safety. 98% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 83.7%	1. The school climate fosters a feeling of safety. 87.3% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 78.2%	1. The school climate fosters a feeling of safety. 92.9% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 78.6%	1. The school climate fosters a feeling of safety. 93.8% 2. Students have at least one caring adult they are comfortable reaching out to if they have a problem or concern. 79.5%	1. 98% 2. 98%
Office Discipline Referrals (Discipline Distribution Report in Aeries)	357entries of non-48900 codes (minor) 43 entries of 48900 codes (major, suspendible offenses) 2019/20 was used as baseline due to 2020/21 numbers being significantly lower due to Distance Learning and Hybrid instruction. Note that	642 entries of non-48900 codes (minor) 32 entries of 48900 codes (major, suspendible offenses)	260 entries of non-48900 codes (minor) 34 entries of 48900 codes (major, suspendible offenses)	291 entries of non-48900 codes (minors) 40 entries of 48900 codes (majors)	150 entries of minor codes 30 entries of major codes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	during the 2019/20 school year no entries were made after March 13, 2020 due to the shift to Distance Learning.				

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 actions outlined in Goal Three supported the progress in meeting the following goal:
Conditions and Climate: Ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promote academic excellence and appropriate, respectful behavior by providing social-emotional support and parent education.

Overall Successes:
Goal 3 was carried out with some changes. Actions 3.1, 3.2, 3.4, 3.5, and 3.6 were implemented as designed in the LCAP. We continued training for our MTSS Teams (PBIS Tiers One and Tier Two) and we were able to set up systems of support through the use of these teams to support our students through a data based approach. Our relationship with San Luis Obispo Behavioral Health continued and we were able to provide students with student support counselors as Tier Two support. Another overall success was being able to work with a contracted BCBA to train our specialists to better work with students with challenging behaviors.

Overall Challenges:
Action 3.8 was not implemented as designed. We were unable to hire a bilingual Mixteco/English interpreter/liaison for the district after extensive recruitment. We were able to provide interpreting services for Mixteco families through a Memorandum of Understanding with the County Office of Education for interpreting services using The Promotores, a non-profit group in the county. We were able to leverage our family advocate from the Link who is funded with the PEI Grant through the county of San Luis Obispo. Although her focus was Lillian Larsen Middle School students and their families, she was able to assist families throughout the district. Action 3.7 was changed during the school year. Our previous Behavior Support Specialist, Lead Trainer resigned early in the school year. The district decided to eliminate the Lead Trainer position and, instead, hire two Behavior Support Specialists for Lillian Larsen. One focused on middle school and one on elementary school. This increased the cost of this action slightly. Another challenge was having a contracted BCBA as opposed to a full-time employee of the district.

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.

Actions 7 and 8 were both less than planned in the budget. We were unable to fill the position in action 8 resulting in us using a contracted person at a much lower cost. Action 7 was much lower as the employee resigned early in the school year and we did not fill this position.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from Educational Partners and metrics aligned with the goal.
Rating Scale:
Not Effective
Somewhat Effective
Effective

In analyzing actions and the metrics that are intended to determine effectiveness, we have found the following:

Actions:
Actions 3.1 and 3.2 were designed to support our implementation of Tier 1 and Tier 2 supports for students in both the areas of academics and social, emotional, and behavior supports through the second year of implementation of Positive Intervention Behavior Supports (PBIS).

Effectiveness of Actions:
Somewhat Effective

Metrics:
Pupil Suspension Rates
Survey Data
Office Discipline Referrals
Survey Data

Analysis Statement:
Both sites had a Tier 1 MTSS team and Cappy Culver had both a Tier 1 and a Tier 2 team. We continued to leverage our Cal Hope Grant funds, along with LCAP funds, in partnership with the County Office of Education, to implement these actions. Teachers and administrators were provided with professional development time, release time, and coaching to implement our programs. In looking at the metrics aligned most closely with these actions, which include suspension and discipline data along with survey data, we have determined these actions to

be somewhat effective. While office discipline referrals are higher, we expected that as we put procedures into place with our PBIS efforts. Survey data show that elementary students are feeling safer while at school. We have included actions in the 2024 to increase feelings of school connectedness, especially among middle school students as well as actions to continue our work in Tiered systems of support for students.

Actions:
Actions 3.4 and 3.8 These actions were designed to increase parent participation on our campuses.

Effectiveness of Actions:
Somewhat Effective

Metrics:
LCAP Parent Survey Data

Analysis Statement:
According to survey data ADD DATA HERE. Action 3.8 was to add a Mixteco Interpreter/Family Liaison to support families at Lillian Larsen. We were unable to hire a qualified candidate for this position. To meet the needs of this demographic, we contracted with the County Office of Ed to utilize the services of a Mixteco Interpreter from the Promotores of San Luis Obispo. While having access to an interpreter proved very helpful, we faced challenges in scheduling due to shared access with other entities. Another challenge was that the interpreter did not speak English so we had to use a Spanish/English Interpreter as well, resulting in double interpretation.

Actions:
Actions 3.5, 3.6, and 3.7 are actions designed to support students' behavior and social-emotional needs.

Effectiveness of Actions:
Somewhat Effective

Metrics:
Suspension Rates
Office Discipline Referrals

Analysis Statement:
Suspension rates from the CA Dashboard indicate continued challenges in meeting our suspension rate targets. As indicated in the metric, suspension rates are up in all sub-groups. It is important to note that the rates published on the dashboard are from the 2022/23 school year. Preliminary data from local sources indicate that we continue to have higher than desirable suspension rates and we have included actions to support alternatives to suspension in the 2024 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.

For the 2024/25 LCAP, the district plans to combine this goal with Goal 2 on Academic Engagement. We feel that both of these goals fit better under one umbrella goal of Climate and Culture. We will continue using the same metrics we have been using. One challenge we have had is collecting data on Minor Discipline Referrals. We have implemented a Google Form for entering this information, but we are not finding this to be effective. We will be implementing an action on data record keeping for minor discipline data. This data will then be reviewed more frequently by our MTSS Teams to provide support for students before they escalate to major referrals. The district will continue working on parent communication, parent outreach, and parent connectedness to the schools. To improve these services for our high numbers of unduplicated students at Lillian Larsen, we are adding actions around the planning of our Community School. An important action is the addition of a Community Schools/Extended Learning Coordinator. Other actions are outlined in Goal 2 of the new LCAP. In order to increase the effectiveness of actions 3.5, 3.6, and 3.7, we are including a new action of hiring a Board Certified Behavior Analyst to oversee the three Behavior Support Specialists. We have been using contracted services for this and we do not find that to effective due to restrictions both financially and in terms or allocating their time. We will continue collaborating with the County of San Luis Obispo to provide our students with counseling services for next year as survey data show that action to be effective.

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
San Miguel Joint Union School District	Karen Grandoli Superintendent	kgrandoli@sanmiguelschools.org 8054673216

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.

The San Miguel Joint Union School District (SMJUSD) is a two-school district located primarily in northern San Luis Obispo County with some of our boundaries stretching into Monterey county. It encompasses 200 acres. In 2023/24 SMJUSD had a total of 642 students enrolled. SMJUSD serves students from Transitional Kindergarten through grade 8. Our students then go on to attend Paso Robles High School for 9th grade. The district also runs a State preschool with 34 students enrolled in two classes. We serve students with disabilities from ages 3-5 and we offer a range of services including drop-in speech, inclusive preschool, and SDC preschool.

Cappy Culver Elementary School is located in Heritage Ranch, part of rural Paso Robles. Many of the residents of this area choose to live there due to the proximity of Lake Nacimiento, a popular recreational spot for locals and tourists alike. Many families attending Cappy Culver work in state or county government jobs, local hospitals, local school districts, and the tourism industry. During the 2023/24 school year, Cappy Culver had 201 students enrolled in Kindergarten through grade 8 in self-contained classrooms. The school comprises 70% white,

24% Hispanic, 4.7% two or more races, 0.5% Native American, and 0.5% Filipino. 96% of its students speak English as their primary language. (Source: DataQuest 2022/23 school year and CALPADS 2023/24 school year)

Cappy Culver had an English Language Learner population of 4.8% of its students whose primary language is a language other than English. Another 0.4% of the students are reclassified as fluent English speakers. 40% of the students are socioeconomically disadvantaged. 19.5% of the total population of the school represents students with disabilities. 2% of the students at Cappy Culver are homeless. (Source: Data Quest 22/23 school year)

Lillian Larsen Elementary School is located in the rural town of San Miguel. Many of the families that live in San Miguel are farmworkers. Others work primarily in state and county government jobs and in the hospitality sector. The area is rich in vineyards, wineries, and tourism. During 2023/24 Lillian Larsen had a total enrollment of 446 students, up from 429 students in the 2022/23 school year, ranging from Transitional Kindergarten through grade 8. Lillian Larsen has self-contained elementary school classrooms and a fully departmentalized middle school for grades 6-8 taught by single-subject credentialed teachers. 85.4% of Lillian Larsen's students are Hispanic. 11.1% are white. 1.4% are two or more races. 0.7% are African American, 0.7% are Filipino, and 0.7% are Asian. (Source: DataQuest 2022/23 school year) Lillian Larsen had an English Learner population of 55.8%. Another 10% of the population has been Reclassified as fluent in English. 66% of the students are considered "Ever-EL" which means they have been considered an English Learner at some point in their enrollment in school. Lillian Larsen has 5% of its English Learner population identified as Long-term English Language Learners or LTELs. There is an additional 11.4% of EL students who are "At-risk of LTEL". About 80% of EL students speak Spanish as their primary language. 18.6% speak Mixteco as their first language. Another 2% percent speak other languages as their first language. Lillian Larsen has 3% of its students identified as Migrant, 24% are Homeless, 1.2% are Foster Youth, 9.9% are Students with Disabilities, and 81% are considered socio-economically disadvantaged. (Source: DataQuest 2021/22 school year)

We are looking at three big changes in the district in the 2024/25 school year. First, we are proud to be offering music for the first time. We are using our Prop 28 funds to hire a full-time music teacher. All students in the district will have classroom music. Students in middle school will have the option of taking band after school. Another focus for the 24/25 school year is implementing a Dual Immersion program beginning in TK and Kinder. Our educational partners, especially our parents, have asked for this program for many years. With the recent growth we are seeing at Lillian Larsen in the primary grades, we feel we are well-positioned to offer the program as a strand. We will have one of our two TK classes and one of our three Kinder classes as a Spanish 90/10 Dual Immersion program. The district is committed to continuing to hire bilingual teachers to grow the program one grade level at a time. Finally, we are very excited to be in year two of our planning grant for Community Schools. We will start the 2024/25 school year with a new Community Schools Coordinator who will work with Educational Partners on an asset survey to determine the priorities at Lillian Larsen for the program's implementation. For the 2024/25 school year we will be focusing on several strategies that align with the Four Pillars of Community Schools which are: Integrated student supports, Family and community engagement, Collaborative leadership and practices for educators and administrators, and. Extended learning time and opportunities. We have began plans to establish a Wellness Center on the campus where providers can come together to provide supports for students and their families. These services will range from counseling, food and basic supply needs, access to our parent advocate, and parenting classes. We are working with other local non-profits to provide health services such as dental care, mental health support, access to vision exams and glasses, and other identified needs. The district plans to apply for the Community Schools Implementation grant in February of 2025. We are excited to be starting the journey to becoming a Community School!

San Miguel is a district with two very different schools, facing unique challenges at each school. Our team has worked to develop an LCAP that reflects these challenges with a focus on equity. Although the individual schools' demographics are quite different, both schools share the challenge of being rurally located. The school community is very important to our families because extracurricular activities are not available to our students in their neighborhoods. Both schools are more than 10 miles away from recreational sports, art classes, music programs, childcare centers, and other services that parents can access with ease in other nearby communities such as Paso Robles. Other basic needs such as mental health services, doctors, and dentists are also not located in our communities or are extremely limited. Our LCAP strives to provide academic excellence, access to classes and programs to engage our students, and to provide our students and their families with a welcoming and supportive community, giving them access to the tools they need to be healthy and successful members of society.

Reflections: Annual Performance

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

In reviewing the California State Dashboard along with local data, SMJUSD has reflected on its successes and challenges for the 2023/24 school year.

CA Dashboard Review

Successes:

At the district level, as well as at Lillian Larsen, our biggest success is in the area of English Language Learner progress. We are in Green at both levels. We attribute this success primarily to our three years of training for certificated staff in grades 3-8 in the areas of Designated and Integrated ELD which can be found in Goal I Action 11.

Districtwide our sub-group with moderate success in several areas was our students experiencing homelessness. For example, this subgroup increased in math by over 28 points putting them in the Yellow range along with our overall student group. In ELA this group increased by over 31 points making it to the yellow indicator as well. In the area of Chronic Absenteeism, our Homeless students are the only group in Green, decreasing their rates by almost 20%.

Although we continue to have higher rates than prior to COVID, our chronic absenteeism rates have decreased overall as well as in all subgroups by between 9-20%. Local current data from CALPADS indicates further declines in these rates. We attribute these successes to our actions in Goals 2 and 3 which are providing student students with access to a variety of engaging classes, activities, and sports, as well as a safe and caring environment. Our P2 attendance rate for the 2023/24 school year has climbed to 95.99% which is something we are very proud of.

Our local data indicates that our Academic Achievement Goal's actions have been somewhat effective in increasing scores on iReady at the primary levels in particular. After the March administration of the iReady most grade levels had surpassed last year's overall proficiency level

of 41% proficient in reading and 34% in math. Our Socio-economically Disadvantaged students as well as our Students with Disabilities showed modest growth on both the iReady Reading and Math spring diagnostics districtwide.

Challenges:

Our biggest area of challenge was in the area of suspension. San Miguel as a district was Red in this area. Additionally, four student groups also fell into the red indicator. Those groups are as follows:
English Language Learners
Hispanic students
Homeless students
Socio-economically disadvantaged students

At the school level, Lillian Larsen also received red overall and red in the same four sub-groups.

The actions in Goal 3, Climate and Culture, which we implemented in the 2023/24 LCAP that were designed to reduce suspension were the following:

3.1 MTSS Support
3.2 Attendance and PBIS Incentives
3.5 Behavior Support Specialist
3.6 Behavior Support Counselors
3.7 Behavior Support Specialist- Lead Trainer

Moving forward all of these actions will be modified to better address alternatives to suspension. We have added an action for our PBIS Tier One and Two teams at both of our sites. We have moved away from a Behavior Support Trainer and have added an additional Behavior Support Specialist (BSS) at Lillian Larsen. All three of our BSS will now be trained by an in-house BCBA. We will continue to provide counseling for all students who need it and we are adding group counseling in our action in the new plan.

A second area of challenge was the performance of Students with Disabilities (SWD) on the CAASPP in ELA. At the district level, SWD were red on the Dashboard in this area. To address this challenge the district is implementing the following actions to support SWD in the area of English Language Arts.

1.2 Intervention Teacher at Lillian Larsen to provide reading/math interventions to students two or more below grade level.
One 1.0 FTE Intervention Teacher will work with administrators, and within the MTSS process, to identify students in need of intensive intervention in grades K-5 using a universal screening process (iReady). Services will be provided to small groups by the Intervention teacher and instructional aides. Services will be evaluated by frequent (every 6-8 weeks) program monitoring and the MTSS process. The Intervention Teacher will oversee the intervention program at the site which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students. This action will address our Red Indicator for Students with Disabilities in the area of English Language Arts at the district level.
1.3 Intervention teacher to provide interventions in reading/math to students one or more grade levels below at Cappy Culver.

One 1.0 FTE Intervention Teacher will work with administrators, and within the MTSS process, to identify students in need of intensive intervention in grades K-5 using a universal screening process (iReady). Services will be provided to small groups by the Intervention teacher and instructional aides. Services will be evaluated by frequent (every 6-8 weeks) program monitoring and the MTSS process. The Intervention Teacher will oversee the intervention program at the site which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students. This action will address our Red Indicator for Students with Disabilities in the area of English Language Arts at the district level.
1.4 Intervention Paraeducators
Four part-time instructional assistants will provide support to students in need of intervention under the supervision of the two Intervention teachers. 12 hours of daily service for intervention will be provided to students one or more grade levels below. This action will address our red indicator in ELA for Students with Disabilities.
1.7 Summer School
A four-week Summer Bridge program will be offered to students to address learning loss in ELA and math using evidence based programs to support students. Teachers will participate in 30 hours of training prior to the start of the summer instruction. This action will address our red indicator for SWD in the area of English Language Arts.

For the 2024-2027 LCAP, the district has decided to streamline our three actions into two broad Goals: Academic Achievement and School Engagement.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Staff	An LCAP presentation was given at staff meetings at each site in the spring. Prior goals and proposed goals were explained. Staff had the opportunity to give input on proposed goals and actions. The LCAP process was explained to staff.
Certificated and Classified Management (principals and administrators)	The LCAP was included on agendas throughout the year at bi-monthly meetings.
Staff Survey	Spring 2024 Survey
Student Surveys	Spring 2024 Survey
Parent Survey	Spring 2024 Survey
DELAC	The LCAP was discussed at all meetings and presented for approval at the May meeting.
School Site Councils (Parent Advisory Committees)	Monthy Meetings at each site
CSEA Bargaining Unit	Staff Survey, invited to Parent Advisory Committee, individual meeting with leadership
SMTA Certificated Bargaining Unit	Staff Survey, invited to Parent Advisory Committee, individual meeting with leadership
Other School Personnel	Staff Survey April
Public Comment	June 14, 2024- June 26, 2024
Public Hearing	June 13, 2024
Adoption by the governing board	June 27, 2024
Budget Adoption and local indicator report by governing board	June 27, 2024

In San Miguel Joint Union School District we include the LCAP Goals and Actions as part of the continuing improvement process. The goals are highlighted and discussed at all meetings throughout the school year and are used as a road map to guide our actions when making decisions at all levels.

Teachers and staff indicated the following priorities on surveys and at meetings:
Continue small class sizes, avoiding combo-classes whenever possible.
Continue to support our students with Interventions in reading and math.
Continue to support our Newcomer students.
Continue to support challenging student behaviors.
Continue to support the social emotional learning of students.
Additional opportunities for after school enrichment and sports.
More engaging activities for Middle school students.
The implementation of a Dual Immersion Program at Lillian Larsen.

Meetings with the San Miguel Teachers' Association resulted in discussions around SMJUSD's specific contributing action on class size reduction. Although this action was important for certificated bargaining members, they did provide input that a COLA was their main concern. As this action was a large part of our supplemental/concentration funds allocations, the district did need to adjust this action based on their feedback.

Our classified partners of CSEA focused more on the need for additional paraeducator support for both special education and general education as well as the need to compensate them appropriately. This LCAP continues to provide bilingual and instructional paraeducators for students struggling to learn English and progress academically at Lillian Larsen where over 80% of the district's unduplicated students attend.

Parents and students had the opportunity to provide input on their annual surveys. Their input helped us develop all actions as the survey was aligned specifically to our LCAP goals. Survey data indicated that for all partners small class sizes and avoiding combination classes when possible was important. Parents, staff, and students all asked to continue to use paraeducators to support students struggling with academics and/or behavior at school. Parents and students reported that after-school sports were very important and would like to see them added at Cappy Culver and Lillian Larsen Elementary grades. Parents, teachers, and students feel students who misbehavior are interfering with teaching and learning and like more options to reward students who do well and support students who struggle in this area. All partners feel that after school tutoring should be increased. All partners see a big need for increased counseling and mental health services for students. Parents mention the need for additional supports and services for Gifted and Talented students.

Our DELAC parents gave input supporting the following actions:
More bilingual teachers and paraeducators.
More opportunities to participate during the school day as well as after school.
More education on how to help their children be successful at school.

Less emphasis on the use of Chromebooks as they do not know how to help their children on digital work and some reported not having internet at home.

The district has developed two goals with a total of 35 actions that reflect the input received from our educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement: Provide high-quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SMJUSD developed this goal to ensure that all of our students are on track to be college and career ready by making adequate progress in all academic areas. We have included myriad actions to ensure that all students, including English Language Learners, Foster Youth, Low Income students, and Students with Disabilities have access to their core curriculum and any supports and services needed to ensure their access to their grade level curriculum. The metrics included will inform us of their progress in English Language Arts, English Language Development, Math, and Science as well as their access to qualified teachers, core curriculum materials, and clean and safe facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (CA Dashboard)	Overall (2022/23) Status: 35.8 points below standard Hispanic 43.1 below standard English Learners			Increase overall by 15 Decrease achievement gap between each sub-group and overall performance to no more than 10 points.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60.6 below standard Long-term English Language Learners TBD Homeless 29.2 below standard Socioeconomically Disadvantaged 47.9 below standard Students with Disabilities 78.1 below standard White 24.2 below standard maintained -0.5 points				
1.2	CAASPP Math (CA Dashboard)	Overall (2022/23) Status: 54.7 points below standard Hispanic 63.3 below standard English Learners 75.3 below standard Long-term English Language Learners TBD Homeless			Increase overall by 15 Decrease achievement gap between each sub-group and overall performance to no more than 10 points.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		49.8 below standard Socioeconomically Disadvantaged 66.5 below standard Students with Disabilities 85.8 points below standard White 40.9 below standard				
1.3	CAST (CAASPP Test Results website) Percentage of students scoring proficient or above)	Overall: 28.04% Hispanic 30% English Learners 7.14% Long-term English Language Learners TBD Homeless 20% Socioeconomically Disadvantaged 28.39% Students with Disabilities			Increase overall by 15% Decrease achievement gap between each sub-group and overall performance to less than 10%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fewer than 11 students tested - no score White 22.73%				
1.4	ELPI (English Learners making progress or maintaining a 4 on the ELPAC) (CA Dashboard)	All English Learners 60.3% making progress Status: Green			Increase by 15% by 2027.	
1.5	Reclassification Status (Data Quest, Enrollment by English Language Acquisition Status (ELAS))	All English Learners 6.7%			Increase to 15%	
1.6	iReady Reading (Local Indicator) (Third administration annually, percent proficient or above)	Spring of 2024 Overall: 39% proficient Hispanic 32% proficient English Learners 19% proficient Socioeconomically Disadvantaged 33% Students with Disabilities 32%			Increase overall and in each sub-group by 15% by 2027.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	iReady Math (Local Indicator) (Third administration annually, percent proficient or above)	Spring of 2024 Overall: 32% proficient Hispanic 22% proficient English Learners 11% proficient Socioeconomically Disadvantaged 29% Students with Disabilities 21%			Increase overall and in each sub-group by 15% by 2027.	
1.8	Compliance with Williams Act requirements, teacher credentialing and teaching assignments (Local Indicator, CA Dashboard report)	Standard Met 100% of teachers			Maintain 100%	
1.9	Compliance with Williams Act requirements, sufficient textbooks (Local Indicator 1, CA Dashboard)	Standard Met 100% of students have access to textbooks			Maintain 100%	
1.10	Compliance with Williams Act requirements, facilities	Standard Met instances Where Facilities Do Not Meet			Reduce to 0.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Indicator 1, CA Dashboard)	The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)- 5				
1.11	Implementation of standards for all students and enable ELs access to CCSS and ELD standards. (Local Indicator 2, CA Dashboard)	Standard Met All students have access to Common Core State standards. ELLs have access to Commmon Core State Standards and ELD standards.			Maintain 100%	

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	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students performing one year behind grade level.	One 1.0 FTE Intervention Teacher will work with classroom teachers to students in need of instructional intervention/support in grades TK-5 using a universal screening process (iReady). Services will be provided to small groups by the Intervention teacher and paraeducators. Service will be evaluated by frequent (every 6-8 weeks) progress monitoring. The Intervention Teacher will oversee the intervention program at the site which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students.	$136,322.00	Yes
1.2	Intervention Teacher at Lillian Larsen to provide reading/math interventions to students performing two or more below grade level.	One 1.0 FTE Intervention Teacher will work with administrators, and within the MTSS process, to identify students in need of intensive intervention in grades TK-5 using data from iReady, classroom assessments, and other diagnostic tools. Services will be provided to small groups by the Intervention teacher and instructional aides. Services will be evaluated by frequent (every 6-8 weeks) program monitoring and the MTSS process. The Intervention Teacher will oversee the academic intervention program at the site which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students. This action will address our Red Indicator for Students with Disabilities in the area of English Language Arts at the district level.	$114,848.00	Yes
1.3	Intervention teacher to provide interventions in reading/math to students performing one or more grade levels below at Cappy Culver.	One 1.0 FTE Intervention Teacher will work with administrators, and within the MTSS process, to identify students in need of intensive intervention in grades K-5 using data from iReady, classroom assessments, and other diagnostic tools. Services will be provided to small groups by the Intervention teacher and instructional aides. Services will be evaluated by frequent (every 6-8 weeks) program monitoring and the MTSS process. The Intervention Teacher will oversee the academic intervention program at the site which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students. This action will	$134,307.00	No

Action #	Title	Description	Total Funds	Contributing
		address our Red Indicator for Students with Disabilities in the area of English Language Arts at the district level.		
1.4	Intervention Paraeducators	Four part-time instructional assistants will provide support to students in need of academic intervention under the supervision of the two Intervention teachers. Academic Intervention will be provided to students one or more grade levels below.	$106,752.00	Yes
1.5	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	Three part-time instructional assistants will provide support to students in need of additional English Language Development (ELD) interventions under the supervision of the 1.0 FTE certificated teachers. Groups may be pull out or push in support depending on the needs of the students as determined by screening tools (iReady), newcomer status, and ELPAC results. Focus on all 4th-8th graders who have been in the United States less than two years, and specific English Language learners who have made little progress towards English proficiency and are at risk of becoming Long Term English Language Learners (LTELS)	$84,724.00	Yes
1.6	Class-size reduction	According to educational partner engagement, the district has determined the ability to reduce class sizes in grades K-8 for 2024-25 as a strategy to give students more inclusive academic, behavioral, and social-emotional support. This reduction will allow for a more equitable student-to-teacher ratio, especially beneficial to our low-income, foster youth, and English learner students. This will also allow more adult interaction with students during the school day.	$664,040.00	Yes
1.7	Summer School	A four-week Summer Bridge program will be offered to students to address learning loss in ELA and math using evidence based programs to support students. Teachers will participate in 30 hours of training prior to the start of the summer instruction.	$76,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Supplemental Programs to support Students	The district provides supplemental programs such as ST Math and Renaissance with the expectation that a maximum number of minutes will not be exceeded to reduce the use of screentime. Supplemental programs are intended to be utilized in the classroom during small group rotations so teachers may work with a small group on skill building or concept mastery, while other students receive supplemental support from programs.	$50,000.00	Yes
1.9	iReady Progress Monitoring and My Path Instruction	Students will be screened using the iReady Diagnostic three or four times per year in both English and Math using the computer based program. Additionally, students will complete iReady "My Path" to work on mastery of skills in Reading and Math. General Education, Special Education, and Intervention Teachers will use students "My Path" and diagnostic data to differentiate instruction and implement lessons that best meets the needs of all students.	$40,000.00	Yes
1.10	English 3D and Supplemental ELD support materials	Purchase ELD supplemental curriculum in order to best meet the needs of our English Language Learners as our core ELA programs in these grades do not address the ELD standards in depth. .	$15,000.00	Yes
1.11	English Language Development Professional Development	Provide teachers in grades 3-8 three release days each for Professional Development in working with English Language learners focusing on strategies for Long-Term English Language Learners (LTELs) and students at risk of becoming LTELs.	$31,000.00	Yes
1.12	IT support	IT Team from the County Office of Education will support our schools to ensure that all unduplicated students have access to the programs and technology needed.	$65,000.00	Yes
1.13	ELD Newcomers Materials	Purchase supplemental materials to support our Newcomers in grades 2-8.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Materials for Dual Immersion	Purchase supplemental materials for our brand new Immersion classes to complement our core materials.	$12,000.00	Yes
1.15	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.	In order to best serve our unduplicated student population we plan to partner with the Cal Poly School of Education for the next five school years to provide support for both pre-service teachers as well as current teacher leaders looking to increase their expertise in several areas (ECE, Literacy, Multi-lingual Support, and Integration of Technology). This new partnership will provide a better understanding, for all involved, of the realities of post-pandemic classrooms and, in turn, better prepare prospective teachers and school leaders to address issues of PK-12 student access, achievement, equity, and wellbeing within schools.In addition, we will partner with Cal Poly to provide teacher candidates and preservice school leaders the classrooms and school sites in which to experience a rigorous and innovative clinical experience that includes preparation in evidence-based practices (EBPs) for behavioral and academic interventions and culturally responsive teaching (CRT) and inclusive educational settings to teach emergent bilinguals and students with disabilities. We will host a cohort of preservice teachers and teacher leader placements supporting student learning in our district and partnering to build professionaldevelopment opportunities for all teachers in our district through the planned micro-credentialing opportunity. The district has committed to provide in-kind funding for the program.	$139,948.00	Yes
1.16	Middle School Intervention	Provide a period of targeted intervention to Middle School students who are one or more grade levels below standard academically.	$134,023.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Engagement: Ensure that our school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SMJUSD developed this goal because we want to ensure that our students have a safe and caring environment in which to thrive. Our survey data, chronic absenteeism rates, and suspension data indicate that students are struggling with school connectedness. We have included actions which focus on providing access to a broad and engaging offering of courses, after-school sports and activities, PBIS Teams, Counselors, and Behavior Support Specialists to ensure that students have a well-rounded educational experience. Our metrics which include survey data, attendance rates, chronic absenteeism, and suspension rates will be indicators of this goal's success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates (P2 CALPADS)	95.99%			Maintain over 95%	
2.2	Chronic Absenteeism Rates (CA Dashboard)	All students: 25% chronically absent Hispanic 20.8% chronically absent English Learners 12.2% chronically absent			Decrease overall to 10% and Decrease gap between each sub-group and overall to no more than 5% points. .	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-term English Language Learners TBD Homeless 9.7% chronically absent Socioeconomically Disadvantaged 24.6% chronically absent Students with Disabilities 37.5% chronically absent White 34.1% chronically absent Source: CA Dashboard 2023				
2.3	Middle School Dropout Rate	0%			Maintain 0%.	
2.4	Pupil Suspension Rates (CA Dashboard)	Overall 3.8% Hispanic 5% English Learners 5% Long-term English Language Learners			Decrease suspension rates overall and for all sub-groups to 1% or less. Eliminate gaps between overall % and all sub-group percents.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		TBD Homeless 8% Socioeconomically Disadvantaged 4.6 % Students with Disabilities 3.7% White 1.9% Source: CA State Dashboard 2023				
2.5	Pupil Expulsion Rates (DataQuest)	0%			Maintain 0%	
2.6	PBIS Tiered Fidelity Inventory Cappy Culver	Tier One 100% Tier Two 92% Tier Three TBD			Reach 70% or above on each tier.	
2.7	PBIS Tiered Fidelity Inventory Lillian Larsen	Tier One 90% Tier Two TBD Tier Three TBD			Reach 70% or above on each tier.	
2.8	Percent of 8th graders meeting criteria for promotion	86%			Acheive 95% promotion rates.	
2.9	Family Engagement (CA Dashboard Local Indicator 3, LCAP Survey, parent involvement question)	Percentage of Parents participating in at least one school event or committee: 70% Overall			Increase to 80% overall and by sub-groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% Socio-economically Disadvantaged 57% Parents of English Language Learners 52% Parents of Student With Disabilities				
2.10	Other Pupil Outcomes Percent of 5th and 7th graders passing the six Healthy Fitness Zone Targets	5th graders meeting 6 of 6 Healthy Fitness Zone targets 31% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 31%			Increase to 50% at each grade level.	
2.11	Extent to which ALL pupils have Access to Broad Course of Study (CA Dashboard, Local Indicator 7, Aeries)	Standard Met All students have access to a Broad Course of Study.			Continue to meet this standard with All Students having access to a Broad Course of Study.	
2.12	School Safety: Students who feel safe at school (LCAP Survey Data)	77%			Increase to 94%	
2.13	School Safety: Parents who feel the schools foster a sense of safety: (LCAP Survey Data)	94%			Maintain at 94%	
2.14	School Safety: Staff who feel the schools foster a sense of safety: (LCAP Survey Data)	87%			Increase to 94%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	California Healthy Kids Survey (NOTE: Given every other year)	2023/2024 Survey Feels School Connectedness 6th grade 47% 7th grade 36% 8th grade 43% Feels Safe at School 6th grade 41% 7th grade 42% 8th grade 39% Has a caring adult at school 6th grade 58% 7th grade 37% 8th grade 52%			Increase each area in each grade level by 10% on the 25/26 survey.	
2.16	School Connectedness: Middle School Students who report enjoying school	Enjoys School 59.1%			Increase to 80%	
2.17	School Connectedness: Elementary School Students who report enjoying school	Enjoys School 68.3%			Increase to 90%.	

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	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	This action will provide electives on a rotating basis for Lillian Larsen Middle School students.	$37,216.00	Yes
2.2	Provide a period of English Language Development to support Long Term English Language Learners	The master schedule at Lillian Larsen will be redesigned to offer designated English Language Development in a separate period with students broken up into their classes by ELPAC level allowing one teacher to focus on the unique and varied needs of Long-term English language learners. This teacher will be supported throughout the year with Professional Development geared towards supporting LTELs.	$17,837.00	Yes
2.3	Elective wheel and Team Teaching for Content Areas	The district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to a variety of both curricular and extra-	$100,633.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curricular classes was important to increase student success and enjoyment at school. This action will provide electives and team teaching to middle school students at Cappy Culver, This action will also provide focused instruction in the core subject areas and give students at Cappy Culver a sense of attending a "true" middle school.		
2.4	Professional Development for Long Term English Language Learners and At Risk Long Term English Language Learners	Teachers will receive PD specific to the needs of LTELS. We will provide three release days per teacher over the course of the year to focus on high leverage strategies for ELL students. This is year four of our partnership with Kern County Office of Education.	$20,000.00	Yes
2.5	After-school Enrichment	The district will offer a variety of after-school enrichment classes for students including woodworking, cooking, musical theater, dance, and others.	$58,075.00	Yes
2.6	After-school Interscholastic Sports	After-school Interscholastic sports will be available to all middle school students.	$32,980.00	Yes
2.7	Field Trips	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and	$12,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		enjoyment at school.We will provide two field trips per grade level at each site.		
2.8	P.E. Teacher	Provide a PE teacher to support students at Lillian Larsen TK-8. During their twice a week PE time, General Education teachers will have an opportunity to collaborate in PLCs and work with our support staff to plan for instruction, analyze data, and learn new strategies to work with our English Learners, Socio-economically Disadvantaged, and Foster Youth.	$88,752.00	Yes
2.9	Music Teacher	The district will use Prop 28 funds to provide music instruction by a credentialed music teacher in grades 3-8.	$106,130.00	No
2.10	PBIS Tier One and Two Teams	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators, we have determined that we need to continue our Professional Development and work in PBIS. The Tier One team consists of teachers, classified staff, administration, and parents. These teams will meet bi-weekly. The Tier Two team will consist of administrators and specialists. (i.e. School psychologist, Education Specialist, Intervention teachers, Behavior support providers) This action will provide funds for training for each group, release time for staff, and the cost of both classified and certificated substitutes.	$124,847.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	Attendance and PBIS incentives	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness is important to increase student success and enjoyment at school. This action will provide assemblies and other motivational awards to students in the areas of attendance and behavior as part of our PBIS program.	$12,000.00	Yes
2.12	Behavior Support Specialist	Provide one Behavior Support Specialist at Cappy Culver. Under the direction of the Director of Special Education the Behavior Support Specialist will provide specific feedback in order to improve support, strategies, and the program as a whole. This specialist will also work directly with students who require Applied Behavior Analysis, Discrete Trial Training, and/or Social Skills training.	$54,445.00	No
2.13	Provide two Behavior Support Specialists at Lillian Larsen.	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have made a change to this action. We are providing two Behavior Support Specialists who will work under the supervision of the Director of Special Education the Behavior Support Specialist will provide specific feedback in order to improve support, strategies, and the program as a whole. This specialist will also work	$93,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		directly with students who require Applied Behavior Analysis, Discrete Trial Training, and/or Social Skills training.		
2.14	Student Support Counselors	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to counseling is important to increase student success and enjoyment at school. Supplement the counseling services from the County Behavioral grant to provide both sites with counseling. Lillian Larsen will have three days a week for K-5 and two-three days a week for 6-8. Cappy Culver will have two days a week. Lillian Larsen also receives a three day a week counselor through the PEI grant.	$83,520.00	Yes
2.15	Mixteco Interpreting	The district will continue to work with the county office of education to contract for Mixteco interpreting for our families at family engagement events, meetings, and other activities.	$3,000.00	Yes
2.16	Expanded Learning and Community Schools Coordinator	We will hire a Expanded Learning and Community Schools Coordinator in order to increase parent and community involvement.	$121,997.00	Yes
2.17	After-school Tutoring and Homework support	Provide hourly pay for teachers and para-educators to support students who need additional help with homework and academics.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.18	Professional Development and SEL curriculum training through "Leader in Me"	Provide teachers and other staff with professional development centered around Social Emotional Learning and the Leader in Me Curriculum. Trainings and implementation will focus on the 7 Habits, creating leadership opportunities for students, and promoting positive culture and climate at Lillian Larsen.	$2,000.00	Yes
2.19	Lighthouse Leadership Team	Provide opportunities for student leadership and student/community engagement through student committees, events, and activities, both during school hours and afterschool. Students and adults will work together to create, plan, and execute activities on campus at Lillian Larsen.	$2,000.00	Yes

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
$$1,634,388	$

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
25.127%	6.579%	$424,061.84	31.706%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Intervention Teacher to provide reading/math intervention at Lillian Larsen for students performing one year behind grade level. **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall.	This action will provide targeted intervention in the areas of Reading and math to students who are between one and two years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady Reading and Math Scores

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
	All educational partners report that intervention teachers are necessary and important to be able to support our struggling learners. **Scope:** Schoolwide		
1.2	**Action:** Intervention Teacher at Lillian Larsen to provide reading/math interventions to students performing two or more below grade level. **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. All educational partners report that intervention teachers are necessary and important to be able to support our struggling learners. **Scope:** Schoolwide	This action will provide targeted intervention in the areas of Reading and math to students who are two or more years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady Reading and Math Scores
1.4	**Action:** Intervention Paraeducators **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners	This action will provided targeted intervention in the areas of Reading and math to students who are between one and two years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support	CAASPP ELA and Math Scores iReady Reading and Math Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Socio-economically disadvantaged students continue to perform at lower levels than students overall. All educational partners report that intervention paraeducators are necessary and important to be able to support our struggling learners. **Scope:** Schoolwide	can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	
1.6	**Action:** Class-size reduction **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. According to educational partner engagement, the district has determined the ability to reduce class sizes in grades K-8 for 2024-25 as a strategy to give students more inclusive academic, behavioral, and social-emotional support. This reduction will allow for a more equitable student-to-teacher ratio, which is especially beneficial to our low-income, foster youth, and English learner students. This will also allow more adult interaction with students during the school day.	The district believes this strategy of class size reduction is a way to increase and improve services for students who experienced some educational challenges due to the COVID-19 pandemic that impacted students over two school years. While class size has a demonstrable cost, it may prove to raise achievement levels and improve student outcomes in regard to broader life outcomes as well (e.g. student connectedness, building independence, and resilience). As our primary intention in lowering class size is the academic outcomes on both state and local measures, we expect to see growth on the ELA and Math CAASPP scores of an average of 5% per year overall as well as with our English learner, foster, and low-income students. We expect to see growth on our iReady scores of at least 5% per year for our English learner, foster, and low-income students. Additionally, related to a metric in goal two, we expect our suspension rates to drop from the baseline of 3.8% for all students to 1% or less for all students as well as English learners and low-	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	income students.This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	
1.7	**Action:** Summer School **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. According to educational partner engagement, summer school has been identified as an important strategy to combat learning loss. **Scope:** LEA-wide	Summer Learning Loss is determined to exist more commonly with socioeconomically disadvantaged youth. Providing high-dosage summer tutoring over a four week period, for five days a week, and four hours a day, engages students in learning not otherwise provided during summer months. The district believes that training for supplemental programs provided to summer school teachers and paraeducators will positively impact student achievement and skill-building year-round. This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady ELPI
1.8	**Action:** Supplemental Programs to support Students **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall.	This action will provided targeted practice for students in the areas of Reading and math to students. This supplemental programs will allow time for efficient Tier 2 instruction to occur in our classrooms ensuring that our teachers can meet with small groups of our unduplicated students while all students can work on skill practice at their individual level in an independent way. This action will be implemented LEA-wide to maximize	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner input on surveys and at meetings has indicated a need for online programs to support students in ELA and Math. **Scope:** LEA-wide	efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	
1.9	**Action:** iReady Progress Monitoring and My Path Instruction **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. Teachers, staff, and students have indicated on survey data that the iReady My Path is the most effective program for helping students practice standards based skills aligned to their individual needs. Teachers report that the use of these programs also allows them to differentiate instruction and provide Tier two interventions within their classrooms while students are engaged on the programs. **Scope:** LEA-wide	This action will provided targeted practice for students in the areas of Reading and math to students. This supplemental programs will allow time for efficient Tier 2 instruction to occur in our classrooms ensuring that our teachers can meet with small groups of our unduplicated students while all students can work on skill practice at their individual level in an independent way. This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

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
1.12	**Action:** IT support **Need:** SMJUSD has an unduplicated population of 79%. Many of our foster youth, low-income, and English learner students do not have access to the internet at home. Very few have access to a home computer. Survey data has shown that our EL students and students from socio-economically disadvantaged homes need increased support for technology. Our tech team will support students, their families, and their teachers to better access the technology needed to be successful in a digital world. Since the inception of this action, educational partner feedback has improved in the area of providing technology to students. SMJUSD expects feedback to continue to show satisfaction with technology. **Scope:** LEA-wide	In order to support families with technology, the district will contract with the county office of education to leverage a team of experts to assist us in our tech purchases during modernization with Measure I funds, our erate purchases, and continued support of our online programs which are designed to increase or improve services for our English Language Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. Additionally, SMJUSD has an increased need for IT services to assist with device maintenance, Professional Development for teachers, and direct sup	CAASPP ELA and Math Scores ELPAC scores iReady Reading and Math scores
1.14	**Action:** Materials for Dual Immersion **Need:** Although English Learners are making adequate progress according the the California Dashboard and the ELPI indicator, they still lag behind their fluent English peers.	By providing instruction and curriculum in our English Language Learners' native language the district expects to see gradual improvement on the CAASPP ELA and Math scores, the iReady diagnostics, and the ELPI on the CA Dashboard. This action will be implemented with all students in the targeted grade levels to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

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
	Surveys and meetings indicate that educational partners support the inception of a Dual Immersion program. **Scope:** Schoolwide	action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
1.15	**Action:** Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology. **Need:** Our unduplicated students continue to underperform on state and local metrics when compared with all students. Teachers indicate a desire to increase their knowledge and expertise in the areas of ECE, Literacy, Multi-lingual Support, and Integration of Technology to better serve our students. **Scope:** LEA-wide	A large majority of students who attend schools in our district are eligible for Free and Reduced lunch, have limited English or low literacy levels, and are at risk for academic failure. In order to best serve this student population, our district needs to be able to recruit and train highly qualified, diverse, and academically strong teachers and teacher leaders who are well-versed in inclusive education practices. We struggle to find the expert qualified PK, K-8, and special education instructors needed to support PK-8 student learning for students with disabilities, emergent bilingual students, and English language learners. This action will be implemented with all students to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	CAASPP ELA CAASPP Math iReady Reading iReady Math ELPI Reclassification rate
1.16	**Action:** Middle School Intervention	This action will provided targeted intervention in the areas of Reading and math to students who	CAASPP ELA and Math iReady Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. Educational partners have reported that middle school students continue to struggle with learning loss. Teachers report that unduplicated students continue to need high levels of support to achieve grade level students. Teachers in Middle School report that having a dedicated period for interventions will allow the differentiation needed to help support students. **Scope:** Schoolwide	are between one and two years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	CAST ELPI
2.1	**Action:** Provide electives at Lillian Larsen Middle School in a departmentalized setting. **Need:** Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic	This action will increase student connectedness at school by providing electives for students which is shown to have a positive effect on students' level of enjoyment while at school. This action will be implemented with all students in the targeted grades to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to	CHKS Survey-Connectedness LCAP Survey-Enjoyment of school Chronic Absenteeism Suspension rates

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
	Homeless As a result of these indicators we have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and enjoyment at school. Educational partner feedback indicates that students are not enjoying school especially at the middle school level. Only 59% of middle schoolers report enjoying school. **Scope:** Schoolwide	also benefit as needed. while allowing other students to also benefit as needed.	
2.3	**Action:** Elective wheel and Team Teaching for Content Areas **Need:** Socio-economically disadvantaged students at Cappy Culver perform at low levels than all students on the CAASPP ELA and Math. (see Goal One Metics). These students also struggle with high Chronic Absenteeism rates of close to 25%. Survey data indicates that students are not enjoying school at high levels. Parents, staff, and students from Cappy Culver expressed the need for more options for middle school students there. The indicated that many students ask to leave school for other districts to access electives and a	This action will allow our unduplicated students to have access to electives such as music and art which are not available to many of these families due to the distance, cost, and lack of availability in the community. Teachers will focus on fewer curricular areas allowing them to hone in on instructional strategies that are proven effective in their subject areas. Students will experience the feel of a "true" middle school while continuing in a self-contained setting. This action will be implemented with all students in the targeted grades to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to Low-Income students while allowing other students to	CAASPP ELA CAASPP Math CAST Chronic Absenteeism Attendance Rates LCAP Survey Data Suspension Rates

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
	departmentalized setting. Middle school students report low levels of enjoyment at school at only 59%. Comments on this survey ask for more access to electives. **Scope:** Schoolwide	also benefit as needed. while allowing other students to also benefit as needed.	
2.5	**Action:** After-school Enrichment **Need:** While our dashboard indicates high levels of Chronic Absenteeism and Suspension for all students, students who are socioeconomically disadvantaged students are one of the highest groups for chronic absenteeism and they are being suspended at a rate of almost 1% higher than students overall. We also want to focus on students with disabilities for this action as they are the sub-group with the highest rate of chronic absenteeism. Survey data indicates that students, teachers, and parents value enrichment classes. When students have additional access to extracurricular activities they are more likely to attend school and enjoy it. **Scope:** LEA-wide	We have determined that school connectedness and access to various curricular and extra-curricular classes is important to increase student success and enjoyment at school. This action will provide a variety of after-school enrichment classes to provide students with extended opportunities to engage at school. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** After-school Interscholastic Sports **Need:** While our dashboard indicates high levels of Chronic Absenteeism and Suspension for all students, students who are Socio-economically disadvantaged students are one of the highest groups for chronic absenteeism and they are being suspended at a rate of almost 1% higher than students overall. We also want to focus on students with disabilities for this action as they are the sub-group with the highest rate of chronic absenteeism. Survey data indicates that students, teachers, and parents value access to extracurricular sports. When students have additional access to extracurricular activities they are more likely to attend school and enjoy it. **Scope:** LEA-wide	We have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and enjoyment at school. This action will provide after-school sports for middle school students. (volleyball, flag football, basketball, soccer, cross-country, and track). This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data
2.7	**Action:** Field Trips **Need:** While our dashboard indicates high levels of Chronic Absenteeism and Suspension for all students, students who are socioeconomically disadvantaged students are one of the highest groups for chronic absenteeism and they are being suspended at a rate of almost 1% higher than students overall. We also want to focus	Many of our unduplicated students do not experience hands-on learning or time out of their local community. By providing field trips tied to the curriculum, our unduplicated students will gain a broader knowledge of their world. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data

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
	on students with disabilities for this action as they are the sub-group with the highest rate of chronic absenteeism. Survey data indicates parents, teachers, and students feel field trips are an important extension for learning and enjoyed by students. When students have additional access to authentic experiences tied to their learning, they are more likely to attend school and enjoy it. **Scope:** LEA-wide	can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.8	**Action:** P.E. Teacher **Need:** Our unduplicated students at Lillian Larsen are not performing on statewide assessments at the same levels as all students. We feel this goal has been effective in the areas of growth we have seen especially in the area of English Language Learner Progress (ELPI) on the dashboard as it gives teachers additional time to plan effective ELD instruction based on ongoing PD in this area. Parents, teachers, and students all have indicated that having a dedicated PE teacher is important for the school as it provides a high level of instruction and fosters enjoyment of being active.	This action provides a dual purpose. Lillian Larsen consistently has a very high unduplicated percentage. This action has been effective in both allowing teachers release time to plan engaging instruction, and implementing lesson plans around the PD we have been focusing on. Having a PE teacher in our departmentalized Middle School allows for these teachers to have a daily prep period. K-5 teachers receive an additional 50 minutes of prep per week while students are in PE. This also provides our unduplicated students with high-quality Physical Education taught by a fully credentialed PE teacher. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data ELPI CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.10	**Action:** PBIS Tier One and Two Teams **Need:** Suspension rates are red areas on the CA Dashboard. Socio-economically Disadvantaged and English Learners are both in red on the Dashboard. Educational partners have indicated on surveys and in meeting the importance of tiered systems of supports in academics, social-emotional learning, and behavioral support. Our PBIS teams are eager to continue their work into a third year. **Scope:** LEA-wide	Our PBIS teams will work to put systems and supports into place for our students which will result in a decrease in suspension rates and increase in attendance. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	PBIS TFI Rates Suspension Rates Discipline Referrals Chronic Absenteeism Attendance Rates
2.11	**Action:** Attendance and PBIS incentives **Need:** Suspension rates are red areas on the CA Dashboard.Socio-economically Disadvantaged and English Learners are both in red on the Dashboard. Survey data shows that educational partners value rewards for attendance and positive	Our PBIS teams will work to put systems and supports into place for our students which will result in a decrease in suspension rates and increase in attendance. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster	PBIS TFI Rates Suspension Rates Discipline Referrals Chronic Absenteeism Attendance Rates

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
	behavior. Teachers would like to shift the focus away from tangible rewards to more experience based rewards. Parents indicate that award assemblies are important to them. **Scope:** LEA-wide	Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.13	**Action:** Provide two Behavior Support Specialists at Lillian Larsen. **Need:** Suspension rates are red areas on the CA Dashboard. Socio-economically Disadvantaged and English Learners are both in red on the Dashboard. This is at the school level which is causing the district to also have red indicators due to the size of the school related to the LEA. Teachers have reported in meetings and on surveys that they value the support of our Behavior Support Specialists. **Scope:** Schoolwide	The Behavior Support Specialists will work under the district's Board Certified Behavior Analyst (BCBA) to improve student behavior and work on alternatives to suspension. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	PBIS TFI Rates Suspension Rates Office Discipline Referrals
2.14	**Action:** Student Support Counselors **Need:**	Students will be able to access the school counselor either individually or in small groups to address their social-emotional needs. This is important as our county continues to struggle with a shortage of mental health providers for children.	PBIS TFI Rates Suspension Rates Chronic Absenteeism Attendance Rates Office Discipline Referrals.

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
	Survey Data, Chronic absenteeism rates, Suspension rates, and Office Discipline referrals continue to indicate a high need for unduplicated students and students with disabilities to receive support from a counselor due to social-emotional needs. Our counselors each see a full caseload of students. Parents, students, teachers, and classified staff have all reported that access to school-based counseling must continue to be a priority. **Scope:** LEA-wide	Our rural locations make that an even bigger challenge, especially for our socio-economically disadvantaged students. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.16	**Action:** Expanded Learning and Community Schools Coordinator **Need:** High numbers of unduplicated students at Lillian Larsen need access to supports both in and out of school. This is identified on all metrics including those from the CA Dashboard and survey data. Parents, teachers, and staff all have reported in meetings as well as on surveys the need to support our large number of unduplicated families in the areas of parent education, extracurricular activities, homework support, medical support (especially counseling), as well as support for basic needs such as access to food and affordable rent.	The ELOP Community Schools Coordinator will work to develop a needs assessment to further determine the needs of our students and their families and create a plan to integrate services at school in order to accomplish the strategies of a California Community School. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Chronic Absenteeism Attendance Rates Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.17	**Action:** After-school Tutoring and Homework support **Need:** Survey data indicates many of our unduplicated students would benefit from after-school support in homework. CAASPP and iReady data indicate a need for increased supports for unduplicated students. **Scope:** LEA-wide	Many of our unduplicated students do not have support at home to complete homework. This will give them added time during an extended school day to receive support from a teacher or paraeducator. his action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math iReady Reading and Math LCAP Survey Data
2.18	**Action:** Professional Development and SEL curriculum training through "Leader in Me" **Need:** Suspension data and Survey Data indicate a need for a change around Social Emotional and Behavioral programs at Lillian Larsen due to the Red Indicator for All Students as well as unduplicated sub-groups on the CA Dashboard. Teachers and administrators report needing additional professional development on how to engage our students to help them enjoy school more in a positive learning environment	Teachers will receive Professional Development to help improve student engagement and student character. This action will result in reductions in Office Discipline referrals and Suspension rates. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	Suspension Rates Office Disicpline Referrals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.19	**Action:** Lighthouse Leadership Team **Need:** Suspension data and Survey Data indicate a need for a change around Social Emotional and Behavioral programs at Lillian Larsen due to the Red Indicator for All Students as well as unduplicated sub-groups on the CA Dashboard. Teachers and administrators report needing additional professional development on how to engage our students to help them enjoy school more in a positive learning environment **Scope:** Schoolwide	This action will provide opportunities for student leadership and student/community engagement through student committees, events, and activities, both during school hours and after school. Students and adults will work together to create, plan, and execute activities on campus at Lillian Larsen. This action will lower suspension rates and improve Chronic Absenteeism We will see increased participation in extra-curricular activities campus-wide. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	Chronic Absenteeism Suspension Data Office Disicipline Referrals Survey Data

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment. **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners are performing at lower levels than all students. Our enrollment data indicates a continued need to support newcomers as they make up about 10% of our English Language learners. Survey data indicates the need for additional support for students in grades 2-8 in their first 2-4 years in the Unitied States. **Scope:** Limited to Unduplicated Student Group(s)	CAASPP Scores as well as iReady scores indicate that our English Language Learners students continue to perform at lower levels than students overall. Teachers and students report that having Bilingual Paraeducators both in the general education classrooms as well as in our learning centers is an area of priority to support our significant population of Newcomers and ELPAC level 1 ELL students.	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI
1.10	**Action:** English 3D and Supplemental ELD support materials **Need:** According to our ELPI and survey data, our newcomers often need additional support outside of the general education classroom and Designated ELD taught by their teachers.	Students work in small groups with our Intervention teachers and Bilingual Paraeducators to receive additional time learning the basics of English. For these groups, our intervention staff use specialized materials targeted to this demographic. This small group instruction along with specific materials provided in this action is designed to assist students in their first two years in the U.S. with their Basic Interpersonal Communication needs.	ELPI iReady Reading Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Teachers and staff feel the current ELD materials do not adequetly meet the needs of our newcomers. **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** English Language Development Professional Development **Need:** While ELL are making good progress, a significant amount of ELs are still not reclassifying as being proficient by 5th grade resulting in 27% of our ELLs being classified as LTELs in the 23/24 school year at Lillian Larsen. This is due primarily to scores on the Written portion of the ELPAC exam. Teachers report that the first three years of Professional Development have been crucial in implementing strategies for our EL students and would like to continue with further PD. **Scope:** Limited to Unduplicated Student Group(s)	The professional development will be focused on interventions and strategies designed to help ELLs improve in reading and writing. Teachers will continue to improve their knowledge of the ELD standards and work to improve the rigor of the instruction to ensure that ELL students make progress in these areas. This is the fourth year of our partnership with Kern County and although we continue to make excellent progress in this area according to the CA Dashboard EL indicator, we still have work to do.	ELPI Reclassification Rate Number of LTELs
1.13	**Action:** ELD Newcomers Materials **Need:** According to our ELPI and survey data, our newcomers often need additional support	Students work in small groups with our Intervention teachers and Bilingual Paraeducators to receive additional time learning the basics of English. For these groups, our intervention staff use specialized materials targeted to this demographic. This small group instruction along	ELPI iReady Reading Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	outside of the general education classroom and Designated ELD taught by their teachers. Teachers and staff feel the current ELD materials do not adequtely meet the needs of our newcomers. **Scope:** Limited to Unduplicated Student Group(s)	with specific materials provided in this action is designed to assist students in their first two years in the U.S. with their Basic Interpersonal Communication needs.	
2.2	**Action:** Provide a period of English Language Development to support Long Term English Language Learners **Need:** While our ELL progress on the CA Dashboard is in the green area, we continue to have a high percentage of students not reclassifiying by 5th grade. These students are considered Long-term English Language Learners and are at a greater risk for not succeeding in High School. Teachers at Lillian Larsen indicated that two periods of ELA were not needed and that they would prefer to utilize ELD strategies from Professional Development in a leveled ELD class period. Parents at DELAC meetings reported concerns that some of their children were still not reclassified in middle school and even moving on to high school.	To date we have used a two period ELA block and ELD has been taught within this block. Students in the classes ranges from ELPAC level 1 to 4. In order to hone in on what our LTELs need, which is more focused instruction in the Reading and Writing ELD standards, students will be grouped by level during the ELD classes.	CAASPP ELA ELPI Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.4	**Action:** Professional Development for Long Term English Language Learners and At Risk Long Term English Language Learners **Need:** While our ELL progress on the CA Dashboard is in the green area, we continue to have a high percentage of students not reclassifiying by 5th grade. These students are considered Long-term English Language Learners and are at a greater risk for not succeeding in High School. Parents at DELAC reported concerns for their children who were still not reclassified in middle school and even moving on to high school. Teachers reported that they felt a need for continued support for English Language learners. **Scope:** Limited to Unduplicated Student Group(s)	This action will continue to help us reach high levels of EL progress and decrease our number of LTELs by providing teachers with PD on strategies proven to be effective for English Language Learners.	CAASPP ELA ELPI Reclassification Rate
2.15	**Action:** Mixteco Interpreting **Need:** Almost 20% of our English Language Learners have a reporting language of Mixteco. Many of their parents speak no English and limited Spanish. We need to be able to communicate	This action will increase parent participation at school-wide events, meetings, parent conferences, IEPs, and other functions resultng in a greater feeling of connectedness among our families.	Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	with them in order to have meaningful engagement with this important sub-group. Our monolingual Mixteco-speaking people have indicated at DELAC and other meetings their appreciation of having a Mixteco interpreter. They report feeling more welcome at meetings and more able to fully participate. Teachers and support staff have indicated that having the interpreter at IEP meetings and conferences has increased parent engagement. **Scope:** Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

The district has an action to reduce class sizes at both sites, one of which has a high concentration of foster youth, English learners, and low-income students. At that site we have provided additonal para-educators to help in grade levels with higher class sizes (kinder and 1st) as well as maintaining a class-size average of 21 students which is lower than the district average.

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	72.3	35.2
Staff-to-student ratio of certificated staff providing direct services to students	19.7	16.6

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	$6,504,506	$1,634,388	25.127%	6.579%	31.706%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,058,469.84	$539,110.16	$0.00	$187,141.00	$2,784,721.00	$2,395,789.00	$388,932.00

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	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students performing one year behind grade level.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$136,322.00	$0.00	$136,322.00				$136,322.00	
1	1.2	Intervention Teacher at Lillian Larsen to provide reading/math interventions to students performing two or more below grade level.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$114,848.00	$0.00	$54,591.84	$60,256.16			$114,848.00	
1	1.3	Intervention teacher to provide interventions in reading/math to students performing one or more grade levels below at Cappy Culver.	All Students with Disabilities	No			Specific Schools: Cappy Culver		$134,307.00	$0.00		$94,143.00		$40,164.00	$134,307.00	
1	1.4	Intervention Paraeducators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$106,752.00	$0.00	$21,822.00			$84,930.00	$106,752.00	
1	1.5	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$84,724.00	$0.00	$22,677.00			$62,047.00	$84,724.00	
1	1.6	Class-size reduction		Yes	LEA-wide			Three years	$664,040.00	$0.00	$664,040.00				$664,040.00	
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	June 17, 2024-July 12,2024	$64,504.00	$12,000.00	$20,000.00	$56,504.00			$76,504.00	

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	1.8	Supplemental Programs to support Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.9	iReady Progress Monitoring and My Path Instruction		Yes	LEA-wide				$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.10	English 3D and Supplemental ELD support materials		Yes	Limited to Unduplicated Student Group(s)				$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.11	English Language Development Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 3rd-8th		$8,000.00	$23,000.00	$31,000.00				$31,000.00	
1	1.12	IT support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.13	ELD Newcomers Materials		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Lillian Larsen 2-8		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.14	Materials for Dual Immersion	English Learners	Yes	School wide	English Learners	Specific Schools: Lillian Larsen TK-Kinder		$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.15	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$139,948.00	$0.00	$139,948.00				$139,948.00	
1	1.16	Middle School Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8		$134,023.00	$0.00	$134,023.00				$134,023.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8		$37,216.00	$0.00	$37,216.00				$37,216.00	
2	2.2	Provide a period of English Language Development to support Long Term English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 6-8		$17,837.00	$0.00	$17,837.00				$17,837.00	
2	2.3	Elective wheel and Team Teaching for Content Areas	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Cappy Culver 6-8		$100,633.00	$0.00	$100,633.00				$100,633.00	
2	2.4	Professional Development for Long Term English Language Learners and At Risk Long Term English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 3-8		$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.5	After-school Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$58,075.00	$0.00	$12,000.00	$46,075.00			$58,075.00	
2	2.6	After-school Interscholastic Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,980.00	$2,000.00	$17,000.00	$15,980.00			$32,980.00	
2	2.7	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$12,500.00	$12,500.00				$12,500.00	
2	2.8	P.E. Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$88,752.00	$0.00	$88,752.00				$88,752.00	
2	2.9	Music Teacher	All	No			All Schools 3-8		$85,114.00	$21,016.00		$106,130.00			$106,130.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	PBIS Tier One and Two Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$124,847.00	$0.00	$124,847.00				$124,847.00	
2	2.11	Attendance and PBIS incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.12	Behavior Support Specialist	Students with Disabilities	No					$54,445.00	$0.00		$54,445.00			$54,445.00	
2	2.13	Provide two Behavior Support Specialists at Lillian Larsen.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$93,321.00	$0.00	$93,321.00				$93,321.00	
2	2.14	Student Support Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$83,520.00	$83,520.00				$83,520.00	
2	2.15	Mixteco Interpreting	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.16	Expanded Learning and Community Schools Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$107,101.00	$14,896.00	$21,420.00	$100,577.00			$121,997.00	
2	2.17	After-school Tutoring and Homework support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$6,000.00	$0.00	$1,000.00	$5,000.00			$6,000.00	
2	2.18	Professional Development and SEL curriculum training through "Leader in Me"	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.19	Lighthouse Leadership Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$2,000.00	$0.00	$2,000.00				$2,000.00	

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
$6,504,506	$1,634,388	25.127%	6.579%	31.706%	$2,058,469.84	0.000%	31.647 %	**Total:**	$2,058,469.84
								LEA-wide Total:	$1,241,855.00
								Limited Total:	$112,514.00
								Schoolwide Total:	$704,100.84

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students performing one year behind grade level.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$136,322.00	
1	1.2	Intervention Teacher at Lillian Larsen to provide reading/math interventions to students performing two or more below grade level.	Yes	Schoolwide	English Learners Foster Youth Low Income		$54,591.84	
1	1.4	Intervention Paraeducators	Yes	Schoolwide	English Learners Foster Youth Low Income		$21,822.00	
1	1.5	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	Yes	Limited to Unduplicated Student Group(s)	English Learners		$22,677.00	

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	1.6	Class-size reduction	Yes	LEA-wide			$664,040.00	
1	1.7	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.8	Supplemental Programs to support Students	Yes	LEA-wide	English Learners Low Income		$50,000.00	
1	1.9	iReady Progress Monitoring and My Path Instruction	Yes	LEA-wide			$40,000.00	
1	1.10	English 3D and Supplemental ELD support materials	Yes	Limited to Unduplicated Student Group(s)			$15,000.00	
1	1.11	English Language Development Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 3rd-8th	$31,000.00	
1	1.12	IT support	Yes	LEA-wide	English Learners Foster Youth Low Income		$65,000.00	
1	1.13	ELD Newcomers Materials	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Lillian Larsen 2-8	$3,000.00	
1	1.14	Materials for Dual Immersion	Yes	Schoolwide	English Learners	Specific Schools: Lillian Larsen TK-Kinder	$12,000.00	
1	1.15	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.	Yes	LEA-wide	English Learners Foster Youth Low Income		$139,948.00	
1	1.16	Middle School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8	$134,023.00	
2	2.1	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8	$37,216.00	
2	2.2	Provide a period of English Language Development to support Long Term English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 6-8	$17,837.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Elective wheel and Team Teaching for Content Areas	Yes	Schoolwide	Low Income	All Schools Specific Schools: Cappy Culver 6-8	$100,633.00	
2	2.4	Professional Development for Long Term English Language Learners and At Risk Long Term English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 3-8	$20,000.00	
2	2.5	After-school Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.6	After-school Interscholastic Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
2	2.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		$12,500.00	
2	2.8	P.E. Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$88,752.00	
2	2.10	PBIS Tier One and Two Teams	Yes	LEA-wide	English Learners Foster Youth Low Income		$124,847.00	
2	2.11	Attendance and PBIS incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	2.13	Provide two Behavior Support Specialists at Lillian Larsen.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$93,321.00	
2	2.14	Student Support Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		$83,520.00	
2	2.15	Mixteco Interpreting	Yes	Limited to Unduplicated Student Group(s)	English Learners		$3,000.00	
2	2.16	Expanded Learning and Community Schools Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$21,420.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.17	After-school Tutoring and Homework support	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
2	2.18	Professional Development and SEL curriculum training through "Leader in Me"	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$2,000.00	
2	2.19	Lighthouse Leadership Team	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$2,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,575,902.00	$2,090,617.20

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	Interventions Teachers at Lillian Larsen	Yes	$301,130.00	$276,825.39
1	1.2	Intervention Teacher at Cappy Culver	Yes	$124,461.00	$129,136
1	1.3	English Language Development Specialist	Yes	$95,345.00	$98,856
1	1.4	Intervention Paraeducators	Yes	$74,035.00	$40,525.75
1	1.5	Bilingual Paraeducator	Yes	$83,582.00	$108,099.75
1	1.6	Class size reduction	Yes	$837,386.00	$776,590.73
1	1.7	Summer Services	Yes	$11,000.00	$6,054
1	1.8	Online programs for progress monitoring, and academic support programs	Yes	$26,941.00	$21,684.86
1	1.9	iReady	Yes	$35,000.00	$48,467.21
1	1.10	English 3D	Yes	$16,000.00	0
1	1.11	English Language Development Professional Development	Yes	$61,872.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	IT Support for teachers and students	Yes	$96,706.00	$83,503.00
1	1.13	ELD Materials for Newcomers	Yes	$8,377.00	0
1	1.14	AMENDED for 2023/24 Professional Development Team (was TOSA for Professional Development)	No	$100,000.00	0
1	1.15	Special Education Program Coordinator DISCONTINUED FOR 2023/24		0	0
1	1.16	Secured Sub for Professional Development	Yes	$68,971.00	0
1	1.17	Kinder Camp	Yes	$5,550.00	$2,623.83
2	2.1	Provide electives for Lillian Larsen Middle School	Yes	$78,305.00	$87,296.42
2	2.2	Elective wheel and Team Teaching for Content Area	No	0	0
2	2.3	After-school Enrichment	Yes	$60,998.00	$43,35.54
2	2.4	After-School Interscholastic Sports	Yes	$20,000.00	$13,352.92
2	2.5	Field Trips	Yes	$12,500.00	$5,000
2	2.6	FLES/Heritage Language Program- DISCONTINUED		0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	PE Teacher	Yes	$81,286.00	$83,665.67
3	3.1	MTSS Support	Yes	$180,000.00	$179,871.43
3	3.2	Attendance and PBIS incentives and awards	Yes	$11,041.00	$12,252.88
3	3.3	Parent Institute for Quality Education (PIQE) DISCONTINUED		0	0
3	3.4	Increased Parent Communication	Yes	$5,568.00	$119.99
3	3.5	Behavior Support Specialist	No	$43,263.00	$47,382
3	3.6	Student Support Counselors	Yes	$45,750.00	$45,750.00
3	3.7	Behavior Support Specialist Lead trainer	Yes	$55,638.00	$17,900.72
3	3.8	Mixteco Family Liaison/Interpreter	Yes	$35,197.00	$1,323.11

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)
$1,531,364.85	$2,140,624.00	$1,901,379.37	$239,244.63	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Interventions Teachers at Lillian Larsen	Yes	$188,377.00	$27,6825.39		
1	1.2	Intervention Teacher at Cappy Culver	Yes	$62,231.00	$65,130.68		
1	1.3	English Language Development Specialist	Yes	$68,649.00	$66,755.09		
1	1.4	Intervention Paraeducators	Yes	$74,035.00	$40,525.75		
1	1.5	Bilingual Paraeducator	Yes	$41,791.00	$10,8099.75		
1	1.6	Class size reduction	Yes	$837,386.00	$77,6590.73		
1	1.7	Summer Services	Yes	$11,000.00	$6,054		
1	1.8	Online programs for progress monitoring, and academic support programs	Yes	$26,941.00	$21,684.86		
1	1.9	iReady	Yes	$35,000.00	$48,467.61		
1	1.10	English 3D	Yes	$16,000.00	0.00		
1	1.11	English Language Development Professional Development	Yes	$61,872.00	0.00		
1	1.12	IT Support for teachers and students	Yes	$96,706.00	$83,503.00		

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	1.13	ELD Materials for Newcomers	Yes	$8,377.00	0.00		
1	1.16	Secured Sub for Professional Development	Yes	$68,971.00	0.00		
1	1.17	Kinder Camp	Yes	$5,550.00	$2,623.83		
2	2.1	Provide electives for Lillian Larsen Middle School	Yes	$78,305.00	$87,296.42		
2	2.3	After-school Enrichment	Yes	$30,000.00	$43,35.54		
2	2.4	After-School Interscholastic Sports	Yes	$10,000.00	$13,352.92		
2	2.5	Field Trips	Yes	$12,500.00	$5,000.00		
2	2.7	PE Teacher	Yes	$81,286.00	$83,665.67		
3	3.1	MTSS Support	Yes	$180,000.00	$17,9871.43		
3	3.2	Attendance and PBIS incentives and awards	Yes	$11,041.00	$12,252.88		
3	3.4	Increased Parent Communication	Yes	$5,568.00	$119.99		
3	3.6	Student Support Counselors	Yes	$45,750.00	0.00		
3	3.7	Behavior Support Specialist Lead trainer	Yes	$55,638.00	$17,900.72		
3	3.8	Mixteco Family Liaison/Interpreter	Yes	$27,650.00	$1,323.11		

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)
$6,445,425	$1,531,364.85	12.32	36.079%	$1,901,379.37	0.000%	29.500%	$424,061.84	6.579%

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:

  o 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]).

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

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

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

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

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

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

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

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

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.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (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.

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.

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

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

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

    o 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.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

    o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

    o The baseline data must remain unchanged throughout the three-year LCAP.

        ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- 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:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

  o 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)**

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

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