

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Semitropic School District

CDS Code: 15637680000000

School Year: 2024-25

LEA contact information:

Dr. Wendy Castaneda-Leal

Superintendent/Principal

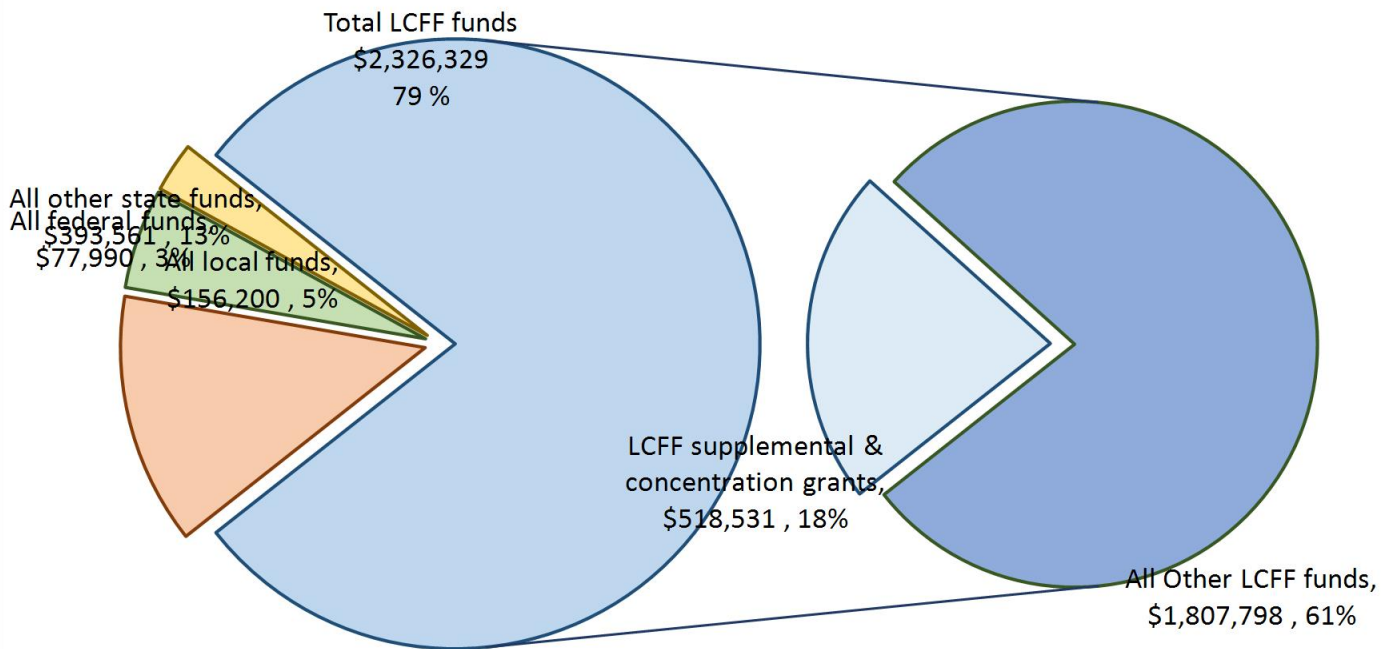
wcastanedaleal@semitropicschool.org

661-758-6412

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

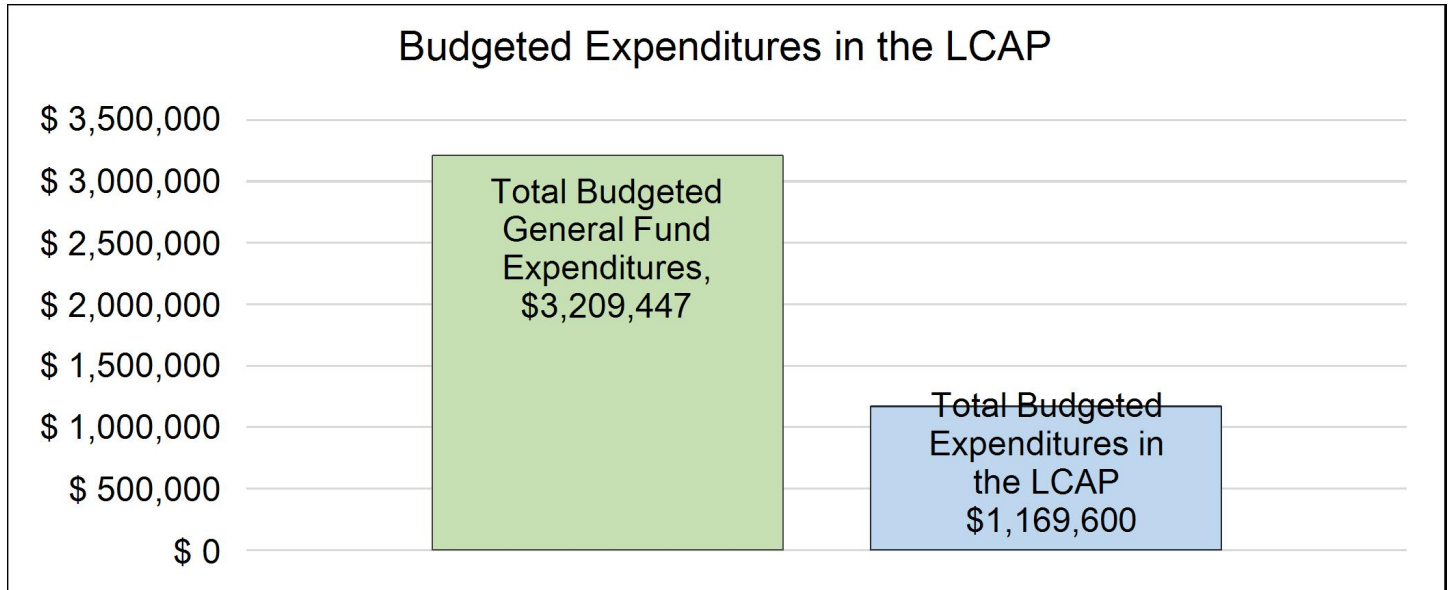


This chart shows the total general purpose revenue Semitropic School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Semitropic School District is \$2,954,080, of which \$2326329 is Local Control Funding Formula (LCFF), \$393561 is other state funds, \$156200 is local funds, and \$77990 is federal funds. Of the \$2326329 in LCFF Funds, \$518531 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Semitropic 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: Semitropic School District plans to spend \$3209447 for the 2024-25 school year. Of that amount, \$1169600 is tied to actions/services in the LCAP and \$2,039,847 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

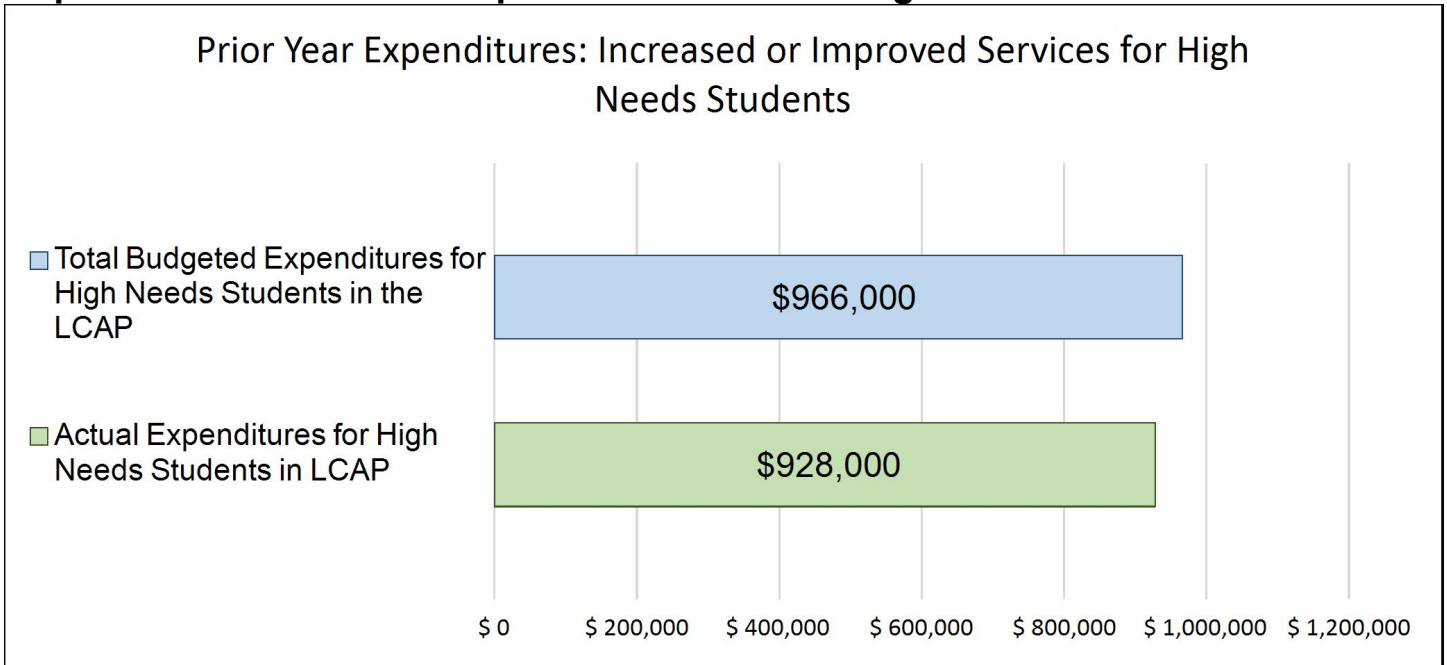
The total revenue projected for Semitropic School District is \$2,954,080, of which \$2,326,329 is Local Control Funding Formula (LCFF), \$393,561 is other state funds, \$156,200 is local funds, and \$77,990 is federal funds. Of the \$2,326,329 in LCFF Funds, \$518,531 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

In 2024-25, Semitropic School District is projecting it will receive \$518531 based on the enrollment of foster youth, English learner, and low-income students. Semitropic School District must describe how it intends to increase or improve services for high needs students in the LCAP. Semitropic School District plans to spend \$852600 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Semitropic 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 Semitropic 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, Semitropic School District's LCAP budgeted \$966,000 for planned actions to increase or improve services for high needs students. Semitropic School District actually spent \$928,000 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$38,000 had the following impact on Semitropic School District's ability to increase or improve services for high needs students:

In 2023-24, Semitropic School District's LCAP budgeted \$1,283,800 for planned actions. Semitropic School District has planned to spend \$966,000 for actions to increase or improve services for high needs students in 2023-24.

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
Semitropic School District	Dr. Wendy Castaneda-Leal Superintendent/Principal	wcastanedaleal@semitropicschool.org 661-758-6412

Goals and Actions

Goal

Goal #	Description
1	Achieve academic rigor that increases student proficiency in all core subjects through culturally responsive and high-quality teaching and learning where all students are supported in a multi-tiered system of support to reach grade-level mastery.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A: Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching as measured by staffing reports.	Priority 1A: 92% of our teachers are appropriately assigned and fully credentialed.	Priority 1A: 92% of our teachers are appropriately assigned and fully credentialed.	Priority 1A: 92% of our teachers are appropriately assigned and fully credentialed	Priority 1A: 95% of our teachers are fully credentialed and appropriately assigned	Priority 1A: 100% fully credentialed and appropriately assigned.
Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.	Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.	Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.	Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidence in our Williams Report.	Priority 1B: 100% of students have standards-aligned materials	Priority 1B: Maintain 100% of students having standards-aligned materials.
Priority 1C: School facilities are maintained in good repair as indicated on	Priority 1C: All facilities continue to have an overall rating of "good" as	Priority 1C: All facilities continue to have an overall rating of "good" as	Priority 1C: All facilities continue to have an overall rating of "good" as	Priority 1C: All facilities received a rating of "good" as reported on the FIT.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
our William’s FIT Report	indicated on the FIT report.	indicated on the FIT report.	indicated on the FIT report.		
Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.	Priority 2A: Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.	Priority 2A: Teachers have implemented academic standards in their classrooms 93% of the time as evidenced in classroom observation data. 10% of the observation data showed time spent on reteach and/or small group instruction. 8% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: Teachers have implemented academic standards in their classrooms 100% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. 5% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: Teachers have implemented academic standards in their classrooms 98% of the time as evidenced in classroom observation data. 25% of the observation data showed time spent on reteach and/or small group instruction. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: 100% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.
Priority 2B: Programs offered to all students,	Priority 2B: We have 100% of our EI students getting	Priority 2B: We have 100% of our EI students getting	Priority 2B: We have 100% of our EL students getting	Priority 2B: We have 100% of our EL students getting	Priority 2B: Maintain 100% of unduplicated students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.	access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EI students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.	access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EI students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.	access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction which is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EL students whose data shows are in the highest need. This year we have redesignated ### of our EL students.	access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction which is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EL students whose data shows are in the highest need. This year we have redesignated ### of our EL students.	getting access to CCSS materials and ELD standards materials. In addition, maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily.
Priority 4A: Student performance on Statewide Assessments: CAASPP	Priority 4A: 2018-19 CAASPP results, 6% of our students met or exceeded standards	Priority 4A: Did not CAASPP test in 2020-21 due to viability of testing	Priority 4A: 2021-22 CAASPP results 15% (growth of 9%) of our students met or exceeded	Priority 4A: 2022-23 CAASPP results ELA on CA Dashboard	Priority 4A: We will grow proficiency in order to meet/exceed standards by 10% in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>in math and 19% met or exceeded standards in ELA. 4.65% of our students met or exceeded standards in Science (CAST). Looking at student groups; Hispanics had a growth of 3.1 points, SES growth of 5 points, EL growth of 3.7 points, and sped decline of -17.7 in ELA. For math, the subgroups showed the following: EL had a decline of 4.1 points, SES a decline of 0.5 points, Hispanics maintained and sped declined of 18 points.</p>	<p>COVID. Tested 2021-2022, awaiting results.</p>	<p>standards in math and 23% (growth of 4%) met or exceeded standards in ELA. 7% of our students met or exceeded standards in Science (CAST). Looking at student groups; Our SED students 17% met or exceeded in Math and 31% met or exceeded standard in ELA. Our Hispanics students were 15% met or exceeding standards and 24% of Hispanic students met or exceeded ELA standards. 10% of our EL students met or exceeded standard in Math and 16% met or exceeded in ELA.</p>	<p>All Students (-64.8 DFS, Yellow Color) English Learners (-89.3, Red Color) SED (-67.3, Orange Color) Hispanic (-63.5, Orange Color) 2023 CASSPP Math on CA Dashboard All Students (-89.6 DFS, Yellow Color) English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color) Hispanic (-87, Yellow Color)</p>	<p>Math and ELA as measured by CAASPP.</p> <p>29% of students will be meeting or exceeding the standards in Math for All Students.</p> <p>17% of students will be meeting or exceeding the standards in ELA for All Students.</p> <p>For Science (CAST), at least 10% of students will meet or exceed standards.</p>
<p>Priority 4B: % of pupils who have successfully completed A-G requirements</p>	<p>Priority 4B: • NA</p>	<p>Priority 4B: NA</p>	<p>Priority 4B: NA</p>	<p>Priority 4B: NA</p>	<p>Priority 4B: NA</p>
<p>Priority 4C: % of pupils who have successfully</p>	<p>Priority 4C: NA</p>	<p>Priority 4C: NA</p>	<p>Priority 4C: NA</p>	<p>Priority 4C: NA</p>	<p>Priority 4C: NA</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed CTE pathways.					
Priority 4D: % of pupils who have successfully completed both B & C	NA	Priority 4D: Na	Priority 4D: NA	Priority 4D: NA	Priority 4D: NA
Priority 4E: % of ELs who make progress toward English proficiency as per ELPAC level	Priority 4E: The percentage of EL pupils who made progress towards English proficiency as measured by the ELPAC is 45%. MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the ELPAC	Priority 4:E: The percent of EL pupils who made progress towards English proficiency as measured by the ELPA is 12.5%	Priority 4E: The percent of EL pupils who made progress towards English proficiency as measured by the ELPAC is 56.8%.	Priority 4E: The percent of EL pupils who made progress towards English proficiency as measured by the ELPAC is 43.5%.	Priority 4E: Increase to 50% of EL students make progress toward English proficiency as measured by ELPAC level.
Priority 4F EL Reclassification rate	Priority 4F 19 of our 151 (13%) of our English Learners were reclassified 2018-19. 65% of our English Learners are classified "long-term."	Priority 4F: 4 of our 88 (5%) of our English Learners were reclassified 2021-2022. 16% of our English Learners are classified "long-term."	Priority 4F: 18 of our 83 (22%) of our English Learners were reclassified in 2022-2023. 16% of our English Learners are classified "long-term."	Priority 4F: 15 of our 78 (19%) of our English Learners were reclassified in 2022-2023. 12% of our English Learners are classified "long-term."	Priority 4F 30% of our EL students will be reclassified. Our long-term EL students will decrease to 55%.
Priority 4G	Priority 4G	Priority 4G:	Priority 4G:	Priority 4G:	Priority 4G

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils who pass AP exams with a score of 3 or higher.	NA	NA	NA	NA	NA
Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught as per master schedule review.	Priority 7A: 100% of our students have access to a broad course of study including: digital literacy, Ag. Science, and AVID.	Priority 7A: 100% of our students have access to a broad course of study including: digital literacy, Ag. Science, and AVID.	Priority 7A: 100% of our students have access to a broad course of study including: digital literacy, Ag Science, and AVID.	Priority 7A: 100% of our students have access to a broad course of study including: digital literacy, Ag Science, and AVID.	Maintain 100% of our students have access to a broad course of study including: digital literacy, Ag. Science, and AVID.
Priority 7B: Programs and services developed and provided for low income, English learner and foster youth pupils as per local data review.	Priority 7B: 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Priority 7B: 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Priority 7B: 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated students (K-5 Lexia, 3-8 ALEKS)	Priority 7B: 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated students (K-5 Lexia, 3-8 ALEKS)	Priority 7B: Maintain 100% services offered to unduplicated students being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help unduplicated students. (K-5 Lexia, 3-8 ALEKS, Read Naturally)
Priority 7C: Programs and services for pupils with exceptional	Priority 7C: 100% programs and services offered are offered to all students including those with	Priority 7C: 100% programs and services offered are offered to all students including those with	Priority 7C: 100% programs and services offered are offered to all students including those with	Priority 7C: 100% programs and services offered are offered to all students including those with	Priority 7C: Maintain 100% programs and services offered are offered to all students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs based on CBM and IEP review data.	exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews.	exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews.	exceptional needs, which include AVID, Ag Science, and Digital Literacy and all of our sports programs. This includes CBM and IEP reviews.	exceptional needs, which include AVID, Ag Science, and Digital Literacy and all of our sports programs. This includes CBM and IEP reviews.	including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews.
Priority 8A: All students are reading at/above grade level as per Acadience testing (CBM) by 2024.	Priority 8A: Establishing baseline: K=0% 1st=0% 2nd=0% 3rd=0% 4th=0% 5th=0% 6th=0% 7th=0% 8th=0%	Priority 8A: K=0% 1st=0% 2nd=0% 3rd=67% At or Above Benchmark 4th=40% At or Above Benchmark 5th=0% 6th=0% 7th=0% 8th=0% *piloted by 3rd and 4th	Priority 8A: K = 15% at or above benchmark 1st = 62% at or above benchmark 2nd = 17% at or above benchmark 3rd = 22% at or above benchmark 4th = 15% at or above benchmark 5th = 34% at or above benchmark 6th = NA 7th = NA 8th = NA	Priority 8A: K = 35% at or above benchmark 1st = 12% at or above benchmark 2nd = 94% at or above benchmark 3rd = 43% at or above benchmark 4th = 21% at or above benchmark 5th = 56% at or above benchmark 6th = 42% at or above benchmark 7th = NA 8th = NA	Priority 8A: K=grade level 1st=grade level 2nd=grade level 3rd=grade level 4th=grade level 5th=grade level 6th=grade level 7th=grade level 8th=grade level
Priority 8B: In lieu of state testing, we gave our students in 3rd-8th the ICA in both ELA and Math scores are noted by average in category	Priority 8B: 3rd=average of standard not met 4th=average of standard not met 5th=average of standard not met	Priority 8B: Priority 8B: 3rd=average of standard not met 4th=average of standard not met	Priority 8B: 3rd= 0% average of standard met 4th= 10% average of standard met 5th= 0% average of students met	Priority 8B: 3rd= 13% average of standard met 4th= 17% average of standard met 5th= 23% average of students met	Priority 8B: 3rd=all students met/exceed standard 4th=all students met/exceed standard 5th=all students met/exceed standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(i.e. standard not met, standard nearly met, standard met, exceed standard)	6th=average of standard not met 7th=average of standard not met 8th=average of standard not met	5th=average of standard not met 6th=average of standard not met 7th=average of standard not met 8th=average of standard not met	6th= 0% average of students met 7th= 14% average of students met 8th= 0% average of students met	6th= 0% average of students met 7th= 12% average of students met 8th= 5% average of students met	6th=all students met/exceed standard 7th=all students met/exceed standard 8th=all students met/exceed standard *proficient based on ICA scoring methodology
Priority 4H: % pupils who demonstrate college preparedness.	NA	Priority 4H: NA	Priority 4H: NA	Priority 4H: NA	NA

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.

Semitropic was successful in implementing most action items under Goal 1 in the 2023-2024 LCAP. Teachers received professional development support, including coaching in math (Number Talks) and Science/ELD strategies (integrating Thinking Maps and using the new Science Curriculum) (Action 1.1). A team attended PBIS schoolwide training, and classified staff received PBIS strategies training (Action 1.4). Technology was updated with new Chromebooks for each classroom and SmartTVs replacing old SMART boards (Action 1.7). The intervention teacher provided small group/individual intervention for K-5th grade students needing Tier II assistance in ELA and/or Math (Action 1.5). The program coordinator mentored teachers, provided on-site professional development in Thinking Maps and ELD strategies, and tracked and mentored EL students, especially long-term ELs (Action 1.6). An additional classroom assistant was hired to implement RtI/small group work (Action 1.11). Acadience was implemented in K-5th grade classrooms to provide valuable data on students' literacy levels (Action 1.12). Sufficient materials were provided for K-8th in all subject areas, with a new History curriculum adoption (Action 1.2). However, the planned multiple grade span release days for additional planning and training could not be implemented due to a lack of substitute availability, making it difficult for teachers to be out of the classroom. Our facilities action (Action 1.3) was implemented as planned, but there were more projects to complete than the originally planned budget had proposed. We were able to provide and implement the supplemental ELD support for staff (Action 1.8) and were successful in using supplemental materials before, during, and after-school.

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

The Semitropic Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was \$909,7800. The estimated actual expenditures for 2023-24 LCAP Goal 1 was \$828,000. This is a difference of \$81,800.

Actions and services for this goal were generally spent as planned with some material difference noted below:

- #1-What was planned was what was spent. Teachers were able to plan and train with their grade level spans 4 times last year.
- #2-100% of pupils had sufficient access to the standards aligned materials. \$120,000 was budgeted but \$70,000 was spent due to not buying all supplemental components of the required curriculum.
- #3-What was planned was what was spent. There is no material difference.
- #4- There was 60,000 that was budgeted and \$40,000 spent. The difference is reflected due to the price of supplies and monetary stipends given to staff.
- #5-What was planned was what was spent. No material difference.
- #6-What was planned was what was spent. No material difference.
- #7-\$102,000 was planned, \$90,000 was spent. The difference is reflected due to the price of supplies.
- #8-What was planned was what was spent. No material difference.
- #9-There is no budget. Action was phased out.
- #10-There is no budget. Action was phased out..
- #11- What was planned was what was spent. No material difference.
- #12-What was planned was what was spent. No material difference.
- #13-\$57,800 was planned, \$50,000 was spent. The difference is reflected due to the price of supplies and monetary stipends given to staff.

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

The actions outlined (Actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13) to utilize high-quality, culturally sound teaching strategies to improve student proficiency in all core subjects were highly effective in making progress toward this goal over the past three years. This is evidenced by the marked increase in student achievement on the California Assessment of Student Performance and Progress (CAASPP) and local assessments across grade levels and subject areas (See Metrics above). By providing extensive professional development on culturally responsive pedagogy, implementing multi-tiered systems of support, and adopting culturally relevant instructional materials, the

district has seen a steady upward trend in CAASPP scores for all student groups. The targeted interventions and differentiated instructional approaches have been particularly impactful for closing achievement gaps among underserved populations. The emphasis on high-quality, culturally sound teaching has fostered a more inclusive and engaging learning environment, which has translated into improved student outcomes. Teachers report increased levels of student participation, motivation, and connectedness to the curriculum when cultural backgrounds and experiences are valued and integrated into the learning process. While there is still room for continued growth, the consistent year-over-year CAASPP score increases demonstrate that the specific actions taken as part of this LCAP goal have been effective in promoting student proficiency and achievement across core academic areas. The district remains committed to sustaining and building upon these successful strategies to further accelerate learning for all students.

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.

Based on reflections and analysis of data from the previous LCAP cycle, the district has made some adjustments to the goal, metrics, and actions related to utilizing high-quality, culturally sound teaching strategies to improve student proficiency. While the overall goal remains the same, there will be a sharper focus on accelerating the academic achievement of English Learners (ELs) in the coming year. Despite gains made by this student group, persistent achievement gaps still exist compared to their English-proficient peers.

To address this, the following changes have been incorporated:

Metrics:

Disaggregated CAASPP data for ELs will be closely monitored as a key metric, with targets set for increased proficiency rates. The English Learner Progress Indicator (ELPI) on the California School Dashboard will be added as a metric (Goal 1, Metric 1.9) to evaluate EL progress in English language acquisition.

Desired Outcomes:

Desired outcome targets have been adjusted to reflect higher expected growth for ELs in ELA and math CAASPP scores. Reclassification rate targets for ELs have been increased to ensure more students are making timely progress toward English proficiency.

Actions:

Professional development efforts will intensify with a concentrated focus on effective instructional strategies for integrated and designated English Language Development (ELD), and

Additional coaching support will be provided to teachers on utilizing ELD standards and scaffolding techniques to make content more accessible for ELs (Action 1.2)

AVID is a new action that will be implemented in the LCAP moving forward (Action 1.9)

CAASPP Achievers field trip will also be a new action in the LCAP moving forward (Action 1.10)

By implementing these changes with an intentional emphasis on EL support, the district aims to accelerate the progress of this student group, ultimately closing achievement gaps and ensuring all students receive a high-quality, culturally responsive 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	Build a safe environment that promotes the social emotional, mental and physical health of all students, families and staff through multi-tiered system of support as measured by maintaining a very low suspension rate as we provide significant social emotional and behavioral supports that wil enhance teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A: Pupil Suspension Rate	2018-19, the Suspension Rate is 0%	Priority 6A: 2019-2020, Suspension rRte is 0%	Priority 6A: 2021-2022, Suspension rate is 0%	Priority 6A: 2022-2023, Suspension rate is 0%	Semitropic suspension rate will be less than 1%
Priority 6B: Pupil Expulsion Rate	2018-19, Semitropic Expulsion Rate is 0%	Priority 6B: 2019-2020, Expulsion rRte is 0%	Priority 6B: 2021-2022, Expulsion rate is 0%	Priority 6B: 2022-2023, Expulsion rate is 0%	Semitropic expulsion rate will be 0%
Priority 6C: Local measures on sense of safety and school connectedness	Students: 79% agreed/strongly agreed that they felt safe at school. Parents: 87% agreed/strongly agreed Students: 93% agreed/strongly agreed there is an adult at school who cares about them	Priority 6C: Students: 81% agreed/strongly agreed that they felt safe at school. Parents: 91% agreed/strongly agreed Students: 92% agreed/strongly agreed there is an adult at school who cares about them	Priority 6C: Students: 86% agreed/strongly agreed that they felt safe at school. Parents: 93% agreed/strongly agreed Students: 92% agreed/strongly agreed there is an adult at school who cares about them.	Priority 6C: Students: 92% agreed/strongly agreed that they felt safe at school. Parents: 95% agreed/strongly agreed Students: 94% agreed/strongly agreed there is an adult at school who cares about them.	Students: 85% agreed/strongly agreed that they felt safe at school. Parents: 90% agreed/strongly agreed Students: 95% agreed/strongly agreed there is an adult at school who cares about them

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents: 92% agree/strongly agree Students: 80% agree/strongly agree they are happy at school Parents: 85% agree/strongly agree	Parents: 84% agree/strongly agree Students: 85% agree/strongly agree they are happy at school Parents: 87% agree/strongly agree	Parents: 86% agree/strongly agree Students: 91% agree/strongly agree they are happy at school. Parents: 89% agree/strongly agree	Parents: 92% agree/strongly agree Students: 93% agree/strongly agree they are happy at school. Parents: 91% agree/strongly agree	Parents: 95% agree/strongly agree Students: 85% agree/strongly agree they are happy at school Parents: 90% agree/strongly agree

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.

Semitropic was able to have a full time social worker on campus (Action 2.2). Our social worker was able to work with teachers to help deliver SEL lessons not only in class, but also outside during recess/play time. In addition, a team of staff were able to attend MTSS/PBIS training through the county office (Action 2.1). That staff then came back and helped to train the entirety of the staff at Semitropic. Also, classified staff attended several workshops specific to PBIS strategies on student engagement and SEL strategies throughout the year. Semitropic was also able to add additional support staff to work outside during recess, lunch, passing periods (Action 2.5). This allowed the team to organize structured play during those "free" times which reduced office referrals throughout the year.

#1- Action was implemented as planned. A team of staff were able to attend MTSS/PBIS training through the county office. Increase in attendance and students who were recognized for our ROAR achievements.

#2-Action was implemented as planned. Semitropic was able to have a full time social worker on campus.

#3- Action retired. was phased out in 2022-2023

#4-Action was implemented as planned. This allowed the team to organize structured play during those "free" times which reduced office referrals throughout the year.

#5- Action was implemented as planned. That staff then came back and helped to train the entirety of the staff at Semitropic. Also, classified staff attended several workshops specific to PBIS strategies on student engagement and SEL strategies throughout the year. Semitropic was also able to add additional support staff to work outside during recess, lunch, passing periods

#6-Action was not all implemented as planned. Bids exceeded proposed budget and we were not able to complete our desired planned action.

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

The Semitropic Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 2 was \$263,000. The estimated actual expenditures for 2023-24 LCAP Goal 2 was \$221,000. This is a difference of \$42,000.

Actions and services for this goal were generally spent as planned with some material difference noted below:

- #1- \$18,000 was budgeted and \$10,000 was spent. The difference is due to monetary payment for staff for subs and training.
- #2-What was budgeted was what was spent. No Material difference.
- #3- Action retired. was phased out in 2022-2023
- #4-What was budgeted was what was spent. No Material difference.
- #5- What was budgeted was what was spent. No Material difference.
- #6-\$100,000 was planned, we spent \$58,000. Not all project were completed as planned.

While most actions under this goal were implemented within the planned budget, there was a material difference in expenditures related to the ROAR (Respecting Others Acts Responsibly) positive behavior program. The estimated actual expenditures for PBIS/ROAR incentives and prizes exceeded the initial budgeted amount due to a higher-than-anticipated positive uptake and participation from students across all grade levels. The PBIS (ROAR) program, which incentivizes and recognizes students for demonstrating positive behaviors aligned with the district's values, gained immense popularity throughout the year. As more students actively engaged in the program, the demand for ROAR prizes, rewards, and recognition materials increased substantially. To sustain this successful initiative and continue motivating students, the district allocated additional funds beyond the originally budgeted amount to purchase more ROAR incentive items and supplies. This decision was made based on data showing improved student behavior, decreased disciplinary incidents, and a more positive school climate directly correlated with PBIS (ROAR) implementation. While this increase in expenditures was not initially planned, the investment proved worthwhile as it supported a key strategy for promoting a safe, respectful environment conducive to learning. No changes were made to the planned percentages of improved services, as the expanded PBIS program benefited all student groups.

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

The actions working together to develop a safe, comprehensive environment that fosters the social, emotional, cognitive, and physical welfare of students, families, and staff have been highly effective in making progress toward Goal 2 over the past three years. Two key

strategies that have significantly contributed to this success are the addition of a full-time social worker (Action 2.2) and increased yard supervision (Action 2.3) during breaks and lunchtime.

The investment in a dedicated full-time social worker has greatly improved the provision of mental health services and support for students and families across the district. This professional has been instrumental in implementing trauma-informed practices, facilitating counseling sessions, coordinating community resource referrals, and providing guidance to staff on addressing students' socio-emotional needs. Their presence on campuses has fostered a more nurturing, supportive climate conducive to student well-being.

Furthermore, the expansion of yard supervision during non-instructional times has positively impacted the overall school environment. With more staff monitoring and facilitating structured activities during recess and lunch periods, students have opportunities for constructive play, conflict resolution, and relationship-building. This proactive approach has led to a decrease in disciplinary incidents and an increase in positive peer interactions, contributing to a safer, more inclusive campus culture.

Data trends, including lower suspension rates, improved attendance, and positive feedback from stakeholders, provide evidence that these specific actions have been effective in fostering the intended comprehensive developmental setting. Students feel more supported, engaged, and better equipped to succeed both academically and socio-emotionally.

While continued efforts are needed to sustain and build upon these successful strategies, the district's investment in a full-time social worker and increased yard supervision has undoubtedly made significant strides in achieving the goal of prioritizing the holistic well-being of the educational community.

Overall actions 2.1 through 2.6 proved to be effective due to our Chronic Absenteeism reduced from 28% to 17.8% as per KiDS local data at the end of this school year. Also, our projected overall attendance rate went from 93% to 95.13% as per KiDS.

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.

Based on reflections and data analysis from the previous LCAP cycle, the district has made the decision to enhance professional development efforts related to Positive Behavioral Interventions and Supports (PBIS) as a key change for the coming year. While progress has been made in fostering a safe, comprehensive environment through the existing actions, stakeholder feedback and discipline data indicate a need for more intensive, systematic training on PBIS practices for all staff members.

To address this, the following changes will be implemented:

Actions:

- Districtwide professional development on PBIS principles, strategies, and implementation will be provided to all certificated and classified staff at the start of the year and through ongoing training sessions (Action 2.1, change in implementation)
- A PBIS coaching model will be established, with instructional coaches supporting teachers in effectively integrating PBIS in their classrooms (Action 2.1, change in support)

- Supplemental PBIS curriculum materials and resources will be adopted to ensure consistent implementation across campuses (Action 2.1, change in supplemental resources)
- Educational Field trips to support student and family engagement (Action 2.5, new action)

By providing comprehensive, sustained professional development on PBIS, the district aims to establish a cohesive, positive, and proactive approach to behavior management and student support. This strategic focus aligns with the goal of maintaining a safe environment that fosters the overall well-being of the educational community and enhances the teaching and learning process for all.

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	Create positive relationships with our students, parents and community members through family community engagement as measured by stakeholder engagement and student attendance rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: Efforts to seek input in making decisions for district/school	Priority 3A: 93% of parents attended parent teacher conferences in October as measured by sign-in sheets. Continued communication through Parent Square, Class Dojo, Facebook, Instagram, Twitter, and website	Priority 3A: 92% of parents attended parent teacher conferences in October as measured by sign-in sheets. Continued communication through Parent Square, Class Dojo, Facebook, Instagram, Twitter, and website	Priority 3A: 98% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. Continued communication through Parent Square, Class Dojo, Semitropic App, Facebook, Instagram and Twitter.	Priority 3A: 94% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. Continued communication through Parent Square, Class Dojo, Semitropic App, Facebook, Instagram and Twitter.	Priority 3A: 100% of parents attend parent teacher conferences
Priority 3B: How district promotes participation of parents for unduplicated students	Priority 3B: 93% of parents attended parent teacher conferences in October as measured by sign-in sheets. We continue to use a variety of ways including social media apps to	Priority 3B: 92% of parents attended parent teacher conferences in October as measured by sign-in sheets. We continue to use a variety of ways including social media apps to	Priority 3B: 98% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. We continue to use a variety of ways including social media	Priority 3B: 96% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. We continue to use a variety of ways including social media	Priority 3B: 100% of parents of our unduplicated students attend parent teacher conferences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	communicate with parents of unduplicated students.	communicate with parents of unduplicated students.	apps to communicate with parents of unduplicated students.	apps to communicate with parents of unduplicated students.	
Priority 3C: Maintain 100% parents participation in IEP meetings scheduled for their child	Priority 3C: 100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone, or in person.	Priority 3C: 100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone, or in person.	Priority 3C: 100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone or in person.	Priority 3C: 100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone or in person.	Priority 3C: Maintain 100% of parents with students with IEP attend scheduled meetings.
Priority 5A: Student attendance rates Increase our rate by .10 % each year.	Priority 5A: Student attendance rate for 2020-21 was 96.8%	Priority 5A: Student attendance rate for 2021-2022 was 92.4% as per KiDS	Priority 5A: Students attendance rate for 2022-2023 was 93.6% as per KiDS	Priority 5A: Students attendance rate for 2023-2024 was 95.6% as per KiDS	Priority 5A: Attendance rate will increase to at least 97%
Priority 5B: Chronic absenteeism rates	Priority 5B: Student chronic absenteeism for 2018-19 was 13%	Priority 5B: Student chronic absenteeism for 2021-2022 was 23% as per KiDS	Priority 5B: Student chronic absenteeism for 2022-2023 was 21% as per KiDS.	Priority 5B: Chronic Absenteeism Rate must include what is on the CA Dashboard All Students (23.8%, Orange) English Learners (13.2%, Yellow) SED (23.9%, Orange)	Priority 5B: Chronic absenteeism will decrease to <10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Hispanic (22.5%. Orange) Student chronic absenteeism for 2023-2024 was 17% as per KiDS.	
Priority 5C: Middle School dropout rate	Priority 5C: 0%	Priority 5C: 0%	Priority 5C: 0%	Priority 5C: 0%	Priority 5C: Maintain 0%
Priority 5D: High School dropout rate	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA
Priority 5E: High School graduation rate	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA

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.

This year each grade level was able to attend a class specific field trip where students were exposed to arts, history, culture, and more (Action 3.1). Our website and phone app for parent communication has had a larger impact this school year with over 75% of our parents having downloaded the communication App on their phones (Action 3.2). With the app we are able to instantly send messages to our families as a way of communication. (Action 3.3 is new as of 2023-24.)

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

The Semitropic Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 3 was \$97,000. The estimated actual expenditures for 2023-24 LCAP Goal 3 was \$97,000. This is a difference of \$0.

Actions and services for this goal were generally spent as planned with some material difference noted below:

#1-We had \$8,000 budgeted and spent \$14,000. We were able to send all grade levels on a field trip this year. We did under budget the cost of those trips due to the fact that we did charter most of the trips because of lack of transportation. Our overage was \$6,000..

#2-We had \$10,000 planned and spent \$8,000. Supply cost was under projected expenditure.

#3- What was planned was spent. No material difference.

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

In regards to the LCAP goal "Create positive relationships with our students, parents and community members through family community engagement as measured by stakeholder engagement and student attendance rate," the specific actions (Actions 3.1, 3.2, and 3.3) were effective in making progress toward the goal during the three-year LCAP cycle.

The School Community Coordinator played a crucial role in encouraging more active engagement from parents at the school site. By facilitating communication and creating opportunities for involvement, the coordinator helped strengthen the connection between the school and families.

Additionally, the district received positive feedback regarding educational field trips, which not only enriched the learning experience for students but also provided opportunities for families to participate and engage with their children's education.

Furthermore, the variety of events organized on campus, such as open houses, performances, and community gatherings, attracted increased participation from parents and community members. This active engagement fostered a sense of belonging and strengthened the positive relationships between the school and its stakeholders.

Overall, the actions taken, including the efforts of the School Community Coordinator, the educational field trips, and the diverse array of on-campus events, effectively contributed to the progress made toward the goal of creating positive relationships and promoting family and community engagement during the three-year LCAP cycle. Our Chronic Absenteeism reduced from 28% to 17.8% as per KiDS local data at the end of this school year. Also, our projected overall attendance rate went from 93% to 95.13% as per KiDS.

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 following changes have been made based on reflections on prior practices:

Metrics Adjustment: While stakeholder engagement and student attendance rates remain important metrics, we have decided to incorporate additional metrics to more comprehensively measure the progress towards this goal. These new metrics include:

- Number of parent volunteers and participation rates in school events (Metric 3.5)
- Survey data on parent/community satisfaction and engagement levels (Metric 3.1)
- Qualitative feedback from focus groups with parents and community members (Metric 3.1)

Desired Outcomes Refinement: The desired outcomes have been refined to set more specific and measurable targets for the coming year, such as:

- Increase parent volunteer participation by 20%
- Achieve an 85% satisfaction rate among parents/community members
- Maintain a student attendance rate of 96% or higher

Action Plan Enhancements: Based on the feedback received and the analysis of previous practices, the following actions have been added or modified:

- Implement a user-friendly online platform for parents to easily sign up for volunteering opportunities (Action 3.4)
- Collaborate with local businesses and organizations to create community partnership programs (Action 3.4)
- Offer flexible scheduling options for school events to accommodate diverse family schedules (Action 3.4)

These changes are aimed at continuously improving the effectiveness of the actions taken and ensuring that the goal of fostering positive relationships with students, parents, and community members is achieved through enhanced engagement strategies and data-driven decision-making.

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
Semitropic School District	Dr. Wendy Castaneda-Leal Superintendent/Principal	wcastanedaleal@semitropicschool.org 661-758-6412

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 Semitropic Elementary School District, situated 10 miles west of Wasco, California, has been a symbol of exemplary education since its establishment on April 1, 1895. The district, which began as a one-room schoolhouse taught by Mrs. C. J. Clayton with seven students, has witnessed substantial growth. It is currently home to 162 students ranging from kindergarten to eighth grade. As a District of Choice, according to education code statute, opportunities to learn are extended to students beyond its geographic boundaries. With the vision statement, "Success Now for a Brighter Tomorrow," at its core, the district aims to enable its students to be productive constituents of the community. Efforts are continuously made to create an amicable academic environment that encourages students to reach their utmost potential. The district prioritizes the creation of an accommodating and engaging academic setting. Emphasis is placed on improving aspects like health, safety, security, and the overall well-being of students and staff. Simultaneously, the district strives to minimize the adverse effects of poverty on students and their families. The district's commitment to maintaining consistently high academic achievement and tangible character development is upheld by a highly qualified faculty who exemplify the behavior expected of students. The curriculum, designed to be rigorous, logically ordered, and age- appropriate, encourages high standards of personal dignity and respect for authority at all levels. The district aims to increase student enrollment by maintaining a financially prudent budget and providing students with facilities that reflect the core values and philosophy of the school. The district's success in its mission is evidenced by recognition such as being ranked among the top three school districts in Kern county for improvements in both English Language Arts (ELA) and Mathematics according to the CAASPP. The Semitropic Elementary School District is committed to fostering an environment that stimulates both character and academic growth. Simultaneously, it ensures continual professional development opportunities for its teaching staff to maintain their skills and expertise. Upholding a fiscally sound budget, the district is devoted to fulfilling the educational needs of its students, both within and beyond its immediate region.

Reflections: Annual Performance

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

The annual performance of the school district is reported to have displayed a mix of commendable achievements and identified challenges. It is documented that Semitropic Elementary was the least performing school for that year in the district. The CAASPP results for the academic year 2022-23 indicate that 17% of students met or exceeded standards in Math, and 26% did so in English Language Arts (ELA). In ELA students were -68 DFS, which was an improvement of 6 points. Our EL students scored DFS of -102 (increase of 3 points). Our SWD students scored DFS of -143 (increase of 7 points). Our Hispanic students scored -67 DFS (improvement of 2 points). In math over all our students scored a DFS of -95 (an improvement of 20 points). In Math our EL students improved to a DFS of -117 (from -140). However, our SWD students dropped to a DFS of -214 (from -198). Again in Math our Hispanic students improved to -93 DFS (from -112). A 3% growth target set by the district for improvement in both Math and ELA standards was successfully accomplished, however, marked disparities in performance were noted among specific student groups. English learners and special education students are reported to have demonstrated significantly low performance, particularly in meeting or exceeding ELA and Math standards. Despite these identified hurdles, the district did manage to record key milestones. The procurement of the School Climate Grant and Full Service Community Grant in conjunction with minor districts is documented, and this cooperative action allowed for the employment of a consultant with the goal of pinpointing Problems of Practice in ELA and Mathematics through the utilization of the Data Wise process. Significant progress was reported in Mathematics, with ALEKS Math indicating an almost 20% growth in Benchmark proficiency. The implementation of an After School program partnered with Youth to Leaders and a STEM-focused Summer School in collaboration with the Kern County Superintendent of Schools (KCSOS), marked significant strides in the progression of the district's educational goals.

2023 CAASPP ELA:

All Students- Yellow Performance Color (-64.8 DFS)
English Learners- Red Performance Color (-89.3 DFS)
Socioeconomic Disadvantaged-Orange Performance Color (-67.3 DFS)
Hispanic- Orange Performance Color (-63.5 DFS)

2023 ELPI Rate:

California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the "Red" Performance Level

2023 CAASPP Math:

All Students- Yellow Performance Color (-89.6 DFS)
English Learners- Orange Performance Color (-104.5 DFS)
Socioeconomic Disadvantaged-Yellow Performance Color (-92.5 DFS)
Hispanic- Yellow Performance Color (-87 DFS)

2023 CA Dashboard Chronic Absenteeism Rate

All Students- Orange Performance Color (23.8%)

English Learners- Yellow Performance Color (13.2%)
Socioeconomic Disadvantaged-Orange Performance Color (23.9%)
Hispanic- Orange Performance Color (22.5%)

2023 CA Dashboard Suspension Rate

All Students- Blue Performance Color (0%)
English Learners- Blue Performance Color (0%)
Socioeconomic Disadvantaged-Blue Performance Color (0%)
Hispanic- Blue Performance Color (0%)

2023-24 STAR Reading

All Students

Winter-936 Avg. Scale Score
Spring-949 Avg. Scale Score

Socioeconomic Disadvantaged

Fall-942 Avg. Scale Score
Spring-942 Avg. Scale Score

English Learners

Fall-897 Avg. Scale Score
Spring-897 Avg. Scale Score

SemiTropics Red Indicators on the 2023 CA Dashboard were as follows:

English Language Arts:

English Learners (-89.3 DFS, Red Indicator)

English Learner Progress:

English Learners (43.5% making Progress, Red Indicator)

To address our Red Indicators in ELA from the 2023 CA Dashboard we plan to implement the following actions identified in Goal 1:

- 1.1 Staff Professional Development
- 1.4 Intervention Teacher
- 1.6 Updating Technology for students/staff
- 1.7 Implementing Classroom Assistants
- 1.8 Curriculum Based Software

- 1.9 Schoolwide AVID program
- 1.10 CAASPP Achievers Field Trip

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> • Regular meetings with faculty were conducted on a monthly basis to assess student performance and deliberate on effective educational strategies. • Efforts were made throughout the year to engage with underrepresented groups within the teaching staff through telephonic conversations and local meetings, thereby ensuring a comprehensive representation of all educational partners. • Active engagement with local bargaining units was sought in January and March, inviting their feedback for the development of the Local Control and Accountability Plan (LCAP). • In January, regular surveys were conducted among the teaching staff, soliciting their views on student requirements, feasible action plans, and potential modifications to the LCAP. • The feedback provided by teachers was systematically analyzed, leading to the implementation of actions based on their suggestions to enhance student outcomes and educational processes on a continuous basis.
Bargaining Unit (Semitropic Teachers' Association)	<ul style="list-style-type: none"> • Monthly meetings were held with STA members to discuss items to effect change around campus.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • STA members regularly provided feedback on the functions around campus and strategies for support of certificated staff.
Other School Personnel	<ul style="list-style-type: none"> • Conducted monthly meetings with other school personnel to review data, identify underrepresented groups, and establish improved communication channels. This process occurs every month. • Organized discussion panels with local bargaining units in January and March to ensure their perspectives are included in the Local Control and Accountability Plan (LCAP) revision process. • Distributed and analyzed surveys among staff in January to evaluate student needs, consider potential actions, and update the LCAP, thereby fostering an environment of shared perspectives. • Participated with school personnel in relevant regional meetings throughout various months of the year to ensure all educational partners have the opportunity to provide input • Employed analytical tools on an ongoing basis to evaluate the inclusivity of representation, thereby facilitating a fair and comprehensive dialogue within the school district.
Parents	<ul style="list-style-type: none"> • Conducted Parent Advisory Meetings on a quarterly basis to facilitate consistent communication and collaboration with parents. • Regularly scheduled parent conferences to enable individual discussions regarding student progress and feedback. • Organized parent events to foster engagement and partnership between parents and the school district. • Administered surveys as required to assess parental feedback, preferences, and suggestions for improvements within the school district.
Community Members	

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Facilitated community meetings to foster dialogue and comprehend the requirements of community members. These interactions served as a conduit for the school district to articulate its objectives and gather feedback from educational partners. • Administered surveys among community members to collect data on the educational topics they viewed as significant. The feedback obtained was instrumental in directing the district's operational strategies. • Undertook comprehensive efforts to connect with all segments of the community. This was carried out to ensure inclusive representation and consideration in the decision-making processes. • Established open forums intended to involve community members in discussions concerning the district's strategic plan. These forums promoted dialogue and enabled the district to leverage the diverse viewpoints of its educational partners. • Distributed surveys to staff members, aiming to collect crucial feedback pertaining to student needs and factors vital for addressing these needs. These activities significantly contributed to the revision of the district's Local Control and Accountability Plan (LCAP). • LCAP mid year review was done at February board meeting. Process included an update to the progress with metrics and budget expenditures.
Students	<ul style="list-style-type: none"> • Conducted surveys among students to gather data pertaining to their educational requirements and experiences within the school district's learning environment throughout the academic year. • Participated in classroom dialogues with students to comprehend their viewpoints and feedback on the existing educational programs and initiatives.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Evaluated feedback received from both the surveys and classroom discussions to inform modifications and enhancements to the school district's existing strategies and future planning. • Made decisions to enact changes based on student suggestions and outcomes of discussions with the aim to enhance the school district's performance and better cater to student needs. • Routinely reviewed strategies after implementation to evaluate the impact of changes and ensure alignment with the school district's goals and objectives.
SELPA Advisor	<ul style="list-style-type: none"> • Meetings were conducted with the SELPA advisor to discuss and devise strategies for achieving the school district's goals. • Data from previous interactions with the SELPA advisor were analysed to identify areas of improvement.- • The SELPA advisor was contacted via both phone and local meetings to gain more comprehensive input. • Coordination was undertaken with various local bargaining units to solicit their feedback, which informed the LCAP development.
Parent Advisor Committee	<ul style="list-style-type: none"> • Meetings quarterly were conducted to discuss LCAP progress through examination of metrics and budget expenditures. • Facilitated consistent communication and collaboration
English Language Advisory Committee	<ul style="list-style-type: none"> • Meetings monthly prior to board meetings to discuss progress at school site • generated plan for professional development geared toward English Learners.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Provided input to English Learner parent nights.
Principal/Administrator	<ul style="list-style-type: none"> • Monthly evaluation of LCAP metrics progress and budget expenditures • Quarterly meet with KCSOS fiscal analyst to ensure budget expenditures match projected expenditures.

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

In response to the feedback received from parents, staff, and board members emphasizing the necessity for a safe and secure campus, the Semitropic School District has formulated and implemented a broad goal to address this concern through the following measures:

- Continued implementation of PBIS to decrease suspensions and expulsions (Action 2.1) Employment of a social worker to meet the emotional needs of students and families (Action 2.2)
- Enhancement of student safety through comprehensive support on the playground and around campus (Action 2.3)
- Establishment of enhanced blacktop areas, additional benches, and improved campus aesthetics to facilitate student physical activities and family involvement (Action 2.4)
- Offering diverse trips per grade level to broaden students' learning horizons beyond the traditional classroom setting (Action 2.5)

In response to the feedback received from parents and teachers, who articulated the necessity for continuous professional development and onsite mentoring to enhance educational outcomes, the Semitropic School District has formulated and implemented a progress-oriented goal to address this feedback through specific actions:

- Provision of professional development in Math, ELA, ELD, and Science, facilitated by coaching and external training (Action 1.1)
- Interventional aid provided to students requiring Tier II support in Mathematics and Reading (Action 1.3)
- Support for teachers and students in various on-campus programs, including serving as the testing coordinator for CAASPP and ELPAC, to track underperforming students' progress (Action 1.4)
- Classroom assistants managing small groups specifically aimed at underperforming students (Action 1.6)
- Ongoing professional development and onsite mentoring to enhance student performance on CAASPP testing (Action 1.9)

In response to the suggestions received from students, which greatly influenced the types of rewards incorporated into the PBIS incentive scheme, the Semitropic School District has developed a broad goal to address this feedback through the implementation of specific actions:

- Continued implementation of PBIS to decrease suspensions and expulsions, benefiting the student body (Action 2.1)
- Cultivation of robust connections with the community to offer comprehensive services for children and families (Action 3.1)
- Utilization of a web-based application known as Parent Square and Aeries to improve student support measures (Action 3.2)
- Encouragement of regular attendance among students (Action 3.3)
- Accommodation of families on campus through specific events and provision of relevant training (Action 3.4)

In response to the feedback received from parents and teachers requesting enhanced support in the area of Social Emotional Learning (SEL), which influenced the hiring of a full-time social worker, Semitropic School District has developed a broad goal to address this feedback with the following actions:

- Employment of a social worker to meet the emotional needs of students and families (Action 2.2)
- Enhancement of student safety through comprehensive support on the playground and around campus (Action 2.3)

In response to the feedback received from the school staff seeking enhanced classroom support to enrich the learning experience for students in small groups, the Semitropic School District has formulated a progress-oriented goal to address this feedback through the implementation of specific actions.

- Tier II support in Math and Reading is provided for students in need by an intervention teacher, in response to school staff's request for enhanced classroom assistance - a measure aimed at optimizing the educational experience for students in smaller groups. (Action 1.3)
- Small groups are being conducted by classroom assistants specifically for the benefit of underperforming students. (Action 1.6)
- The implementation of AVID as an elective in middle school classes, driven by school staff's desire for enhanced classroom support, will potentially improve students' small group learning experiences. (Action 1.8)

In response to the feedback received from stakeholders regarding the necessity for enhancing the campus aesthetic, the Semitropic School District has developed a broad goal to address this feedback through the implementation of specific actions.

- The district will increase blacktop areas, benefiting students by providing more space for activities such as volleyball and basketball; furthermore, the number of benches is being expanded for students and families, alongside the improvement of campus appearance through building painting. All these actions are motivated by feedback from stakeholders calling for aesthetic improvements to the campus. (Action 2.4)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Utilize high-quality, culturally sound teaching strategies to improve student proficiency in all core subjects. A comprehensive, multi-leveled support system has been outlined to aid each student achieve grade-level mastery.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

The District is committed to enhancing student success and addressing educational gaps through the implementation of a structured professional development program. This effort constitutes part of a broader dedication to improving the academic environment, aligning with State Priorities 1 and 4. Teachers directly involved in delivering Math, English Language Development, and Science curricula will partake in specialized training to fortify their instructional strategies. Furthermore, we will appoint an intervention teacher to routinely oversee and support students partaking in Tier II intervention, thereby optimizing their academic development and progression. Evaluators will employ various resources including CAASPP, Acadience, 95%, and Illuminate quarterly benchmarks to monitor academic progression. This comprehensive evaluation method, correlated with Priority 4, assists in detecting learning gaps and adapting teaching methods as needed. Progress towards this primary goal allows the District to utilize its resources effectively, focusing on maximizing student outcomes consistent with Priority 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed Source: 2022-2023 Data Quest	2022-2023: teachers are 43.7% cleared, 0% out of field, 8.5% intern and 47.7 ineffective.			2026-27: teachers will be 65% cleared, 0% out of field, 2% intern and 25% ineffective.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 1A: Teachers are appropriately assigned and fully credentialed in the subject area and for the subject area and for the pupils they are teaching as measured by staffing reports.					
1.2	<p>% of teachers implementing grade level standards and % of teachers implementing Professional Development strategies</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as</p>	<p>2023-2024: Teachers have implemented academic standards to appropriate grade level and rigor 85% of the time as evidenced in classroom observation</p> <p>80% of teachers implement strategies acquired through professional development/coaching provided as evidenced in classroom observation</p>			<p>2027-28 100% of teachers will implement grade level rigor as evidenced by classroom observations</p> <p>100% of teachers will implement strategies acquired through professional development/coaching as evidenced by classroom observations.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	evidenced in walk through observations.					
1.3	<p>CAASPP ELA & Math (DFS) Science (% met or exceeded), CAA</p> <p>Source: 2023 CA Dashboard</p> <p>State Priority 4A: Student performance on Statewide Assessments (CAASPP)</p>	<p>2022-23 CAASPP results</p> <p>ELA</p> <p>All Students- Yellow Performance Color (-64.8 DFS)</p> <p>English Learners- Red Performance Color (-89.3 DFS)</p> <p>Socioeconomic Disadvantaged-Orange Performance Color (-67.3 DFS)</p> <p>Hispanic- Orange Performance Color (-63.5 DFS)</p> <p>25% of all students met or exceeded standards in ELA</p> <p>22.78% of SED students met or exceeded standards in ELA</p> <p>8.62% of EL students met or exceeded standards in ELA</p> <p>Math</p> <p>All Students- Yellow Performance Color (-89.6 DFS)</p>			<p>2027-28 CAASPP results</p> <p>ELA</p> <p>All Students- Yellow Performance Color (-10 DFS)</p> <p>English Learners- Orange Performance Color (-60 DFS)</p> <p>Socioeconomic Disadvantaged- Yellow Performance Color (-10 DFS)</p> <p>Hispanic- Yellow Performance Color (-10 DFS)</p> <p>35% of all students met or exceeded standards in ELA</p> <p>35% of SED students met or exceeded standards in ELA</p> <p>25% of EL students met or exceeded standards in ELA</p> <p>Math</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>English Learners- Orange Performance Color (-104.5 DFS)</p> <p>Socioeconomic Disadvantaged- Yellow Performance Color (-92.5 DFS)</p> <p>Hispanic- Yellow Performance Color (-87 DFS)</p> <p>16.34% of all students met or exceeded standards in Math</p> <p>15.18% of SED students met or exceeded standards in Math</p> <p>10.35% of EL students met or exceeded standards in Math</p> <p>Science</p> <p>15.63% of All students met or exceeded standards in Science (CAST).</p> <p>14.81% of of SED students met or exceeded standards in Science (CAST).</p> <p>0% of of EL students met or exceeded standards in Science (CAST).</p>			<p>All Students- Yellow Performance Color (-25 DFS)</p> <p>English Learners- Yellow Performance Color (-25 DFS)</p> <p>Socioeconomic Disadvantaged- Yellow Performance Color (-25 DFS)</p> <p>Hispanic- Yellow Performance Color (-25 DFS)</p> <p>25% of all students met or exceeded standards in Math</p> <p>25% of SED students met or exceeded standards in Math</p> <p>20% of EL students met or exceeded standards in Math</p> <p>Science</p> <p>20% of All students met or exceeded standards in Science (CAST).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Alternative Assessment: 0 students assessed			20%% of of SED students met or exceeded standards in Science (CAST). 10% of of EL students met or exceeded standards in Science (CAST). CA Alternative Assessment: 0 students assessed	
1.4	% of ELs who make progress toward English proficiency as per ELPAC level Source: 2023 CA Dashboard State Priority 4E: Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate)	2023-2024: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the "Red" Performance Level			2027-28 Increase to 65% of EL students make progress toward English proficiency as measured by ELPAC level. ELPI Rate will not be in the "Red" Performance Level	
1.5	% of students with access to a broad course of study	2023-2024:			2027-28	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: 2023-24 Local Data</p> <p>State Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught as per master schedule review.</p>	<p>100% of our grades 6th-8th students have access to a broad course of study including: digital literacy, Ag Science, and AVID as measured by our Master Schedule.</p>			<p>Maintain 100% of our 6th-8th students have access to a broad course of study including: digital literacy, Ag Science, and AVID.</p>	
1.6	<p>% of students at or above benchmark</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 8a: Other local measures, Local Curriculum based measurements</p>	<p>2023-2024: Local Curriculum based measurements (Acadience Data)</p> <p>K = 15% at or above benchmark 1st = 62% at or above benchmark 2nd = 17% at or above benchmark 3rd = 22% at or above benchmark 4th = 15% at or above benchmark 5th = 34% at or above benchmark 6th = 15% at or above benchmark 7th = 12% at or above benchmark 8th = 19% at or above benchmark</p>			<p>2027-28</p> <p>K= 50% at grade level 1st= 75% at grade level 2nd= 50% at grade level 3rd=50% at grade level 4th=50% at grade level 5th=50% at grade level 6th=50% at grade level 7th=50% at grade level 8th=50% at grade level</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	<p>% of English Learners who have access to CCSS and ELD Standards</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p>	<p>2023-2024: We have 100% of our EI students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EI students whose data shows are in the highest need.</p>			<p>2027-28 Maintain 100% of unduplicated students getting access to CCSS materials and ELD standards materials. In addition, maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during all instruction including 30 minutes of ELD instruction daily</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	<p>% of students with exceptional needs who have access to programs and services</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 7C: Programs and services for pupils with exceptional needs based on CBM and IEP review data.</p>	<p>2023-2024: 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews as measured by our local data.</p>			<p>2027-28 Maintain 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews</p>	
1.9	<p>EL Reclassification rate</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 4F EL Reclassification rate</p>	<p>2023-24 5 of our 78 of our English Learners were reclassified 2023-24. 52.8% of our English Learners are classified “long-term.” As measure by our local data.</p>			<p>2027-28 30% of our EL students will be reclassified. Our long-term EL students will decrease to 30%.</p>	
1.10	<p>% of students who have access to standards-aligned textbooks</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 1B: The degree every student has sufficient access to</p>	<p>2023-24 100% of students have standards-aligned materials as measured by our textbook inventory data.</p>			<p>2027-28 Maintain 100% of students have standards-aligned materials as measured by our textbook inventory data.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned instructional materials					
1.11	<p>% of services offered to unduplicated students based on mastery of CCSS</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 7B: Programs and services developed and provided to low income, English learner and foster youth students</p>	<p>2023-24</p> <p>100% services offered to unduplicated students being based on CCSS.</p> <p>Intervention and the use of data, analyzed during PLC time to help unduplicated students (K-5 Lexia, 3-8 ALEKS)</p>			<p>2027-28</p> <p>Maintain 100% services offered to unduplicated students being based on CCSS.</p> <p>Intervention and the use of data, analyzed during PLC time to help unduplicated students (K-5 Lexia, 3-8 ALEKS)</p>	
1.12	<p>Avg. Scale Score</p> <p>Source: 2023-24 Local Star Data</p> <p>State Priority 8a: Other local measures, Local Curriculum based measurements</p>	<p>2023-24 STAR Reading</p> <p>All Students Winter-936 Avg. Scale Score Spring-949 Avg. Scale Score</p> <p>Socioeconomic Disadvantaged Fall-942 Avg. Scale Score Spring-942 Avg. Scale Score</p> <p>English Learners</p>			<p>2027-28 STAR Reading</p> <p>All Students Winter-950 Avg. Scale Score Spring-1000 Avg. Scale Score</p> <p>Socioeconomic Disadvantaged Fall-950 Avg. Scale Score Spring-1000 Avg. Scale Score</p> <p>English Learners</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall-897 Avg. Scale Score Spring-897 Avg. Scale Score			Fall-920 Avg. Scale Score Spring-960 Avg. Scale Score	

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	Build Capacity of staff	The District will provide professional development to staff specializing in Mathematics, English Language Arts, and Science. Growth in these areas will be bolstered through mentoring practices. Additionally, the District will facilitate access to professional development trainings outside the school	\$87,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>environment. All teachers, with a particular focus on those teaching English Learners, SED students, and Foster Youth will be trained.</p> <p>The professional development is designed for ongoing coaching, onsite mentoring, and collaboration data discussions with Professional Learning Communities.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p> <p>Spending Items: MOU contract with KCSOS to provide coaching and PD. Substitutes needed to attend trainings or attend planning time Attending PD opportunities</p> <p>Corresponding Metrics: Metric 1: Teachers fully credentialed and provided with content appropriate professional development</p>		
1.2	ELD professional Development for Staff	<p>Provide ongoing professional development for teachers and staff on effective instructional strategies for English Learners, such as Integrated and Designated English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and culturally responsive teaching practices. Train teachers on using data to monitor EL progress and adjust instruction accordingly.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p>	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Access to sufficient standards-aligned materials	<p>The responsibility of securing replacement textbooks for students lies upon the District. Additionally, they are also obligated to acquire a new Mathematics curriculum for grades K through 8. The initiative to undertake these actions aligns with the primary objective of enhancing academic rigor and boosting student proficiency in fundamental subjects.</p> <p>Spending Items: Replacement textbooks New Adoption Curriculum (2024-25 Math)</p> <p>Corresponding Metrics: Metric 2: Teachers fully implement state adopted academic content and performance standards Metric 3: Student performance on Statewide Assessments (CAASPP)</p>	\$80,000.00	No
1.4	Intervention Teacher	<p>Intervention teacher providing Tier II support in Math and Reading for English Learners (EL) and Long Term English Learner (ELTEL) students using Read Naturally.</p> <p>This role is designed to provide targeted support to students who are struggling academically, particularly focusing on English Learners, SED students, and Foster Youth. The intervention teacher will work collaboratively with classroom teachers, instructional coaches, and administration to implement effective intervention strategies and monitor student progress.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p> <p>Spending Items: Intervention Teacher</p> <p>Corresponding Metrics: Metric 3: Student performance on Statewide Assessments (CAASPP)</p>	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Program Coordinator	<p>The District provides support for teachers and students in a range of programs offered on campus. Specific staff members within the District are assigned as testing coordinators for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Alongside this, there is a system in place that monitors the progress of students who are not performing up to standard. All these actions are utilized to support the overarching goal of enhancing academic rigor and student proficiency in core subjects.</p> <p>Spending Items: Program Coordinator</p> <p>Corresponding Metrics: Metric 3: Student performance on Statewide Assessments (CAASPP) Metric 4: EL progress towards English proficiency</p>	\$115,000.00	No
1.6	Update/Replace Technology	<p>The District is responsible for updating all staff computers, laptops, SMART boards, and printers. Similarly, it will facilitate an upgrade of student Chromebooks to bolster academic rigor and improve student proficiency in core subjects.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p> <p>Spending Items: Technology purchases (i.e. Chromebooks, Desktop, Ipads, SMART boards...) IT Support</p> <p>Corresponding Metrics: Metric 5: Broad course of study</p>	\$106,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Classroom Assistants	<p>Five Classroom assistants (1 specific to TK/K classroom, 1 to K-8 classrooms) are expected to provide support in running small groups within classrooms. This is a strategic measure enacted to encourage improved performance in students who are currently underperforming in core subjects. Small group sizes are purposed for this initiative to result in a more focused and personalized learning experience. This aligns with the district's objective of elevating academic rigor and enhancing student proficiency in core subjects.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p>	\$220,000.00	Yes
1.8	Curriculum Based Software	<p>The District will ensure a system for providing instructional guidance to teachers. This form of guidance will inform the faculty's pedagogical tactics, subsequently leading to a significant improvement in students' aptitude in core subjects. The action focuses on the integration of technology software into the instructional and support systems school wide. By embedding technological tools and resources, this approach is designed to accelerate and enhance the teaching and learning process, meeting the specific immediate and long-term educational needs of our unduplicated student population.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p> <p>Spending Items: Illuminate Acadiance Lexia Renaissance</p>	\$36,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ALEKS Follett		
1.9	AVID	<p>Offering AVID as an optional course in middle school contributes to efforts to elevate academic rigor and improve student mastery in fundamental subjects. The District will ensure the school-wide application of AVID strategies, such as WICOR. This arrangement and execution procedure are crucial for strengthening the academic integrity of the District's curriculum. Teachers will attend AVID summer institute as well as other various AVID professional development opportunities throughout the school year.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p>	\$13,000.00	Yes
1.10	CAASPP Achievers Field Trip	<p>Providing engaging field trips for achievers on CAASPP testing to increase motivation for student improvement/success.</p> <p>This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.</p>	\$7,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Developing a safe environment that fosters the social, emotional, cognitive, and physical welfare of all students, families, and staff. To foster a comprehensive developmental setting, a multi-tiered support system emphasizing socio-emotional and behavioral support will maintain a low suspension rate, thereby enhancing the teaching and learning process for both educators and students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The District acknowledges the potential improvement of the school climate facilitated by fruitful relationships with students and families, thereby, establishing a goal to institute an in-house school social worker. The purpose of this being to enhance student safety, decrease inappropriate conduct, and fortify a sense of belonging. Such an initiative is in harmony with State Priorities 5 and 6, which spotlight 'Pupil Engagement' and 'School Climate' respectively. The proposed presence of a social worker is associated with better student attendance, a decline in dropout rates, and a growth in student motivation. All these elements fittingly address the 'Culture & Climate' section highlighted in the State priorities. Moreover, as a collective effort towards 'Equity', the District expects an impartial approach to students from diverse backgrounds, helping to reduce the achievement discrepancy. Furthermore, integrating the 'Family & Community' within this objective will enhance academic accomplishments and foster a reciprocal consensus towards school improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Suspension Rate Source: 2023 CA Dashboard State Priority 6A: Pupil Suspension	2023 CA Dashboard Suspension Rate All Students- Blue Performance Color (0%) English Learners- Blue Performance Color (0%)			2026 CA Dashboard Suspension Rate All Students- Blue Performance Color (0%) English Learners- Blue Performance Color (0%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomic Disadvantaged-Blue Performance Color (0%) Hispanic- Blue Performance Color (0%)			Socioeconomic Disadvantaged-Blue Performance Color (0%) Hispanic- Blue Performance Color (0%)	
2.2	Pupil Expulsion Rate Source: 2023-24 Local Data State Priority 6B: Pupil Expulsion Rate	2023-2024: Priority 6B: Semitropic expulsion rate is 0%			Priority 6B: Semitropic expulsion rate will be 0%	
2.3	% of student connectedness survey: feel safe, agree an adult at school cares about them, and are happy to be at school. Source: 2023-24 Local Data Priority 6C: Local measures on sense of safety and school connectedness	2023-2024: Priority 6C:86% of students agree that they feel safe at school. 91% of students agree that there is an adult at school who cares about them. 90% of students are happy to be at school.			Priority 6C: 90% of students agree they feel safe at school. 95% of students agree that there is an adult at school who cares about them. 95% of students are happy to be at this school.	
2.4	Based on an evaluation using a rubric within the Facilities Inspection Tool (FIT).	2023-2024 Priority 1C: All facilities continue to have an overall rating of			Priority 1C: Maintain all facilities rating of “good” as reported on the FIT.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: 2023-24 Local Data</p> <p>State Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report</p>	<p>"good" as indicated on the FIT report.</p>				
2.5	<p>Chronic absenteeism rates</p> <p>Source: 2023 CA Dashboard</p> <p>State Priority 5B: Chronic absenteeism rates</p>	<p>2023 CA Dashboard Chronic Absenteeism Rate</p> <p>All Students- Orange Performance Color (23.8%)</p> <p>English Learners- Yellow Performance Color (13.2%)</p> <p>Socioeconomic Disadvantaged-Orange Performance Color (23.9%)</p> <p>Hispanic- Orange Performance Color (22.5%)</p>			<p>All Student group Chronic Absenteeism will decrease to less than 10%.</p>	
2.6	<p>Local Attendance Rates</p> <p>Source: 2023-24 Local Data</p> <p>State Priority 8a: Other local measures, Local Curriculum based measurements</p>	<p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 95.19%</p> <p>Socioeconomic Disadvantaged- 95.19%</p> <p>English Learners- 96.52%</p>			<p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 96%</p> <p>Socioeconomic Disadvantaged- 96%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners-96%	

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	MTSS (PBIS) implementation School-wide	The district will continue implementing Positive Behavioral Interventions and Supports (PBIS), which aim to reduce suspensions and/or expulsions. Throughout the academic year, PBIS training will be administered to all staff. To ensure visibility of the ROAR expectations, displays such as posters, banners, and signs will be placed throughout the school, in classrooms, and across the campus. Additionally, ROAR incentive activities, including the ROAR store and field trips, will be organized. Spending Items:	\$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PBIS PD PBIS posters and banners ROAR incentives supplies ROAR field trips (2 total)		
2.2	Social Worker	A social worker is employed to meet the emotional needs of not only the students in the district, but their families too. The central goal is improving the well being of both students and staff by implementing the multi-tiered support system. This action integrates school social worker into the educational framework at the school site in order to create a robust, supportive environment that equips every student to achieve their highest potential. They collaborate closely with other support staff, including school psychologist, teachers, and classified staff, to first and foremost address the unique needs of socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. School Social Workers implement tailored interventions that promote academic success, emotional well-being, and positive behavior. A focus on collaboration with school support teams ensures a unified approach to student support, enhancing system coherence across the district. Continuous professional development for social workers and data-driven strategies will refine practices and ensure that interventions.	\$130,000.00	Yes
2.3	Additional Supervision	The district actively promotes the safety of all students on the playground and around the campus. Additional yard aide will allow a rotation of structured play activities to happen during break times both in the mornings and afternoon.	\$30,000.00	No
2.4	Campus Beautification	The objective is to augment the well- being of both students and staff by implementing a multilevel support system. Key actions to achieve this include expanding the blacktop areas, allowing students more space for sports like volleyball and basketball. We also prioritize installing more benches to cater to the increased seating needs of students and their families. To enhance the aesthetic appeal of the campuses, the exteriors of	\$68,000.00	No

Action #	Title	Description	Total Funds	Contributing
		buildings will be repainted. For further details on the steps involved in achieving this objective, please refer to the section below.		
2.5	Educational building field trip per grade level	<p>Integrating field trips with the Common Core State Standards is a transformative initiative that leverages pivotal educational experiences to significantly enhance student learning and development. By funding field trips to key educational sites such as the Calm Zoo for first graders, the Fresno Zoo for second graders, the Getty Museum for third graders, a mission field trip for fourth graders, the Aquarium of the Pacific for fifth graders, Camp KEEP By the Sea for sixth graders, the Science Center for seventh graders, and California college visits for eighth graders, we are directly addressing educational equity and enriching our curriculum.</p> <p>These field trips provide essential, experiential learning opportunities that many students might otherwise miss due to financial constraints. By utilizing LCAP funds to cover transportation, admission fees, and staffing costs, we ensure that every student, regardless of socioeconomic status, gains access to these enriching experiences. This initiative is a strategic effort to bridge the opportunity gap and foster a more inclusive educational environment.</p> <p>Our commitment is to not only level the playing field but to fundamentally transform it. This approach will promote equitable educational outcomes and create a nurturing environment where every student has the opportunity to excel. Through this initiative, we are dedicated to enhancing academic and social development, ensuring that all students have the chance to thrive in a supportive, enriching community.</p>	\$26,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen positive relationships with students, parents, and the wider community. The district will enhance meaningful family and community engagement within the academic year, measuring success through genuine interactions and diverse feedback from students, parents, and community members.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement)
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An explanation of why the LEA has developed this goal.

The overarching objective of the District is to foster a nurturing atmosphere where students are inspired to attend school on a regular basis, and parents are continuously involved in their child's scholastic life. This vision aims to be actualized through the development of web-based applications designed to smooth the flow of communication between parents and schools, as well as implementing incentives to boost students' attendance. Understanding the indispensable role of state priorities towards meeting this goal, the tactically delineated strategies echo directly with Priority 3, underscoring the importance of parental involvement, and Priority 5, spotlighting pupil engagement. In accordance with Priority 3, there will be the designation of a school community coordinator who also functions as a liaison to strengthen pivotal communication avenues between families and the school. This esteemed individual is expected to marshal parents' spirited involvement, thereby addressing both cultural and climate priorities, as well as familial and community-centered priorities. Similarly, the creation of attendance-related incentives directly correlates with Priority 5. This strategy aims to motivate regular student attendance, thus shaping a positive school environment. The integration of these key elements allows the District to envisage a setting that promotes both academic achievement and communal harmony.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents who attend school events Source: 2023-24 Local Data State Priority 3A:	2023-2024: Priority 3A: 93% of parents attend parent/teacher conferences. 70% of parents/families attend a variety of family			Priority 3A: 100% of parents attend parent/teacher conferences. 95% of parents/families	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Efforts to seek input in making decisions for district/school	events (i.e. family picnic, Harvest Festival, pastries with parents...)			attend a variety of family events.	
3.2	Local Attendance Rates Source: 2023-24 Local Data Priority 5A: Student attendance	Attendance Rates by subgroup 23-24 School Year All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%			Attendance Rates by subgroup 26-27 School Year All Students- 96% Socioeconomic Disadvantaged- 96% English Learners- 96%	
3.3	Chronic absenteeism rates Source: 2023 CA Dashboard State Priority 5B: Chronic absenteeism rates	2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged- Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)			2026 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (13.8%) English Learners- Green Performance Color (0%) Socioeconomic Disadvantaged- Yellow Performance Color (13.9%) Hispanic- Yellow Performance Color (12.5%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Middle School Dropout Rate Source: 2023-24 Local Data State Priority 5C: Middle School Dropout	2023-2024: Priority 5C: 0%as measured by local data.			Priority 5D: Maintain 0% of our middle school students dropping out	
3.5	% of parents of our unduplicated student attendance at school events Source: 2023-24 Local Data State Priority 3B.How the LEA will promote parental participation in programs for low income, English learner and foster youth students	2023-24 96% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. 80% Parent Communication Return Rate on communication efforts with Parent Square, Class Dojo, Semitropic App, Facebook, Instagram, and Twitter.			2026-27 100% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. 90% Parent Communication Return Rate on communication efforts with Parent Square, Class Dojo, Semitropic App, Facebook, Instagram, and Twitter.	
3.6	% of parent attendance of students with disabilities at school events Source: 2023-24 Local Data	2023-24 100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to ensure			Maintain 100% of our parents of students with IEP receive written notification and a phone call prior to IEP meetings to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 3C: How the LEA will promote parental participation in programs for students with disabilities.	attendance at scheduled meetings either via Zoom, phone or in person.			ensure attendance at scheduled meetings either via Zoom, phone or in person.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Community Coordinator	The school community coordinator will be responsible for building, reinforcing, and maintaining connections between the school and the local community. Their role will involve facilitating collaboration and partnerships with community organizations, businesses, and groups to foster a sense of shared responsibility for student success. Additionally, the community	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coordinator will provide guidance and information to families and community members regarding various services and resources available outside of the school setting. This may include connecting them with appropriate social services, healthcare providers, community-based organizations, or other relevant resources that can address their specific needs beyond the academic realm.</p>		
3.2	Parent communication/Engagement	<p>The District prioritizes incorporating Parent Square and Aeries, digital platforms designed to foster engagement. We are developing a web-based app and an interactive website to ensure a robust system for community and family involvement throughout the academic year. These platforms will act as comprehensive tools to strengthen communication between school, students, and their families. In doing so, we aim to enhance community and family engagement effectively.</p>	\$15,000.00	No
3.3	Attendance Incentives	<p>The District firmly believes that regular student attendance throughout the academic year is absolutely vital. Consistent attendance is considered a crucial element in achieving the goal of enhancing community and family engagement. To emphasize this importance, the District has implemented a comprehensive attendance incentive program. By offering motivating rewards and recognitions for improved or exemplary attendance records, the District aims to actively encourage students and families to prioritize consistent school participation. These incentives serve as a powerful tool to foster a culture of engagement, where families and the community are motivated to support and celebrate students' regular attendance. The District recognizes that such incentives play an integral role in cultivating strong school-community connections, as they promote accountability and reinforce the value of education beyond the classroom setting.</p>	\$16,000.00	Yes
3.4	Parent/Community Events	<p>The District has taken significant steps to improve Community and Family Engagement throughout the academic year. These steps include hosting events designed to encourage family involvement on campus and offering targeted training sessions specifically designed for parents and families.</p>	\$9,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$518531	\$62021

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
33.863%	0.000%	\$0.00	33.863%

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	<p>Action: Build Capacity of staff</p> <p>Need: 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA</p> <p>Math All Students (-89.6 DFS, Yellow Color)</p>	<p>By providing comprehensive professional development opportunities and supporting highly qualified teachers, schools and districts can better meet the unique needs of unduplicated students and promote their academic success and overall well-being.</p> <p>Unduplicated students may require additional academic interventions and support services to address achievement gaps and ensure they are meeting grade-level standards. This could include</p>	<p>Teacher Credentialing: Metric 1.1 Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 Local Assessments: Metric 1.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>7% of our students met or exceeded standards in math</p> <p>Science 16% of our students met or exceeded standards in Science (CAST).</p> <p>ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards</p> <p>Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded</p> <p>95% of teachers are appropriately assigned and fully credentialed, therefore not all of our staff are not providing the most up to date pedagogy from staff who are not fully credentialed.</p> <p>The need for continuous professional development and onsite mentoring was emphasized by parents, staff, and board members. This feedback highlighted the necessity for teachers to be well-equipped with the latest instructional strategies to improve student outcomes. The PD program was also</p>	<p>tutoring, small group instruction, extended learning opportunities, and targeted remediation.</p> <p>The professional development (PD) action plan described above benefits all students and warrants school-wide implementation for the following reasons:</p> <p>1. Enhanced Teacher Effectiveness:</p> <p>By ensuring that all teachers are appropriately assigned, fully credentialed, and regularly trained in the latest instructional strategies, the quality of education across the school is elevated. This means that every student, regardless of their background or specific needs, will benefit from improved teaching practices that are consistently implemented across all classrooms.</p> <p>2. Equity in Education:</p> <p>A school-wide approach ensures that every student, including those who are English Learners (ELs), Socio-Economically Disadvantaged (SED), and Foster Youth, receive equitable access to high-quality instruction. Teachers trained in differentiated instruction and culturally responsive teaching can better meet the diverse needs of all students, creating a more inclusive and supportive learning environment.</p> <p>3. Consistency in Instruction:</p> <p>Implementing PD school-wide ensures consistency in teaching methods and academic standards across all grade levels and subjects.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>influenced by the feedback requesting enhanced support for classroom instruction and the use of data to guide teaching practices.</p> <p>Scope: LEA-wide</p>	<p>This consistency helps in reducing learning gaps as students progress through their educational journey, providing a seamless and coherent learning experience.</p> <p>4. Comprehensive Student Support:</p> <p>When all teachers are trained in using data-driven instruction and intervention strategies, it enhances the ability of the school to identify and address the specific needs of individual students promptly. This targeted support benefits all students, including those who may not fall into the traditionally identified at-risk categories but still require additional help to succeed.</p> <p>5. Improved Student Outcomes:</p> <p>Research shows that high-quality professional development leads to improved teaching practices, which in turn result in better student outcomes. By implementing PD school-wide, the district can expect to see improvements in standardized test scores (CAASPP, ELPAC), local curriculum assessments, and overall academic achievement across the board.</p> <p>6. Comprehensive Response to Feedback:</p> <p>The school-wide PD plan addresses the collective feedback from educational partners, including parents, teachers, and board members, who have emphasized the need for continuous professional development and onsite mentoring. A school-wide approach ensures that all teachers receive the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>necessary support to implement effective instructional strategies, thereby responding comprehensively to the stakeholders' concerns.</p> <p>7. Building a Collaborative Professional Community:</p> <p>Professional Learning Communities (PLCs) and onsite mentoring foster a collaborative culture among teachers, encouraging the sharing of best practices and continuous professional growth. This collaboration benefits all students as teachers collectively work towards improving instructional quality and student outcomes.</p> <p>8. Scalability and Sustainability:</p> <p>A school-wide implementation of PD ensures that the strategies and improvements are scalable and sustainable over time. As new teachers join the school, they can be integrated into the existing PD framework, maintaining a high standard of instruction and continuous improvement.</p> <p>By implementing a comprehensive professional development plan on a school-wide basis, Semitropic School District ensures that all students receive high-quality, equitable education, leading to improved academic outcomes.</p>	
1.4	<p>Action: Intervention Teacher</p> <p>Need:</p>	<p>Hiring an intervention teacher can directly address the needs of unduplicated students (low-income, English learners, and foster youth) in several ways within the context of the goal "Utilize high-quality,</p>	<p>Teacher Credentialing: Metric 1.1 Implementation of Professional Development Strategies: Metric 1.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Here are some key needs of unduplicated students (low-income, English learners, and foster youth) that an intervention teacher can address:</p> <p>Identified Need:</p> <p>Teacher Credentialing and Assignment: Ensure 95% of teachers are appropriately assigned and fully credentialed.</p> <p>Academic Standards Implementation: Achieve 85% implementation of academic standards at appropriate grade levels and rigor.</p> <p>Professional Development Utilization: Reach 80% of teachers implementing strategies acquired through professional development/coaching.</p> <p>Student Achievement:</p> <p>ELA: Improve CAASPP results, where only 25% of students met or exceeded standards (all students, -64.8 DFS, Yellow Color).</p> <p>Math: Improve CAASPP results, where only 7% of students met or exceeded standards (all students, -89.6 DFS, Yellow Color).</p> <p>Science: Improve results, where 16% of students met or exceeded standards (CAST).</p> <p>Subgroups Performance:</p> <p>ELA: English Learners (-89.3, Red Color), SED (-67.3, Orange Color), Hispanic (-63.5, Orange Color).</p> <p>Math: English Learners (-104.5, Orange Color), SED (-92.5, Yellow Color), Hispanic (-87, Yellow Color).</p>	<p>culturally sound teaching strategies to improve student proficiency in all core subjects":</p> <ol style="list-style-type: none"> 1. Targeted Academic Support: An intervention teacher can provide targeted, individualized support to unduplicated students who may be struggling academically in core subjects. These students often require additional assistance and personalized instruction to overcome academic gaps or learning challenges. 2. Small Group Instruction: The intervention teacher can work with small groups of unduplicated students, allowing for more focused attention and tailored teaching strategies. Small group settings enable the teacher to adapt the pace, instructional methods, and content to better meet the specific needs of these students. 3. Differentiated Learning: Unduplicated students often have diverse learning needs and backgrounds. An intervention teacher can employ differentiated learning strategies, adjusting the content, process, and products to cater to the individual needs of each student, ensuring that they can access and master the core subject matter. 4. English Language Development: For English learners, the intervention teacher can provide targeted English language development support, focusing on building their language proficiency and academic vocabulary, which is crucial for their overall academic success in core subjects. 	<p>CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>1. Academic Gaps: Many unduplicated students may have gaps in their foundational knowledge or skills due to various factors such as inconsistent schooling, language barriers, or limited access to educational resources. An intervention teacher can identify and address these gaps through targeted instruction and remediation.</p> <p>2. Language Support: English learners require additional support in developing their English language proficiency, including academic vocabulary and language skills needed for success in core subjects. An intervention teacher can provide specialized English Language Development (ELD) instruction and strategies.</p> <p>By addressing these specific needs, an intervention teacher can provide a comprehensive and tailored support system to help unduplicated students overcome barriers and achieve academic proficiency in core subjects.</p> <p>Parents have expressed concerns about their children struggling academically, particularly in core subjects like ELA, Math, and Science. They have highlighted the necessity for additional support to help these students catch up to grade-level standards. Parents have indicated the need for more regular communication about their children's academic progress and the strategies being used to support their learning at home. Teachers have reported a need for additional</p>	<p>By having an intervention teacher specifically dedicated to supporting unduplicated students, all students who struggle academically can also benefit from providing this action LEA-wide. Semitropic can provide a comprehensive, multi-leveled support system tailored to the unique needs of all students who might need academic support, ultimately contributing to their academic proficiency in all core subjects.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>resources and personnel to provide targeted interventions for students who are performing below grade level. They have emphasized that having an intervention teacher would allow them to focus more on delivering quality instruction while ensuring that all students receive the support they need.</p> <p>Scope: LEA-wide</p>		
<p>1.6</p>	<p>Action: Update/Replace Technology</p> <p>Need: 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA</p> <p>Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math</p> <p>Science 16% of our students met or exceeded standards in Science (CAST).</p> <p>ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA</p>	<p>Updated and current technology in the classroom can help address the needs of unduplicated students (low-income, English learners, and foster youth) in the following ways:</p> <p>1. Bridging the Digital Divide: Many unduplicated students lack access to technology resources at home due to socioeconomic factors. Having updated technology in the classroom helps bridge this digital divide, providing them with equal opportunities to develop essential technological skills and access digital learning resources.</p> <p>2. Engaging and Interactive Learning: Modern educational technologies, such as interactive whiteboards, multimedia resources, and educational software, can create more engaging and interactive learning experiences. These tools can cater to different learning styles, making abstract concepts more concrete and accessible, and increasing student engagement and motivation.</p>	<p>Teacher Credentialing: Metric 1.1 Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic (-63.5, Orange Color), 25% met or exceeding standards</p> <p>Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded</p> <p>95% of teachers are appropriately assigned and fully credentialed, therefore not all of our staff are not providing the most up to date pedagogy from staff who are not fully credentialed.</p> <p>Unduplicated students (low-income, English learners, and foster youth) have several specific needs related to updated and current technology in the classroom:</p> <p>1. Access to Technology: Many unduplicated students may have limited access to technology resources at home due to socioeconomic factors. Having updated and current technology in the classroom can help bridge this digital divide and provide them with equal opportunities to develop essential technological skills.</p> <p>2. Engaging Learning Experiences: Updated technology in the classroom can offer more engaging and interactive learning experiences for unduplicated students. Interactive whiteboards, educational software, and</p>	<p>3. Language Support: For English learners, updated technology can provide valuable language support tools, such as speech-to-text and text-to-speech software, translation tools, and multimedia resources that aid in language acquisition and comprehension.</p> <p>By providing updated and current technology in the classroom, schools can address the unique needs of unduplicated students, foster digital literacy, create a more equitable and engaging learning environment, and ultimately support their academic success and future readiness.</p> <p>By updating technology on an LEA-wide basis, the district ensures that all students, regardless of grade level, have equal access to modern and effective educational tools. This is crucial in addressing disparities that could arise if some schools had better technology resources than others.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>multimedia resources can cater to different learning styles and help make abstract concepts more concrete and accessible.</p> <p>3. Language Support Tools: For English learners, having access to current technology can provide valuable language support tools. These may include speech-to-text and text-to-speech software, translation tools, and multimedia resources that can aid in language acquisition and comprehension.</p> <p>Adaptive Learning: Many modern educational technologies offer adaptive learning capabilities, which can personalize the learning experience based on each student's needs and progress. This can be particularly beneficial for unduplicated students who may require additional support or have varying levels of proficiency.</p> <p>4. Assistive Technologies: Some unduplicated students, particularly those with special needs or learning disabilities, may require assistive technologies to support their learning. Updated classroom technology can provide access to tools such as screen readers, speech recognition software, and specialized input devices.</p> <p>5. Career and College Readiness: Exposure to current technology in the classroom can better prepare unduplicated students for future academic and career opportunities. Developing technological proficiency early on can enhance their competitiveness and</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>readiness for higher education or the workforce.</p> <p>6. Online Resources and Collaboration: Current classroom technology can facilitate access to online educational resources, virtual learning environments, and collaborative tools. These resources can support unduplicated students by providing additional learning materials, opportunities for peer collaboration, and access to remote learning when needed.</p> <p>By providing updated and current technology in the classroom, schools can help address the unique needs of unduplicated students, foster digital literacy, and create a more equitable and engaging learning environment that supports their academic success.</p> <p>Feedback from Parents and Teachers emphasized the necessity for continuous professional development and onsite mentoring to enhance educational outcomes. Upgrading technology directly supports these needs by providing the tools and platforms necessary for effective teaching, learning, and professional development.</p> <p>Feedback from Teachers and Students highlights the need for support in various on-campus programs, including updated technology for effectively managing programs and ensuring accurate data collection and analysis, which can directly influence student proficiency in core subjects.</p> <p>The feedback from school staff requesting enhanced classroom support, particularly for</p>		

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	<p>small group learning and underperforming students, is another area where updated technology plays a significant role. Modernizing technology in classrooms ensures that teachers have the necessary tools to deliver personalized instruction and support small group activities effectively.</p> <p>Scope: LEA-wide</p>		
<p>1.7</p>	<p>Action: Classroom Assistants</p> <p>Need: 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA</p> <p>Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math</p> <p>Science 16% of our students met or exceeded standards in Science (CAST).</p> <p>ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA</p>	<p>Having classroom assistants can help address the needs of unduplicated students (English learners, low-income students, and foster youth) in several ways:</p> <p>1. Providing individualized attention and support: Classroom assistants can work closely with unduplicated students, offering one-on-one or small group support tailored to their specific needs. This individualized attention can help address academic gaps, language barriers, or social-emotional challenges that might otherwise be difficult to address in a larger classroom setting.</p> <p>2. Assisting with language acquisition: For English learners, classroom assistants can provide targeted language support, such as reinforcing vocabulary, helping with reading and writing tasks, and facilitating peer interactions in English. They can also assist in implementing bilingual instructional strategies or translating materials when needed.</p> <p>3. Offering academic interventions and tutoring:</p>	<p>Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12</p>

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	<p>Hispanic (-63.5, Orange Color), 25% met or exceeding standards</p> <p>2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the “Red” Performance Level</p> <p>Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded</p> <p>95% of teachers are appropriately assigned and fully credentialed, therefore not all of our staff are not providing the most up to date pedagogy from staff who are not fully credentialed.</p> <p>School staff expressed the need for enhanced classroom support to enrich the learning experience for students in small groups. The feedback underscores the importance of having classroom assistants who can manage small groups, allowing for targeted instruction that addresses the specific needs of underperforming students. Feedback highlighted the necessity of providing Tier II support in Math and Reading for students who require additional help. The use of classroom assistants in small group</p>	<p>Classroom assistants can work with unduplicated students who are struggling academically by providing targeted interventions, tutoring, and reinforcement of concepts covered in class. This additional support can help close achievement gaps and ensure these students are progressing toward grade-level standards.</p> <p>4.Facilitating small group instruction: With the help of classroom assistants, teachers can divide the class into smaller groups for more focused and differentiated instruction. This can benefit unduplicated students by allowing for more tailored teaching approaches, more opportunities for participation, and a supportive learning environment.</p> <p>Why it is being provided on LEA-wide basis: By deploying classroom assistants across the entire LEA, the district ensures that all students, regardless of their specific school or classroom, have access to additional support. This approach promotes equity, ensuring that resources are distributed fairly and that all students, especially those who are underperforming, receive the assistance they need to succeed. Implementing classroom assistants on an LEA-wide basis allows the district to maintain consistency in instructional strategies and interventions. By providing classroom assistants LEA-wide, the district offers uniform support to all teachers, enabling them to effectively implement small group instruction and other personalized learning strategies. Deploying classroom assistants across the LEA allows the district to optimize the use of resources. By centralizing the allocation and management of</p>	

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	<p>settings directly responds to this need, ensuring that students who struggle in core subjects receive the focused attention they need to improve.</p> <p>The staff's desire for improved learning experiences for students, particularly in small groups, aligns with the strategic use of classroom assistants. This approach is intended to create a more personalized and supportive learning environment, which is essential for helping underperforming students succeed.</p> <p>Scope: LEA-wide</p>	<p>these assistants, the district can ensure that they are placed where they are most needed and can have the greatest impact.</p>	
<p>1.8</p>	<p>Action: Curriculum Based Software</p> <p>Need: 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA</p> <p>Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math</p> <p>Science 16% of our students met or exceeded standards in Science (CAST).</p> <p>ELA</p>	<p>Curriculum-based software can help unduplicated students (English learners, low-income students, and foster youth) in several ways:</p> <p>1. Personalized and adaptive learning: Many curriculum-based software programs use adaptive algorithms to personalize the learning experience based on each student's strengths, weaknesses, and progress. This can be particularly beneficial for unduplicated students who may have varying levels of academic proficiency or specific learning gaps.</p> <p>2. Differentiated instruction: Curriculum-based software often provides differentiated instruction by offering content and activities at various levels of complexity, allowing students to work at their appropriate level. This can ensure that unduplicated students receive</p>	<p>Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12</p>

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	<p>Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards</p> <p>2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the “Red” Performance Level</p> <p>Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded</p> <p>95% of teachers are appropriately assigned and fully credentialed, therefore not all of our staff are not providing the most up to date pedagogy from staff who are not fully credentialed.</p> <p>The feedback from parents and teachers emphasized the need for systems that help track student progress, particularly for underperforming students. Curriculum-based software is a direct response to this need, as it provides data-driven insights and instructional support that enable teachers to monitor and address student learning gaps more</p>	<p>instruction tailored to their needs, without being held back or overwhelmed.</p> <p>3.Engaging and interactive content: Well-designed curriculum-based software often incorporates engaging multimedia elements, such as videos, animations, and interactive simulations. These features can help capture and maintain the interest of unduplicated students, promoting increased engagement and motivation.</p> <p>Why it is being provided on LEA-wide basis: By implementing Curriculum-Based Software across the entire LEA, the district ensures that all students, regardless of their specific school or classroom, have access to the same high-quality instructional tools. This approach promotes equity, making sure that every student, including those in underserved or lower-performing schools, benefits from the software's capabilities. Providing this software on an LEA-wide basis standardizes the instructional resources and strategies used throughout the district. This consistency helps ensure that all teachers are equipped with the same tools and guidelines, which can lead to more uniform implementation of district-wide educational goals and strategies, such as improving student proficiency in core subjects.</p>	

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	<p>effectively. The feedback also highlighted the role of technology in supporting testing coordination (such as CAASPP and ELPAC) and in providing targeted interventions for students requiring additional support. Curriculum-based software can streamline these processes, offering teachers the resources needed to implement timely interventions.</p> <p>School staff requested more robust support systems in the classroom, particularly for small group instruction and personalized learning. Curriculum-based software supports this need by offering adaptive learning tools that cater to the diverse needs of students, including those who are underperforming, ensuring that every student has access to personalized learning experiences.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: AVID</p> <p>Need: 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA</p> <p>Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math</p>	<p>Here are some ways in which AVID can help unduplicated students:</p> <p>1.Academic skills development: AVID provides explicit instruction in essential academic skills, such as note-taking, organization, critical thinking, and study strategies. These skills are crucial for unduplicated students to navigate the rigors of a college-preparatory curriculum and develop the habits necessary for academic success.</p> <p>2.College and career readiness: AVID focuses on preparing students for college and career by</p>	<p>Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12</p>

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	<p>Science 16% of our students met or exceeded standards in Science (CAST).</p> <p>ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards</p> <p>2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the “Red” Performance Level</p> <p>Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded</p> <p>These students often face unique challenges and barriers to academic success, and it is crucial to address their specific needs to ensure they receive an equitable and high-quality education. Here are some of the key needs of unduplicated pupils:</p>	<p>exposing them to college-level coursework, providing guidance on the college application process, and fostering a college-going mindset. This can be particularly beneficial for unduplicated students who may lack access to college knowledge and resources.</p> <p>3. Peer support and mentorship: AVID creates a supportive learning community through small group tutorials, where students collaborate and support each other's learning. Unduplicated students can benefit from the peer support, mentorship, and sense of belonging fostered by AVID.</p> <p>4. Teacher support and advocacy: AVID trains teachers to become advocates for unduplicated students, providing them with strategies to support their academic, social, and emotional needs. This support system can be invaluable for unduplicated students who may face various challenges.</p> <p>5. Family engagement: AVID recognizes the importance of family involvement and provides resources to help families understand and navigate the college preparation process. This can empower families of unduplicated students to play an active role in their child's education.</p> <p>6. Culturally relevant pedagogy: AVID emphasizes the importance of culturally relevant teaching practices, encouraging teachers to incorporate students' diverse backgrounds and experiences into the curriculum. This can promote engagement and a sense of belonging for unduplicated students.</p>	

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	<p>1. Language acquisition support: English learners need specialized instruction and support to develop proficiency in English, including English language development (ELD) programs, bilingual education, and language support services.</p> <p>2. Academic interventions: Unduplicated pupils may need additional academic interventions and support services to address achievement gaps and help them meet grade-level standards. This could include tutoring, small group instruction, extended learning opportunities, and targeted remediation programs.</p> <p>3. Access to resources: Unduplicated pupils may have limited access to resources that support their learning, such as technology, educational materials, and enrichment opportunities. Schools should work to provide these resources or connect families with community resources.</p> <p>Ed Partner Feedback: Feedback from parents, teachers, and other educational stakeholders likely emphasized the importance of raising academic standards to better prepare students for high school and beyond. Offering AVID as an optional course is a direct response to this need, as AVID programs are specifically designed to increase academic rigor and help students develop skills essential for academic success. The feedback also likely pointed out the need for additional support for underperforming and</p>	<p>7. Motivation and self-confidence: AVID's focus on high expectations, goal-setting, and developing a growth mindset can help unduplicated students build self-confidence and resilience, motivating them to pursue higher education and future success.</p> <p>By providing AVID and its associated strategies LEA-wide, the district ensures that all students, regardless of which school they attend, have access to the same high-quality academic opportunities. This promotes equity across the district, giving every student the chance to benefit from AVID's proven methods for enhancing academic rigor and preparing for college and career success.</p> <p>Implementing AVID strategies across the entire LEA ensures a consistent approach to teaching and learning throughout the district. Consistency in applying AVID's WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) helps create a cohesive educational experience for all students, making it easier to measure and compare progress across different schools and grade levels.</p> <p>Offering AVID professional development opportunities, such as the summer institute and ongoing training throughout the school year, on an LEA-wide basis ensures that all teachers across the district receive the same level of training and support. This consistency in professional development helps ensure that AVID strategies are implemented effectively in every classroom, leading to better student outcomes across the district.</p>	

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	<p>underserved students, including those who may not traditionally see themselves as college-bound. AVID programs are known for their focus on supporting students who are in the academic middle, helping them to develop the skills and confidence needed to succeed in rigorous coursework and ultimately pursue higher education.</p> <p>Stakeholders, including parents and community members, may have expressed the desire for programs that better prepare students for college and careers. AVID’s focus on college and career readiness, combined with its emphasis on skill development through WICOR, aligns with this feedback by ensuring that students are not only mastering fundamental subjects but are also developing the skills needed to succeed in post-secondary education and beyond.</p> <p>Scope: LEA-wide</p>	<p>Implementing AVID across the entire LEA allows the district to streamline resources, such as professional development, materials, and support services. This centralized approach can lead to cost savings and ensures that all schools are equally equipped to implement AVID strategies effectively.</p>	
<p>1.10</p>	<p>Action: CAASPP Achievers Field Trip</p> <p>Need: 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA</p> <p>Math All Students (-89.6 DFS, Yellow Color)</p>	<p>Providing engaging and enriching field trip experiences can benefit unduplicated students (English learners, low-income students, and foster youth) in several ways:</p> <p>1.Exposure to new experiences and environments: Many unduplicated students may have limited opportunities to explore new places and environments due to financial constraints, language barriers, or other challenges. Field trips can expose them to diverse settings, such as</p>	<p>CA Dashboard Assessments: Metric 1.3 Local Assessments: Metric 1.12</p>

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	<p>7% of our students met or exceeded standards in math</p> <p>Science 16% of our students met or exceeded standards in Science (CAST).</p> <p>ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards</p> <p>2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the “Red” Performance Level</p> <p>Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded</p> <p>Feedback from parents, teachers, and students likely highlighted the need for strategies that motivate students to perform better academically. Recognizing and rewarding students who achieve success on CAASPP testing with engaging field trips</p>	<p>museums, historical sites, cultural centers, or natural environments, broadening their horizons and sparking their curiosity.</p> <p>2.Hands-on and experiential learning: Field trips often involve hands-on activities, interactive exhibits, and real-world applications of classroom concepts. This experiential learning approach can be particularly effective for unduplicated students, as it allows them to engage with the material in a more concrete and meaningful way, enhancing their understanding and retention.</p> <p>3.Building background knowledge: Many unduplicated students, especially English learners and those from disadvantaged backgrounds, may lack the background knowledge and experiences that their peers bring to the classroom. Field trips can help build this essential background knowledge, providing a shared context for future learning and facilitating better comprehension of academic content.</p> <p>4.Fostering engagement and motivation: Well-designed and engaging field trips can capture the interest and imagination of unduplicated students, increasing their motivation and engagement with the subject matter. When students are excited and invested in the learning experience, they are more likely to retain information and develop positive attitudes towards education.</p> <p>5.Developing social skills and building connections:</p>	

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	<p>serves as a powerful incentive, encouraging all students, especially English Learners, to strive for higher academic achievement.</p> <p>The feedback stressed the importance of recognizing and celebrating academic successes to build students' confidence and motivation. Field trips for CAASPP achievers provide a tangible reward for hard work and success, reinforcing the idea that academic effort leads to meaningful rewards. This positive reinforcement can be particularly impactful for English Learners who may need additional encouragement to persist in their studies.</p> <p>Scope: LEA-wide</p>	<p>Field trips often involve group activities and interactions, providing opportunities for unduplicated students to develop social skills, collaborate with peers, and build connections with classmates and teachers. These social connections can foster a sense of belonging and support academic success.</p> <p>6.Exposure to potential career pathways: Field trips to professional settings, such as businesses, research facilities, or cultural institutions, can introduce unduplicated students to potential career paths they may not have been aware of or considered. This exposure can broaden their perspectives and inspire them to pursue higher education and future goals.</p> <p>7.Creating lasting memories and positive associations: Engaging field trips can create lasting positive memories and associations with learning, school, and education for unduplicated students. These positive experiences can counteract negative perceptions or challenges they may face and reinforce the value and enjoyment of education.</p> <p>By offering these field trips on an LEA-wide basis, the district ensures that all students have an equal opportunity to benefit from the motivational rewards associated with achieving success on the CAASPP tests. This equity is crucial for ensuring that no student is left out of the recognition and rewards system, particularly English Learners who may require additional encouragement.</p>	

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		<p>Implementing this action LEA-wide allows for a consistent approach to tackling the academic challenges faced by English Learners across the district. A uniform incentive system ensures that all schools are aligned in their efforts to motivate students, improve CAASPP scores, and address the red indicators for ELA and ELPI Rate. This consistency helps create a cohesive strategy that can be more effectively managed and evaluated at the district level.</p> <p>Offering these field trips LEA-wide helps foster a culture of academic achievement throughout the district. When all schools participate in this incentive program, it reinforces the message that academic success is valued and celebrated across the entire district. This district-wide emphasis on achievement can lead to a more motivated and engaged student body, particularly among English Learners who may benefit from the additional recognition.</p>	
2.1	<p>Action: MTSS (PBIS) implementation School-wide</p> <p>Need: 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)</p>	<p>Chronic Absenteeism: The 2023 CA Dashboard indicates that chronic absenteeism is a significant concern for several student groups, with Orange Performance Color for All Students, Socioeconomically Disadvantaged, and Hispanic students. PBIS can play a crucial role in reducing chronic absenteeism by fostering a positive school climate, improving student engagement, and making school a more welcoming and supportive environment.</p> <p>Attendance Rates: The attendance rates for the 23-24 school year show that English Learners have a higher attendance rate (96.52%) compared</p>	<p>Suspension Rates-Metric 2.1 Chronic Absenteeism Rate- Metric 2.2 Local Attendance Rates-Metric 2.3</p>

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	<p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%</p> <p>Feedback from parents, staff, and board members likely emphasized the necessity of maintaining a safe and positive school environment. The implementation of PBIS directly addresses this need by promoting positive behavior, reducing suspensions and expulsions, and creating a more supportive and respectful school culture. The visibility of ROAR expectations reinforces this positive environment by consistently reminding students of the behavior standards expected throughout the school.</p> <p>The feedback from parents, staff, and board members emphasized the necessity of maintaining a safe and secure campus. PBIS is directly aligned with this goal by promoting positive behavior, reducing suspensions and expulsions, and fostering a respectful and supportive school climate. The ROAR expectations and related activities help create a structured and positive environment that contributes to overall campus safety.</p> <p>Feedback from students played a significant role in shaping the types of rewards included in the PBIS incentive scheme. The ROAR incentive activities, such as the ROAR store and field trips, are designed to motivate students to follow the behavioral expectations</p>	<p>to All Students and Socioeconomically Disadvantaged students (both at 95.19%). PBIS can help elevate the attendance rates across all groups by creating a school culture that encourages regular attendance through positive reinforcement and incentive-based strategies like the ROAR store and field trips.</p> <ul style="list-style-type: none"> • Social-emotional and mental health support: Students from low-income families or in foster care may face additional social-emotional challenges related to poverty, trauma, or instability in their home environments. They may benefit from counseling services, mentorship programs, and strategies to build resilience and self-confidence. • Access to resources and enrichment opportunities: Unduplicated students may have limited access to resources that support their learning, such as technology, educational materials, and enrichment activities. Schools should work to provide these resources or connect families with community resources. <p>By implementing PBIS with a focus on creating a positive, inclusive, and supportive school climate, teaching and reinforcing essential skills, providing tailored interventions, and promoting culturally responsive practices, schools can better address the diverse needs of unduplicated students and support their academic, social, and emotional development.</p> <p>Implementing PBIS LEA-wide ensures that all students are held to the same behavioral expectations (such as the ROAR expectations).</p>	

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	<p>and remain engaged in positive activities. This alignment with student feedback ensures that the incentives are meaningful and effective in encouraging good behavior.</p> <p>Scope: LEA-wide</p>	<p>This consistency helps create a coherent and unified school culture across the district, making it easier for students to understand and adhere to behavioral norms no matter what grade level they are within the district.</p> <p>By providing PBIS training to all staff LEA-wide, the district ensures that every teacher, administrator, and support staff member is equipped with the same strategies and tools to manage student behavior effectively. This uniformity helps in maintaining consistent discipline practices and reinforcing positive behavior throughout the district.</p> <p>PBIS is designed to improve the overall school climate by promoting positive behavior and reducing disciplinary issues such as suspensions and expulsions. Implementing PBIS LEA-wide ensures that all schools contribute to a district-wide culture of respect, safety, and positivity, which can lead to better academic outcomes and student well-being across the entire district.</p>	
2.2	<p>Action: Social Worker</p> <p>Need: 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)</p>	<p>Having a social worker on campus can significantly benefit unduplicated students (English learners, students from low-income families, and foster youth) in several ways:</p> <p>1. Addressing non-academic barriers: Social workers are trained to identify and address various non-academic barriers that may hinder a student's ability to learn and succeed in school. These barriers could include poverty, homelessness, food insecurity, mental health issues, or family challenges. By addressing these issues, social</p>	<p>Suspension Rates-Metric 2.1 Chronic Absenteeism Rate- Metric 2.2 Local Attendance Rates-Metric 2.3</p>

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	<p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%</p> <p>Feedback from parents, teachers, and staff has highlighted the necessity of providing robust social-emotional learning (SEL) and mental health support for students. The need for a dedicated social worker is particularly critical in addressing the emotional and psychological challenges faced by students, which can impact their academic performance and overall well-being. This feedback underscores the importance of integrating SEL into the educational framework to create a supportive environment for all students. The feedback recognizes that socioeconomically disadvantaged students often face additional challenges outside the classroom that can affect their academic success and emotional well-being. Employing a social worker who can provide targeted interventions and support for these students aligns with the feedback that calls for more focused attention on their needs. The central goal of improving both student and staff well-being through a multi-tiered support system is supported by feedback that emphasizes the connection between emotional health and academic performance. The integration of a social worker into the</p>	<p>workers can help unduplicated students focus on their education.</p> <p>2.Providing counseling and mental health support: Unduplicated students often face additional challenges and stressors that can impact their mental health and well-being. Social workers can offer counseling services, crisis intervention, and support to help these students cope with trauma, anxiety, depression, or other mental health concerns.</p> <p>3.Connecting families with resources: Social workers can serve as a bridge between families of unduplicated students and various community resources. They can help families access services such as healthcare, housing assistance, food banks, or legal aid, which can alleviate some of the stressors and challenges these families face.</p> <p>4.Facilitating family engagement: Social workers can play a crucial role in engaging families of unduplicated students in their child's education. They can help build trust, provide translation services, and facilitate communication between families and the school, ensuring that language barriers or cultural differences do not hinder family involvement.</p> <p>5.Advocating for student needs: Social workers can advocate for the specific needs of unduplicated students, both within the school system and in the community. They can help ensure that these students receive the necessary support services, accommodations, and resources to succeed academically and personally.</p>	

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	<p>educational framework aligns with this goal by providing the necessary support to help students overcome barriers to learning, thereby enhancing their ability to achieve their highest potential.</p> <p>Scope: LEA-wide</p>	<p>6.Fostering positive relationships: Social workers can build positive relationships with unduplicated students, serving as a trusted adult and mentor. This can be particularly important for students who may not have a stable support system at home or who may feel disconnected from the school community.</p> <p>7.Collaborating with school staff: Social workers can collaborate with teachers, administrators, and other school staff to provide training and guidance on addressing the unique needs of unduplicated students. This collaborative approach can create a more supportive and inclusive school environment.</p> <p>By having a dedicated social worker on campus, schools can better identify and address the multifaceted needs of unduplicated students, ensuring that they receive the necessary support and resources to overcome challenges and achieve academic success.</p> <p>An LEA-wide approach guarantees that the social-emotional and mental health support provided by social workers is consistent across all grade spans in the district. This uniformity is crucial for maintaining high standards of care and ensuring that all students benefit from the same quality of support.</p> <p>The integration of social workers into the district’s Multi-Tiered Support System (MTSS) ensures that students at different levels of need (universal, targeted, and intensive) receive appropriate interventions. Implementing this LEA-wide allows the district to create a cohesive and comprehensive system of support that can be</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>adapted to the specific needs of students across all grade spans.</p> <p>The action supports the district’s broader goals of improving student well-being and academic success across all schools. By addressing the emotional and social needs of students on a district-wide level, the social workers contribute to creating a positive and supportive learning environment that can enhance academic performance and reduce behavioral issues district-wide.</p>	
<p>2.5</p>	<p>Action: Educational building field trip per grade level</p> <p>Need: 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)</p> <p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%</p> <p>Feedback from parents, teachers, and community members highlights concerns</p>	<p>Providing educational field trips can benefit unduplicated students (English learners, students from low-income families, and foster youth) in several ways:</p> <p>1.Exposure to new experiences and environments: Field trips offer unduplicated students the opportunity to explore new places, cultures, and environments that they may not have access to otherwise due to financial constraints or limited resources. This exposure can broaden their perspectives and spark their curiosity, enhancing their overall learning experience.</p> <p>2.Building background knowledge: Many unduplicated students, especially those from disadvantaged backgrounds, may lack the background knowledge and experiences that their peers possess. Field trips can help build this essential background knowledge by providing hands-on, real-world experiences that contextualize classroom learning and facilitate better comprehension of academic content.</p>	<p>Suspension Rates-Metric 2.1 Chronic Absenteeism Rate- Metric 2.2 Local Attendance Rates- Metric 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>about the opportunity gap faced by students from low-income families, English learners, and other marginalized groups. These students often lack access to enriching experiences like field trips, which can significantly enhance their learning and broaden their perspectives. By funding these experiences, the district is responding to feedback that calls for actions to ensure all students have equal opportunities to benefit from educational experiences beyond the classroom.</p> <p>Educational stakeholders provided feedback on the need for more engaging and interactive ways to teach the Common Core State Standards. Field trips that are directly linked to CCSS can make abstract concepts more tangible and relevant for students, thereby deepening their understanding and retention of the material. This feedback supports the integration of field trips into the curriculum as a strategy to enhance student engagement and learning outcomes.</p> <p>Educational feedback emphasized the importance of social and emotional learning (SEL) and the role that field trips play in fostering these skills. Field trips offer students opportunities to collaborate with peers, interact with different environments, and develop important social skills in real-world contexts. These experiences contribute to students' overall well-being and help them build the confidence and resilience needed to succeed both academically and socially.</p>	<p>3.Engaging and interactive learning: Field trips often involve hands-on activities, interactive exhibits, and real-world applications of classroom concepts. This experiential and engaging learning approach can be particularly effective for unduplicated students, as it allows them to connect with the material in a more concrete and meaningful way, enhancing their understanding and retention.</p> <p>4.Developing language and communication skills: For English learners, field trips can provide valuable opportunities to practice and develop their language skills in authentic settings. Engaging with docents, guides, or peers during the field trip can reinforce vocabulary, conversational abilities, and comprehension.</p> <p>5.Fostering motivation and engagement: Well-designed and engaging field trips can capture the interest and imagination of unduplicated students, increasing their motivation and engagement with the subject matter. When students are excited and invested in the learning experience, they are more likely to retain information and develop positive attitudes towards education.</p> <p>6.Exposure to potential career pathways: Field trips to professional settings, such as businesses, research facilities, or cultural institutions, can introduce unduplicated students to potential career paths they may not have been aware of or considered. This exposure can broaden their perspectives and inspire them to pursue higher education and future goals.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Feedback from educational stakeholders also emphasized the need to better prepare students for future academic and career success. Field trips to places like colleges, museums, and science centers expose students to potential career paths and higher education opportunities, helping them envision their future and understand the relevance of their education. This exposure is particularly valuable for students who may not have role models in their immediate environment who have pursued higher education or professional careers.</p> <p>Scope: LEA-wide</p>	<p>7. Building social connections: Field trips often involve group activities and interactions, providing opportunities for unduplicated students to develop social skills, collaborate with peers, and build connections with classmates and teachers. These social connections can foster a sense of belonging and support academic success.</p> <p>By carefully planning and facilitating educational field trips, schools can provide unduplicated students with opportunities to learn in authentic and meaningful ways, fostering their academic, social, and personal growth, and creating lasting positive memories and associations with learning.</p> <p>By providing these field trips on an LEA-wide basis, the district ensures that every student has equal access to these enriching experiences. This is crucial for closing the opportunity gap, particularly for students from socioeconomically disadvantaged backgrounds who might not otherwise have the chance to participate in such activities. An LEA-wide approach guarantees that all students receive the same opportunities for experiential learning. This prevents disparities between schools in the district and ensures that students in all schools can benefit from these educational trips, fostering a more equitable learning environment across the district.</p> <p>By offering these field trips to all students, the district aims to enhance academic rigor and social development on a larger scale. This LEA-wide implementation aligns with the district's broader goal of improving educational outcomes for all students, regardless of their individual circumstances.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Action: School Community Coordinator</p> <p>Need: 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)</p> <p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%</p> <p>Feedback from parents, staff, and community members emphasizes the importance of fostering strong connections between the school and the local community. These stakeholders advocate for increased collaboration with local businesses, organizations, and community groups to create a supportive environment that extends beyond the school's walls. By hiring a community coordinator, the district responds to this feedback by dedicating resources to actively build and maintain these crucial partnerships.</p>	<p>A school community coordinator plays a vital role in addressing the needs of unduplicated students (English learners, students from low-income families, and foster youth) in several ways:</p> <ol style="list-style-type: none"> 1. Facilitating communication and building relationships: Acting as a liaison between the school, families, and community organizations. Conducting home visits and connecting with families in their native languages Building trust and establishing open lines of communication. 2. Coordinating support services and resources: Identifying and connecting students and families with appropriate academic, social, and health services Collaborating with community organizations and agencies to provide wraparound services. Facilitating access to basic needs (food, clothing, healthcare) for low-income families 3. Promoting family engagement and empowerment: Organizing parent workshops, classes, and events to educate and empower families. Encouraging family involvement in school activities and decision-making processes. Providing resources and training to help families support their children's academic success. 4. Advocating for students' rights and needs: 	<p>Attendance Rates- Metric 3.2 Chronic Absenteeism Rates- Metric 3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The school community’s feedback highlighted the need for a shared responsibility model, where student success is seen as a collective effort involving not only educators but also families, and community organizations. The community coordinator’s role in facilitating these partnerships supports this collaborative approach, ensuring that all community stakeholders are engaged in supporting students’ academic and personal development.</p> <p>Feedback from families indicate a desire for more opportunities to be involved in their children’s education and to have a stronger connection with the school.</p> <p>Feedback from the school community also emphasized the need for a positive and supportive school culture, where students, families, and community members feel connected and valued.</p> <p>Feedback also indicated a need for more targeted support for vulnerable populations, such as socioeconomically disadvantaged students, English learners, and foster youth. The community coordinator’s work in connecting these students and their families with external resources ensures that they receive the additional support they need to overcome barriers and succeed in school.</p> <p>Scope: LEA-wide</p>	<p>Ensuring that unduplicated students receive appropriate accommodations and support services.</p> <p>Representing the interests and needs of these student groups in school and district meetings.</p> <p>Providing guidance and assistance in navigating educational systems and processes.</p> <p>5.Coordinating mentorship and enrichment opportunities: Facilitating mentorship programs and connections with role models and community leaders. Organizing extracurricular activities, field trips, and enrichment experiences. Providing college and career guidance, especially for foster youth and low-income students.</p> <p>6.Monitoring student progress and providing intervention: Tracking academic performance and identifying students in need of additional support. Coordinating interventions and tutoring services to address academic gaps. Collaborating with teachers and counselors to develop individualized support plans.</p> <p>By serving as a bridge between the school, families, and community resources, a school community coordinator can play a crucial role in addressing the multifaceted needs of unduplicated students, promoting their academic success, and fostering a supportive and inclusive school environment.</p> <p>By offering the role of the school community coordinator across the entire LEA, the district</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>ensures that every school site has consistent access to the same level of support and resources. This uniformity helps maintain high standards in the support provided to students and families, regardless of the specific school they attend.</p> <p>The need for stronger connections between schools, families, and the broader community is not limited to just one or a few schools within the district. It's a district-wide issue that affects student outcomes at all levels. By implementing this role LEA-wide, the district acknowledges that family and community engagement is critical to student success across all schools.</p> <p>As students move from one grade level to another, having a consistent support system across the LEA ensures that their transition is smooth and that they continue to receive the same level of support. The community coordinator helps ensure that all families remain connected and engaged throughout these transitions.</p>	
<p>3.3</p>	<p>Action: Attendance Incentives</p> <p>Need: 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%)</p>	<p>Adding attendance incentives at a school can help unduplicated students (English learners, students from low-income families, and foster youth) in several ways:</p> <p>1. Motivation and encouragement: Incentives can provide a positive reinforcement and motivation for students to attend school regularly. For students facing challenges at home or lacking parental support, incentives can serve as an external motivator to prioritize school attendance.</p>	<p>Attendance Rates- Metric 3.2 Chronic Absenteeism Rates- Metric 3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic- Orange Performance Color (22.5%)</p> <p>Attendance Rates by subgroup</p> <p>23-24 School Year</p> <p>All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%</p> <p>Educational feedback highlights regular attendance is crucial for academic success. Consistent attendance is linked to better academic performance, improved grades, and higher graduation rates. The district's emphasis on attendance through incentives aligns with feedback stressing that keeping students in school is fundamental to their educational outcomes.</p> <p>Feedback also reveal concerns about high rates of chronic absenteeism among certain student groups. Implementing an attendance incentive program directly addresses these concerns by actively encouraging students and families to prioritize school attendance, aiming to reduce absenteeism and its negative impact on learning.</p> <p>Educational Feedback highlights the various non-academic barriers that can affect student attendance, such as transportation issues, family responsibilities, and health problems. The attendance incentive program is part of a broader strategy to address these barriers by</p>	<p>The incentive program helps build connections by encouraging families and community members to actively support and celebrate students' attendance, creating a shared commitment to student success.</p> <p>2. Recognition and sense of achievement: Unduplicated students may feel marginalized or disconnected from school, and attendance incentives can help them feel recognized and valued for their efforts. Receiving rewards or recognition for good attendance can boost self-esteem and foster a sense of accomplishment.</p> <p>3.Addressing economic barriers: For low-income families, incentives such as gift cards, school supplies, or food items can help alleviate some of the economic challenges that may contribute to absenteeism. These incentives can provide practical support and address basic needs, making it easier for students to attend school consistently.</p> <p>4.Fostering a positive school culture: Attendance incentives can contribute to creating a positive and supportive school environment that values and celebrates student attendance. This can help unduplicated students feel more connected and engaged with the school community.</p> <p>5. Involving families and building partnerships: Attendance incentive programs often involve communicating with families and recognizing students' achievements.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p data-bbox="220 203 831 272">motivating families to overcome challenges and prioritize school attendance.</p> <p data-bbox="220 365 382 435">Scope: LEA-wide</p>	<p data-bbox="898 203 1614 344">This can encourage family engagement and strengthen the partnership between the school and families, which is particularly important for unduplicated students.</p> <p data-bbox="898 386 1566 636">By applying the attendance incentive program LEA-wide, the district ensures that all schools have access to the same motivational tools and rewards. This consistency helps to create a uniform standard of encouragement for regular attendance, leading to a more equitable experience for all students across the district.</p> <p data-bbox="898 678 1614 896">Implementing the program across all schools fosters a shared commitment to regular attendance and student success. It helps to build a district-wide culture where families and communities are collectively engaged in supporting and celebrating students' attendance.</p> <p data-bbox="898 938 1583 1188">A LEA-wide approach helps in fostering a consistent and positive school culture related to attendance. It ensures that all schools within the district share a common focus on the importance of regular attendance and the benefits of incentives, contributing to a more supportive and engaging school environment.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: ELD professional Development for Staff</p> <p>Need: English learner (EL) students have unique needs that must be addressed to support their language acquisition and academic success. Here are some key needs of English learner students:</p> <p>1. Language Instruction and Support: Access to high-quality English language development (ELD) programs Trained and knowledgeable teachers in effective EL instructional strategies Opportunities for language practice and immersion</p> <p>2. Academic Support: Scaffolding and differentiated instruction in content areas Bilingual support or access to translation services Supplemental materials and resources in their native language</p> <p>Our Data for English Learners include: 2022-23 CAASPP results ELA English Learners (-89.3, Red Color) Math</p>	<p>Providing English Language Development (ELD) specific professional development to teachers can greatly help address the needs of English learner (EL) students in several ways:</p> <p>1. Improve Instructional Strategies: ELD professional development equips teachers with research-based strategies and techniques specifically designed for teaching English to non-native speakers. This includes methods for scaffolding instruction, integrating language and content learning, and creating opportunities for meaningful language practice.</p> <p>2. Enhance Language Acquisition: Through professional development, teachers gain a deeper understanding of second language acquisition theories and the linguistic needs of ELs at different proficiency levels. This knowledge enables them to plan lessons that effectively support language development and academic language proficiency.</p> <p>3. Differentiate Instruction: ELD professional development provides teachers with tools and skills to differentiate instruction based on ELs' language proficiency levels, learning styles, and cultural backgrounds. This ensures that instruction is tailored to meet the diverse needs of EL students within the same classroom.</p> <p>4. Promote Cultural Responsiveness: Professional development can raise teachers' awareness of</p>	<p>Teacher Credentialing: Metric 1.1 Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learners (-104.5, Orange Color)</p> <p>ELPI Rate- 56.8% (Red Indicator on 2023 CA Dashboard)</p> <p>The need for continuous professional development and onsite mentoring was emphasized by parents, staff, and board members. This feedback highlighted the necessity for teachers to be well-equipped with the latest instructional strategies to improve student outcomes. The PD program was also influenced by the feedback requesting enhanced support for classroom instruction and the use of data to guide teaching practices.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>cultural differences and the importance of creating an inclusive learning environment. It can equip them with strategies to incorporate students' cultural backgrounds into instruction, build positive relationships, and foster a sense of belonging.</p> <p>5. Assess and Monitor Progress: Teachers learn how to effectively assess ELs' language proficiency using appropriate assessments and how to monitor their progress over time. This data-driven approach allows teachers to identify areas of strength and weakness, and adjust instruction accordingly.</p> <p>6. Encourage Collaboration: ELD professional development often facilitates collaboration among teachers, allowing them to share best practices, resources, and strategies for supporting ELs. This collaborative approach fosters a school-wide culture of support for EL students.</p> <p>7. Build Confidence and Expertise: Ongoing professional development empowers teachers with the knowledge, skills, and confidence to effectively teach EL students. This expertise contributes to improved instruction, better student engagement, and ultimately, higher academic achievement for ELs.</p> <p>By investing in ELD-specific professional development for teachers, schools can better equip their educators to meet the unique linguistic, academic, and cultural needs of English learner students, creating a more inclusive and supportive learning environment for their success.</p>	

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

N/A

Additional Concentration Grant Funding

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

Semitropic does not receive any additional grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:5
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13

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	1531279	518531	33.863%	0.000%	33.863%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,169,600.00	\$0.00	\$0.00	\$0.00	\$1,169,600.00	\$660,000.00	\$509,600.00

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	Build Capacity of staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024-June 2025	\$0.00	\$87,000.00	\$87,000.00				\$87,000.00	
1	1.2	ELD professional Development for Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-8	August 2024-June 2025	\$0.00	\$28,000.00	\$28,000.00				\$28,000.00	
1	1.3	Access to sufficient standards-aligned materials	All	No			All Schools	August 2024-May 2025	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
1	1.4	Intervention Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024-June 2025	\$85,000.00	\$0.00	\$85,000.00				\$85,000.00	
1	1.5	Program Coordinator	All	No			All Schools	August 2024-June 2025	\$115,000.00	\$0.00	\$115,000.00				\$115,000.00	
1	1.6	Update/Replace Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024- June 2025	\$0.00	\$106,000.00	\$106,000.00				\$106,000.00	
1	1.7	Classroom Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024-June 2025	\$220,000.00	\$0.00	\$220,000.00				\$220,000.00	
1	1.8	Curriculum Based Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024-June 2025	\$0.00	\$36,600.00	\$36,600.00				\$36,600.00	

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	1.9	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024-2025	\$0.00	\$13,000.00	\$13,000.00				\$13,000.00	
1	1.10	CAASPP Achievers Field Trip	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	July 2024-June 2025	\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
2	2.1	MTSS (PBIS) implementation School-wide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024-June 2025	\$0.00	\$18,000.00	\$18,000.00				\$18,000.00	
2	2.2	Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	July 2024-June 2025	\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
2	2.3	Additional Supervision	All	No			All Schools	August 2024-June 2025	\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.4	Campus Beautification	All	No			All Schools	July 2024-June 2025	\$0.00	\$68,000.00	\$68,000.00				\$68,000.00	
2	2.5	Educational building field trip per grade level	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	August 2024- June 2025	\$0.00	\$26,000.00	\$26,000.00				\$26,000.00	
3	3.1	School Community Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	July 2024-June 2025	\$80,000.00	\$0.00	\$80,000.00				\$80,000.00	
3	3.2	Parent communication/Engagement	All	No			All Schools	July 2024-June 2025	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.3	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	July 2024-June 2025	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
3	3.4	Parent/Community Events	All	No			All Schools	July 2024-June 2025	\$0.00	\$9,000.00	\$9,000.00				\$9,000.00	

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
1531279	518531	33.863%	0.000%	33.863%	\$852,600.00	0.000%	55.679 %	Total:	\$852,600.00
								LEA-wide Total:	\$824,600.00
								Limited Total:	\$28,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Build Capacity of staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$87,000.00	
1	1.2	ELD professional Development for Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-8	\$28,000.00	
1	1.4	Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$85,000.00	
1	1.6	Update/Replace Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$106,000.00	
1	1.7	Classroom Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$220,000.00	
1	1.8	Curriculum Based Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$36,600.00	
1	1.9	AVID	Yes	LEA-wide	English Learners Foster Youth	All Schools K-8	\$13,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.10	CAASPP Achievers Field Trip	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$7,000.00	
2	2.1	MTSS (PBIS) implementation School-wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$18,000.00	
2	2.2	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$130,000.00	
2	2.5	Educational building field trip per grade level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$26,000.00	
3	3.1	School Community Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$80,000.00	
3	3.3	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	\$16,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,283,800.00	\$1,156,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Building Capacity of staff	Yes	\$119,000.00	119,000
1	1.2	Access to sufficient standards-aligned materials	No	\$120,000.00	70,000
1	1.3	School facilities	No	\$40,000.00	40,000
1	1.4	MTSS model to provide interventions-Academics	Yes	\$60,000.00	48,000
1	1.5	Intervention teacher	Yes	\$77,500.00	\$77,500
1	1.6	Program Coordinator	Yes	\$105,000.00	\$105,000
1	1.7	Update/Replace Technology	Yes	\$102,000.00	\$90,000
1	1.8	Supplemental ELPAC and ELD training for staff	Yes	\$3,500.00	\$3,500
1	1.9	Thinking Maps/Write from the Beginning	No	0	0
1	1.10	Number Talks.- supplemental Math service	No	0	0
1	1.11	Classroom Assistants	Yes	\$220,000.00	\$220,000

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	Curriculum Based Measurement tool	Yes	\$5,000.00	\$5,000
1	1.13	Common Core Standards Mastery	No	\$57,800.00	\$50,000
2	2.1	MTSS (PBIS) implementation school-wide	Yes	\$18,000.00	\$10,000
2	2.2	MTSS SEL (Social Worker)	Yes	\$130,000.00	\$130,000
2	2.3	Closed Campus	No	\$0.00	0
2	2.4	SEL Professional Learning for classified staff	Yes	\$3,000.00	\$3,000
2	2.5	Additional Supervision	Yes	\$30,000.00	\$30,000
2	2.6	Campus beautification	No	\$100,000.00	\$58,000
3	3.1	Attendance Incentives	Yes	\$8,000.00	\$14,000
3	3.2	Improved parent communication/engagement	Yes	\$10,000.00	\$8,000
3	3.3	School Community Coordinator	Yes	\$75,000.00	\$75,000

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)
647617	\$966,000.00	\$928,000.00	\$38,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Building Capacity of staff	Yes	\$119,000.00	\$119,000		
1	1.4	MTSS model to provide interventions-Academics	Yes	\$60,000.00	\$48,000		
1	1.5	Intervention teacher	Yes	\$77,500.00	\$77,500		
1	1.6	Program Coordinator	Yes	\$105,000.00	\$105,000		
1	1.7	Update/Replace Technology	Yes	\$102,000.00	\$80,000		
1	1.8	Supplemental ELPAC and ELD training for staff	Yes	\$3,500.00	\$3,500		
1	1.11	Classroom Assistants	Yes	\$220,000.00	\$220,000		
1	1.12	Curriculum Based Measurement tool	Yes	\$5,000.00	\$5,000		
2	2.1	MTSS (PBIS) implementation school-wide	Yes	\$18,000.00	\$10,000		
2	2.2	MTSS SEL (Social Worker)	Yes	\$130,000.00	\$130,000		
2	2.4	SEL Professional Learning for classified staff	Yes	\$3,000.00	\$3,000		
2	2.5	Additional Supervision	Yes	\$30,000.00	\$30,000		
3	3.1	Attendance Incentives	Yes	\$8,000.00	\$14,000		

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)
3	3.2	Improved parent communication/engagement	Yes	\$10,000.00	\$8,000		
3	3.3	School Community Coordinator	Yes	\$75,000.00	\$75,000		

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)
1724270	647617	8.74	46.299%	\$928,000.00	0.000%	53.820%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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