



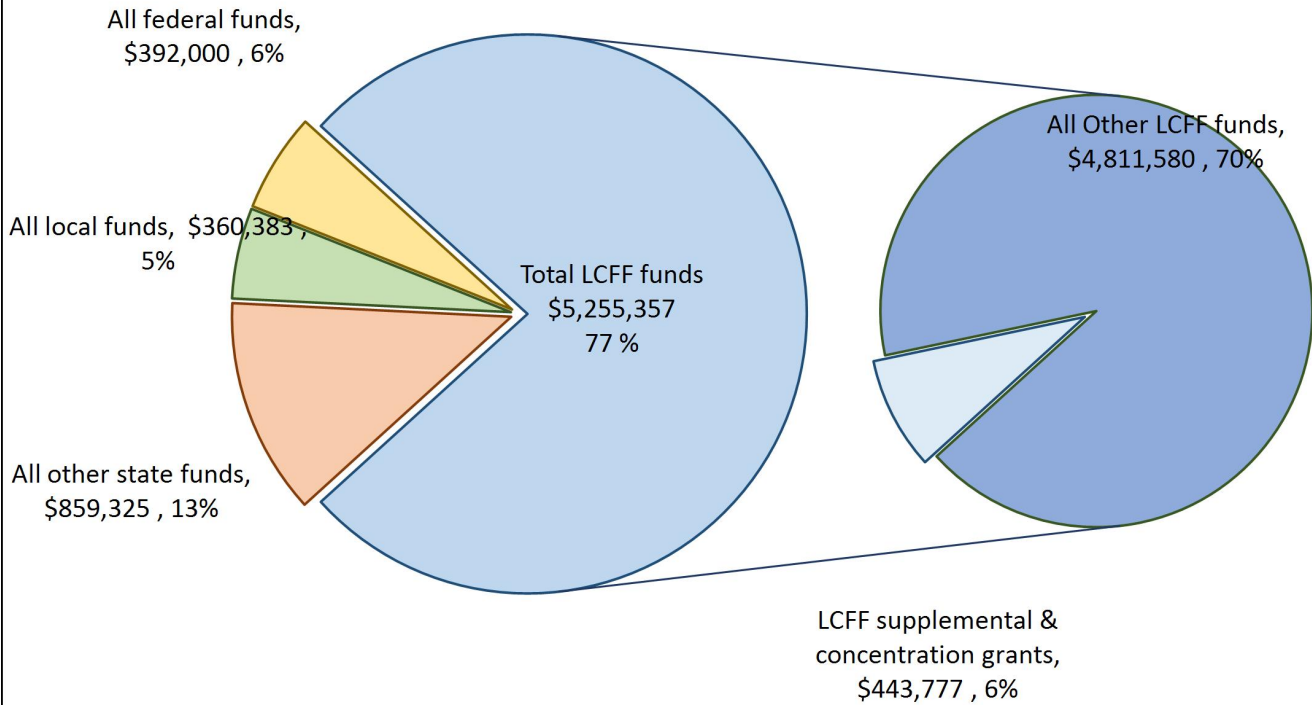
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summerville Elementary School District  
CDS Code: 5572405 00000  
School Year: 2025-26  
LEA contact information:  
Benjamin Howell, EdD  
Superintendent  
districtoffice@sumel.org  
(209) 928-4291

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

## Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

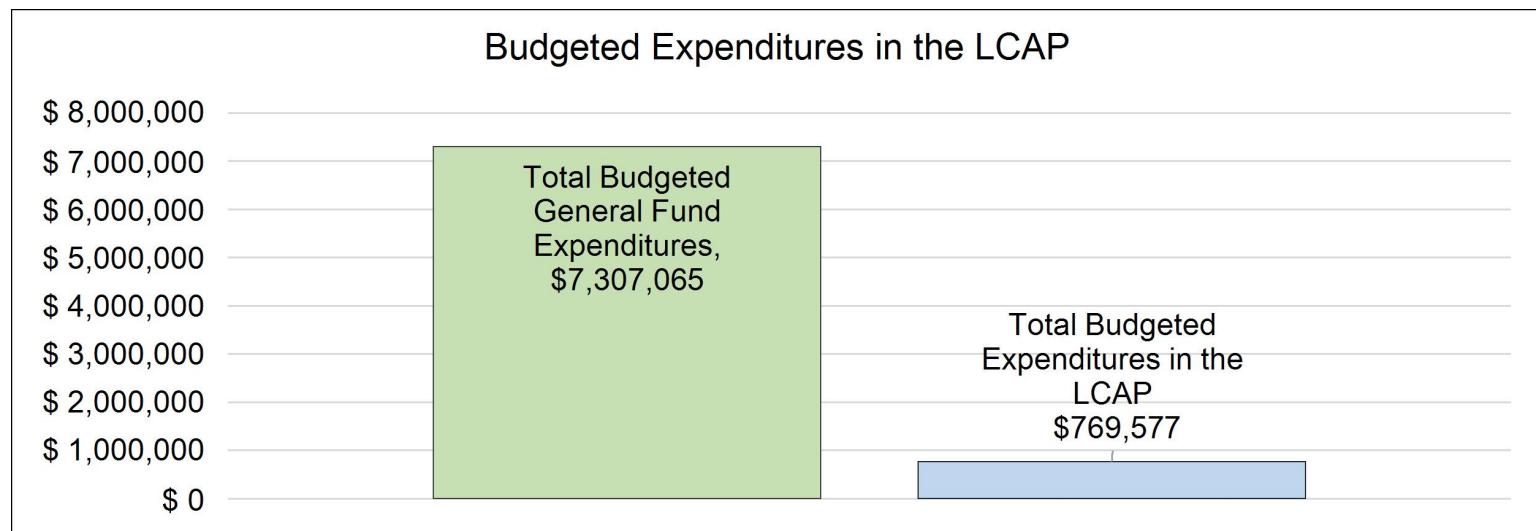


This chart shows the total general purpose revenue Summerville Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summerville Elementary School District is \$6,867,065, of which \$5,255,357 is Local Control Funding Formula (LCFF), \$859,325 is other state funds, \$360,383 is local funds, and \$392,000 is federal funds. Of the \$5,255,357 in LCFF Funds, \$443,777 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 Summerville Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summerville Elementary School District plans to spend \$7,307,065 for the 2025-26 school year. Of that amount, \$769,577 is tied to actions/services in the LCAP and \$6,537,488 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The 93% of the District's operating expenses that fall outside the Local Control and Accountability Plan include the following items: salaries for teachers, paraprofessionals, custodians, maintenance staff, and cafeteria staff; home-to-school transportation; utilities; property, liability, and AB218 insurance; auditing and legal costs; professional development; security; facility maintenance and repairs; capital improvements to the campus; and SELPA excess costs.

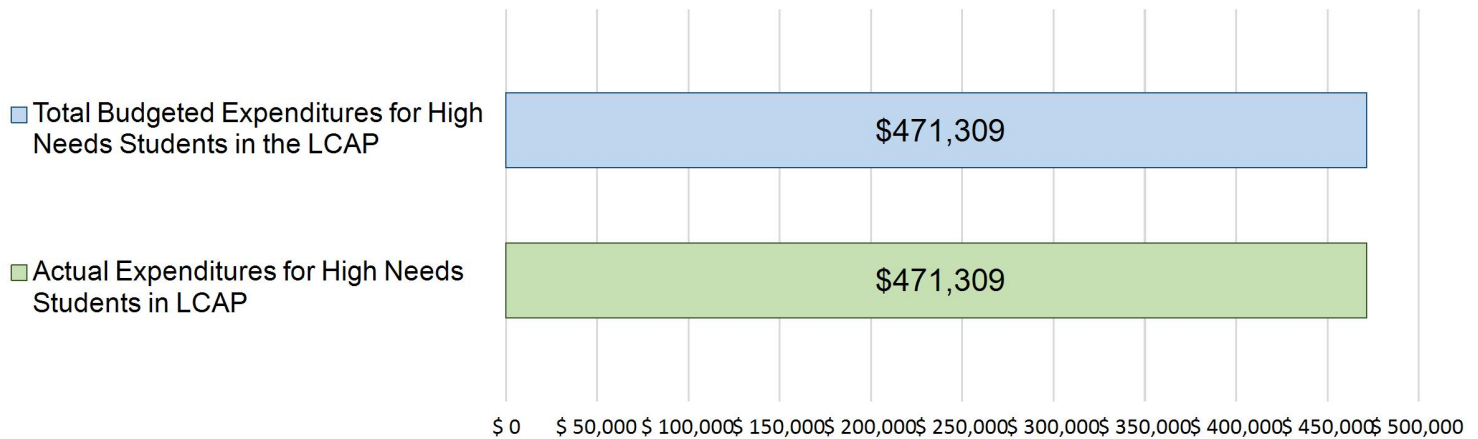
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Summerville Elementary School District is projecting it will receive \$443,777 based on the enrollment of foster youth, English learner, and low-income students. Summerville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Summerville Elementary School District plans to spend \$443,777 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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



This chart compares what Summerville Elementary 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 Summerville Elementary 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 2024-25, Summerville Elementary School District's LCAP budgeted \$471,309 for planned actions to increase or improve services for high needs students. Summerville Elementary School District actually spent \$471,309 for actions to increase or improve services for high needs students in 2024-25.



# 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
Summerville Elementary School District	Benjamin Howell, EdD Superintendent	DistrictOffice@sumel.org (209) 928-4291

## Plan Summary [2025-26]

### General Information

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

Summerville Elementary School District is a single-site transitional kindergarten through eighth-grade school located in the township of Tuolumne in Tuolumne County, California. The school district has been in continuous operation for over 150 years.

School enrollment over the past 20 years has averaged 400 students. Twenty-two certificated classroom teachers, a Title 1 reading intervention program, three Special Education teachers, one part-time school counselor, a superintendent/principal, and an assistant principal comprise the school's educational team. All teachers at Summerville Elementary School are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. The school is supported by a team of four maintenance/custodial staff members who keep the district's 20 buildings and 20-plus acres beautiful and well-maintained for learning. The campus is considered a special spot in the township and is honored by its school community. Three cafeteria workers serve, on average, 450 meals a day (breakfast and lunch), and the school's transportation departments transport an average of 95 students across more than 20 miles of bus routes within the school district boundaries. The school also offers a free after-school program, open until 6:00 p.m. Monday through Friday during the school year. The Title 1 program employs one full-time teacher and one part-time paraprofessional. The school staff also includes ten part-time instructional aides who work with Special Education children, six part-time instructional aides who support students in the regular education classrooms, one aide who works with the Indian Education Program, and one Indian Education Coordinator. The school also coordinates with the Educational Center located on the Tuolumne Me-Wuk Reservation.

The school seeks to serve students in many ways, including educationally, vocationally, athletically, socially, and emotionally, through a strong sense of community and pride in the school's traditions. The school believes in supporting and educating the whole student. To meet

the needs of all students, the school offers many different educational programs to meet the needs of the student community. Every student in the school district has sufficient access to standards-aligned instructional materials. A targeted intervention program supports students during the school day and after school. Among these programs are a Title 1 pull-out reading program, a Speech and Language services program, art, physical education, a library, and a wide variety of technology available to all students in formats that are accessible and appropriate to students' age ranges. An after-school program called "Math Club" and "Reading Circles" is offered as an additional remedial intervention service, along with a Title VI after-school Indian Education support program, and tutoring/homework help in the After-School Program.

Summerville Elementary School District is proud to maintain a safe and clean campus that is in good repair and is honored by the community, which is documented on the 2024 California Department of Education Facility Inspection Tool (FIT) Report. The school and community believe that a clean, functional, and up-to-date facility helps foster a positive and healthy learning environment for all students.

Summerville Elementary School does not receive equity multiplier funding. During the 2024-2025 school year, Summerville Elementary School was not identified as needing additional support through Comprehensive Support and Improvement (CSI). At the end of the 2023-2024 school year, the school was identified as being a part of differentiated assistance, and collaborated with the technical assistance team from the Tuolumne County Superintendent of Schools to identify areas of need with the school data and to hone strategic plans to best support identified students in need of support.

The Governing Board's mission for the school is to create a school culture where all staff members work together to promote the learning of all students: "Together, we can make a difference."

The Summerville Elementary School District's mission is to provide each student with the opportunity to acquire knowledge and skills, an attitude of respect for self and others, and a continuing desire for personal growth.

In 2018, the Governing Board established three main pillars for education that the school uses as its focus in the planning and management of the school:

\*School Environment: Provide a positive, non-threatening environment with consistent discipline where students will learn the value of respecting themselves, each other, and authority (life skills), with proactive interventions for at-risk students while striving for optimum class sizes.

\*Curriculum and Assessment: The school will use the California State Standards to guide the teaching of the district-adopted curriculum, assessment tools, and the use of technology in the classroom with a standardized curriculum across each grade level to ensure the readiness of students to meet high school entrance requirements and benchmarks so that students will meet eighth-grade proficiency standards to be ready for promotion to high school.

\*Coordination of School District and Community: The school will work to articulate and coordinate curriculum with other county schools and the State of California while promoting volunteerism. Students will volunteer in the community and on campus, and the school will create and maintain relationships with the community to recruit and encourage business and professional interaction with the school district.

These three pillars have served as the strategic foundation for the district's plan development and were used to develop the initial Local Control Accountability Plan Goals. Iterations of these pillars have been slightly updated from year to year through the annual LCAP updates,

but the main targets expressed in these pillars have continued to serve as the focal points of student support, addressing the specific and diverse needs of the students.

During the Spring of 2022, the Summerville Elementary Governing Board conducted a strategic planning workshop to refine its goals for the district over the next three years. During the strategic planning process, three key areas of focus were identified:

- 1) Student Success
- 2) Conditions of Learning
- 3) Engagement

Based on these three key areas, the Board developed the following goals for the school district:

\*Student Success: Increase student scores in Math and English by 2% or more over the next two years.

\*Conditions of Learning: Explore and develop ways to support teacher instruction that leads to increased scores in Math and English.

\*Engagement: Increase attendance by 2% or more based on pre-COVID measures, utilizing a parent engagement and education model.

These key areas have been integrated into each Local Control and Accountability Plan (LCAP) since they were approved by the Board. The Governing Board plans to update and revise these three key areas in 2025. Based on feedback received during the community engagement process and data tracked on LCAP metrics from the past, these key areas will continue to be integral to the district's overall school improvement process.

Summerville Elementary School promotes parental participation in programs for low-income, English learner, and foster youth students through individualized outreach. Contact is made throughout the year to help understand individual family needs as well as affiliated group needs that may go undetected.

Summerville Elementary School promotes parental participation in programs for students with disabilities through a continuum of options. This includes parent information meetings during parent-teacher conferences, through the student study team process, during RTI meetings, at IEP meetings, and one-on-one as needed and as appropriate. The school's goal is to promote parental participation for students at all levels.

Annually, Summerville Elementary surveys all educational partners to understand the sense of school connection, safety, and a variety of other local measures. These annual surveys are conducted in February and March of each year during the LCAP development process and are used to inform the work of each LCAP engagement group. These surveys are administered to students, parents, teachers, and community members to understand the sense of safety and school connectedness.



# Reflections: Annual Performance

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

Data from the 2021-2024 LCAP cycles indicated a need for the school to focus on ELA and Math scores. For three years, the school made a considerable effort to analyze the needs of students, support teachers in collaborating around supporting students, and create new opportunities for engagement with the curriculum and the school. Analyzing the data from the 2023-2024 school year, trends on the statewide summative assessment continued to decline at a steady rate despite specific efforts and focus on increasing scores. Although all staff members invested considerable effort, scores indicate a school-wide decline in ELA and math scores for the third consecutive year. Preliminary data from the 2024-2025 assessment data indicate this downward trend continues. More information will be released about the summative state assessment data in the Fall of 2025. Upon reflection of the data with teaching staff and the technical assistance team from the Tuolumne County Superintendent of Schools, the school and educational partners support a continued focus on the goals that were presented in the 2024-2027 Local Control Accountability Plan with renewed effort to decrease chronic absenteeism and suspension rates at the school and increase Math and ELA scores. The 2025-2026 LCAP, within its three-year cycle, maintains specific goals directed toward the pertinent needs of the students and is easy to communicate to staff, parents, and community partners.

The school's data analysis process has revealed ongoing student needs in Math and ELA, as indicated by the 2023-2024 summative assessment and school climate metrics. While only one student group shows critical need (ELA, students with disabilities - red), the school-wide ELA and Math percentages have declined from the previous year (ELA: 25.12 points below standard - orange, -13 points from the previous year, Math: 52.4 points below standard - orange, -10.5 point decline from the previous year). These significant declines underscore the need for our proactive approach to student improvement, as outlined in the 2025-2026 LCAP goals.

School data in both ELA and math school-wide show students slightly behind the state average and slightly behind the county average when compared to comparable-sized schools.

Additionally, specific group data in ELA indicated that some groups were not accessing the same level of learning over a multiple-year period in ELA and math. As a result, specific focus goals were sustained in this revision of the LCAP to help address this (ELA, students with disabilities, 84.2 points below standard - red; socially economically disadvantaged, 40.2 points below standard - orange; white, 20.7 points below standard - orange). The school is committed to addressing these disparities and ensuring that all students, regardless of their background or abilities, have equal opportunities for learning and growth.

Since the first Local Control Accountability Plan in 2012, efforts during the school year have focused on creating classroom systems and interventions for literacy and math support while fostering engagement and connection with the school. This intentional focus on these subjects has helped to provide a better foundation for learning, but data suggest (and communication from staff and community partners reinforces) that more work is needed in these areas. Through the previous LCAP cycles, staff professional development during the year expanded avenues of collaboration for teachers, and goals remained centered on the identified LCAP priorities. With this as a part of the normal school structure each year, the school staff was able to continue in its weekly early release schedule (early release Fridays), allowing the teachers dedicated professional development and collaboration time throughout the school year. Each Friday, staff met as a whole group, in grade-span groups, or in grade-level groups to work on curriculum, plan, and collaborate around student achievement data. Teachers were led by a team that helped the school track district benchmark data four times during the year for all students. The resulting data were used to identify student needs in English and Math, indicating need, and then create learning plans to support struggling students. Three different

lesson study cycles were planned, and two were accomplished by the staff. This plan, do, study, act cycle was an effective collaboration process for the teaching staff and is planned to continue into the future.

In addition to working with ELA and math, the school staff has spent considerable time collaborating on positive behavior incentives and supports (PBIS). During the 2024-2025 school year, the school continued its implementation of Tier II work, seeking to further develop school-wide behavior support systems. These efforts received recognition from the training team with the Stanislaus County Office of Education for their considerable work over the past three years. The school is proud to say it has achieved full implementation status of Tier I behavior supports and has been awarded a 'Silver Status,' a significant recognition in the PBIS Tier implementation process, for the third year in a row. This status reflects the school's commitment to creating a positive and supportive learning environment. Further work is planned with PBIS to develop it further and target more behavior supports to help all students connect to the school. For the fourth consecutive year, specific behavior data have been tracked throughout the entire year, providing the PBIS team and school administration with a substantial amount of data to better understand students' behavioral needs. Behavior data were shared with staff during monthly staff meetings. High-needs behaviors were identified, and strategies were developed by staff to help support these behaviors. The insight learned from the data and the collaborative nature of the behavior work continued to yield great results in all grade levels across the school.

As a result of this ongoing school climate work and the ongoing investigation of student behavior, a need presented itself during the 2023-2024 school year to investigate suspension data further. The suspension rate from year to year has varied by only a few percentage points (2022-2023: 2% suspended at least one day - yellow). However, data analysis from the 2022-2023 school year indicated that some groups experienced a higher rate of suspension than other students (Socioeconomically disadvantaged students, 3.4% - orange; Students with disabilities, 3.5% - orange; Two or more races, 2.1% - orange). This trend continued with some variance and some significant increases during the 2023-2024 school year, with an overall increase in the suspension rate to 3.8% (Socioeconomically disadvantaged students, 4.8% - orange; Students with disabilities, 3.4% - orange; Two or more races, 5.9% - orange. Significant increases in the following areas: Hispanic, 7.5% - red; Homeless, 13% - red). Administration and feedback from educational partners agreed that there was a need to continue investigating these metrics more closely. As a result, the fourth goal from the 2023-2024 LCAP was sustained. Additionally, local suspension data suggest that the overall rate of suspension may significantly increase again when reported on the California School Dashboard this coming year. This compounding data further reinforces a specific need to focus on this school climate metric.

During the 2023-2024 school year, school-wide attendance metrics improved considerably from the previous year, as indicated by school attendance data gathered from the California Department of Education DataQuest data (2021-2022, 88.3%; 2022-2023, 91.38%; 2023-2024, 92.45%; 2024-2025, 92.69%). Similar gains were seen in the school chronic absentee data with a 3.8% overall decrease in students identified as chronically absent (2021-2022, 53.4%; 2022-2023, 28.9%; 2023-2024, 25.1%). These overall attendance improvements have been attributed to school-wide student engagement strategies and additional opportunities provided by the school. Through the 2024-2025 LCAP revision, the school was able to provide a wide variety of extended learning opportunities, engagement programs, and outside-of-the-classroom experiences for students. The continued added experiences were welcomed additions from the previous years. Students expressed higher levels of engagement, and teachers expressed higher levels of involvement in their classrooms. As a result of this qualitative feedback, it was recommended that these areas continue to be a priority to support engagement at school. From new field trips, assemblies, and cultural engagement events to a very large summer school program, the school is excited to create new traditions from these expanded learning experiences and sustain them into the coming school year.



Within these school-wide attendance metrics, the disparity in particular groups was revealed (American Indian, 37.8% - red; Hispanic, 35.4% - red; Homeless, 47.8% - red). Though data suggest that these metrics have fluctuated from year to year for these groups, collaboration and feedback indicated that more focus and attention should be given to understanding why these percentages are low and further ways that schools can learn to engage and promote attendance in the coming school year. As a result, the dedicated attendance goal was sustained to continue to provide focus and attention to the attendance of these student groups and all students within the school.

Historically, the school has allocated a large percentage of its supplemental funding to staffing that supports students with exceptional learning needs and those who have been underserved in the past. In this revision of the LCAP, parents, community members, staff, and the school's governing Board agreed that these personal supports should be continued. They also agreed that these supports should be focused on improving academic outcomes, social-emotional development, student engagement, and other school support services for all students.

Since the development of the 2024–2025 LCAP, the school has experienced a steady increase in enrollment. As of now, student enrollment has grown to 462 students.

Feedback from community partners, gathered in spring 2025 through the annual LCAP parent survey, included 22 respondents. Parents expressed a desire for increased support in art and extracurricular activities. While there was noted growth in cafeteria services, parents also requested healthier food options. Concerns were raised regarding consistency in discipline across classes and grade levels. There was also appreciation for the after-school Indian Education program and special education supports.

For the 2025–2026 LCAP revision, the goals and proposed actions will largely remain the same. However, adjustments to planned expenditures and specific applications of targeted actions will be made to better align the plan with implementation progress and data collected during the 2024–2025 school year.

#### General Reflection on Goals from the 2024–2025 LCAP:

##### Goal One: Reduce Student Absenteeism

No modifications are planned; metrics remain unchanged. Actions include Tier I Behavior Supports with positive behavior incentives such as Blue Bucks and a reward store. The ParentSquare communication platform continues to support effective two-way communication. The English Language Learner Coordinator role has proven beneficial for EL students and families. Over 50 field trips were provided, benefiting all grade levels. Transportation assistance for homeless and foster youth supports consistent attendance.

##### Goal Two: Increase Math Scores

No modifications are planned; metrics remain unchanged. After-school remediation faced consistency challenges; plans are in place to improve trimester alignment and entry/exit metrics. Instructional Coach support was effective, and there are plans to broaden its scope. Professional development needs to expand to include more teachers. Math support applications were engaging, and adjustments to software use are under consideration. The Math Assessment Program continues to provide valuable insights, with no changes planned. The Student Technology action resulted in 100 new devices and is on track with the budget.

##### Goal Three: Increase ELA Scores

No modifications are planned; metrics remain unchanged. After-school remediation for ELA needs improved tracking and structure. Instructional Assistants in the primary grades remain essential for literacy support. The Indian Education Paraprofessional continues to

provide targeted assistance. Accelerated Reader and Fast ForWord programs support literacy across grade levels. The Sonday Reading System is essential for Tier 3 interventions, and the Reading Intervention Teacher program has expanded to include fifth grade.

#### Goal Four: Reduce Suspension Rates

No modifications are planned; metrics remain unchanged. Universal Behavior Support Training has expanded to include Tier 3 strategies. "Think About It Lunch" continues to promote restorative practices. The School Counselor/Foster-Homeless Youth Liaison provides vital emotional support. The Assistant Principal role faced staffing challenges this year, but consistent support is planned for the next school year.

Additional observations indicated that all goals and actions are generally implemented school-wide, with specific focus applied to certain student groups. No additional concentration grants were received.

Currently, the district does not have any unspent LREBG funds. In anticipation of additional LREBG funding proposed in the 2025–2026 Budget Act, a needs assessment was conducted using 2024 CA Dashboard data and local student data to determine targeted actions for the 2026–2027 LCAP. Beginning in the 2025–2026 school year, the district plans to use LREBG funds to provide additional administrative support focused on strengthening student intervention services both at the school site and in classrooms.

## Reflections: Technical Assistance

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

In November of 2024, the district was identified for Differentiated Assistance (DA) due to having one or more student groups in the lowest indicator in at least two state priority areas. The Hispanic and Homeless student groups were identified as low performing in Priority 5, Pupil Engagement, and Priority Area 6, School Climate. Both the Hispanic and Homeless student groups received red indicators for chronic absenteeism (Priority 5) and suspensions (Priority 6). As a result of this data, Summerville Elementary began working with the Technical Assistance Team from the Tuolumne County Superintendent of Schools (TCSOS) in the spring of 2025. This partnership was established to support the development and refinement of the Local Control and Accountability Plan (LCAP), ensuring alignment with state priorities and improved outcomes for all students.

Through this collaboration, the school engaged in data analysis, strategic planning, and community partner engagement to strengthen the quality and focus of the LCAP. The TCSOS team provided guidance on best practices for monitoring progress, evaluating the impact of actions, and aligning expenditures with actual implementation.

Key focus areas of this technical assistance included:

Priority 1: Building Teacher Capacity and Confidence

Priority 2: Strengthening SEL and Student Support Systems

Priority 3: Enhancing Data Tracking and Utilization

This ongoing partnership has contributed to more targeted planning, improved use of local data, and more effective support for student needs. Summerville Elementary will continue working with TCSOS to support continuous improvement in both the LCAP process and overall student achievement.

Actions 1.1, 1.4, 1.5, and all actions under Goal #4 that are a part of this Local Control Accountability Plan align with the technical assistance work underway by the district.

## 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.

Not applicable.

### ***Support for Identified Schools***

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

Not applicable.

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Core Team - Comprised of district-level managers, site-level managers, and department and bargaining unit leaders from the certificated and classified staff.	The group conducted monthly meetings during the 2024-2025 school year. The Local Control Accountability Plan was discussed at each meeting in January, February, March, April, and May. Data from this group was used to inform and focus actions and alignment between school resources and, importantly, provided important communication timelines during March, April, and May.
Administrative Team - Made up of the Superintendent, Assistant Principal, and Chief Business Official	The group met weekly during the 2024-2025 school year. The local control accountability plan, data from parent surveys, and local student indicators and data were extensively discussed during all meetings in March, April, and May. In addition, data from this group was used to inform School Core Team meetings, parent communication, and Governing Board communication.
Grade-Level Leadership Team - Comprised of the Superintendent and a certificated representative from the Kindergarten, Primary, Elementary, and Middle School grade levels, and Special Education Grade-Level Lead.	This group conducted monthly meetings and collaborated around proposed draft LCAP goals during April and May. Input from this group was used to target draft goal language and align actions to support students in the classroom.
School Site Council - Comprised of parents, teachers, school staff, administration, and other school-connected community members, and students.	This group met monthly during the 2024-2025 school year on the last Tuesday of each month. This group completed a deep dive of the 2024-2025 LCAP document and thoroughly reviewed all of the LCAP metrics, goals, and actions that were a part of the plan. Feedback from this group's meetings was used to hone and refine the new goals developed in the 2025-2026 LCAP parent survey that was conducted in March and April 2023. Once the survey data was gathered, this group helped analyze the data and format the survey into a tool for

Educational Partner(s)	Process for Engagement
	the Summerville Elementary staff. Summerville Elementary Site Council representatives also serve as the school's English Language Advisory Committee (ELAC) and the school's Parent Advisory Committee (PAC). ELAC and PAC meetings were conducted after each monthly site council meeting. Invitations for these Monthly meetings were sent out to the entire school with agenda information and the opportunity to provide input and comments if parents and staff members were unable to attend the meeting.
Indian Education Parent Committee - Comprised of the Indian Education program director, Superintendent, Indian Ed Parents, and teachers.	This group met quarterly to discuss the Indian Education Program and the program's various grants. This group represented a significant school group and provided critical feedback regarding culturally responsive practices at the school and ways goals and actions could be modified to meet the learning needs of all students.
Summerville Elementary Parent Teacher Student Association (PTSA) comprises parents and staff members.	This group met monthly, collaborating around parent support and parent fundraisers for the school. School administration attends each PTSA meeting, participates with the parent committee, promotes new school initiatives, and solicits feedback regarding essential school items. Data from this group was used to understand parent needs around goals and actions and ways the school administration could collaborate with parents to understand best how to support students in the school community. The PTSA discussed the LCAP goals during their February and March meetings with the school administration.
Educational Partners - Parents, Students, Staff, and Community Members	The district engaged with its community partners, including parents, students, staff, and general community members, through an open and inclusive process. To establish a process for a wide variety of voices from educational partners to be heard and considered, the district administered an annual climate survey to students, parents, and school staff (the California Healthy Kids Survey) in January and the annual LCAP survey in March. These surveys provided valuable insights into the needs and priorities of the community. The feedback collected from these surveys was instrumental in the discussions conducted by the school site council and in guiding the district's planning and decision-making processes, ensuring that the educational goals and actions were aligned with the community's expectations and student needs. The goal of this engagement strategy was to promote outreach and foster a collaborative

Educational Partner(s)	Process for Engagement
	environment, enhancing transparency and trust between the district and its educational partners.
Summerville Elementary Governing Board - Comprised of the five elected governing board members.	The Governing Board met monthly to discuss and decide on important school business. The Summerville Elementary Governing Board provided input regarding creating the LCAP Parent Survey. They analyzed the survey data, solicited feedback from school staff, and held a public hearing regarding the proposed LCAP Goals and Actions. The Governing Board discussed the LCAP at their December meeting (regarding their annual review of their governance and district goals), the March Regular meeting, the April regular meeting, the May regular meeting, and the June regular meeting. The Governing Board conducted a public hearing on June 11, 2025, to solicit final feedback regarding the proposed Local Control Accountability Plan.
Tuolumne County Special Education Local Plan (SELPA)	In addition to collaborating with site and district partners, collaboration was also completed with the Tuolumne County SELPA on March 26, 2025, and May 28, 2025, to understand the extent of services being provided to special education students receiving services on-site and special education receiving services from other programs within the county. The collaboration with the SELPA administrator included thorough data from across the county's special education programs with information and a site audit of the programs and services being provided.
Summerville Elementary DA Meeting with Tuolumne County Superintendent of Schools	Summerville Elementary administrative team met twice during the winter and spring of 2025 with the Tuolumne County Superintendent of School's Technical Assistance Team to To develop a plan for addressing areas of focus for the school. The team met once in February 2025 and again in May 2025.

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

The feedback from the district teams, categorized into four broad areas for analysis—Staff Feedback, Student Feedback, Parent Feedback, and Community/County Group Feedback —played a crucial role in ensuring comprehensive support and connection across all areas of the sustained goals in the 2025-2026 LCAP.

Staff: Previous data indicated that the staff expressed a connection to the school and valued the traditions and culture established at the school. Overall, staff expressed that they feel connected and proud of the school. Goals and actions from the previous LCAP remain relevant as work still needs to be accomplished on previously proposed metrics. Many of the systems put in place by the LCAP have become integral



to the routine functions of the school. There was a common sentiment that goals and their corresponding actions could be focused on to help develop a better understanding of how to meet the needs of student groups at the school. Staff data also indicated a need for ongoing collaboration support. Support in the form of ideas, templates, and other tools to enhance and empower their collaboration. Actions have been sustained in this LCAP to continue supporting these expressed needs.

**Students:** Students expressed a strong connection to the school staff and school programs. Survey responses show that some students continue to struggle to connect with other students and staff, and some data indicated continued instances of bullying and aggression that were not always addressed by staff (and sometimes were not reported to staff). Students indicated a desire to feel heard and have a voice in the decisions of their school. With the absence of the school counselor during the 2023-2024 school year and ongoing into the 2024-2025 school year, this sentiment has been amplified by some student groups. Even though this resource was backfilled by an administrator, more support is needed in this area. Continuing to support a school counselor position, even at a part-time rate for the school in the coming school year, will be a benefit for the student support team and the overall climate of student support at the school. This item was continued in the LCAP. Students also expressed a desire to engage in more learning activities and exciting events at school. This item was continued and enhanced in the LCAP.

**Parents:** Parents, in general, expressed a strong connection to the school and ranked high in connection to the classroom and teacher, overall school communication, and the upkeep and maintenance of the school facility. Parents largely expressed a desire for more academic options for their students (support, remediation, and growth opportunities), consistency in behavior expectations across the school, more connection to the classroom (parent volunteers and parent-specific events on campus), support for the social and emotional wellbeing of students, and more options to engage students (like art, music, and CTE). These desires grew over the 2023-2024 engagement process and were sustained over the 2024-2025 school year. The school expanded its arts and music programs for the 2023-2024 school year, and this was appreciated and well-received by parent groups. It is recommended that this continue into the previous year. Though these will not be LCAP items (it will be a focus in other plans), a focus on expanded learning opportunities will be included in the LCAP. Parents also indicated a desire for the wording of LCAP goals to be clear, specific, and concise to ensure there are easy to understand.

**Community/County Groups and Educational Partners:** Community members and other community groups connected to the school expressed a deep appreciation for the school's established presence in the community. The campus is recognized for its strong connections with community organizations in the surrounding area. These community groups broadly expressed a desire for the school to offer students more support in social and emotional learning, as well as extracurricular opportunities.

Information from the community members and educational partner meetings was combined to update and validate the 2025-2026 Local Control Accountability Plan. The four focus areas developed in the initial Local Control Accountability Plan were continued yet heavily revised to make the focus clear and more measurable by the end of the next LCAP cycle. The intention of the plan is to provide key areas of support as wraparound support for students while being more specific toward the needs of students, as data suggests. The plan's main goals, to progress in Math for all students, English Language Arts for key school groups, and attendance support for all students, were also continued. Overall, the district's four broad goals were honed and focused, and the four main components of the school site that support students and student outcomes were continued yet embedded into the new plan goals as appropriate and measurable supports.

Priority metrics for improvement were validated and continued in this plan. These metrics are as follows: School-wide improvements in Math,

targeted school groups in ELA, school-wide improvement in attendance with targeted support for some groups, and sustained attention and student behavior, looking at suspension as a metric for improvement.

The priorities developed by the Summerville Elementary Governing Board in March 2022 continued to work to reinforce and focus the target areas and key domains outlined in the Local Control Accountability Plan. The priorities are as follows:

- \* Student Success: Increase student scores in Math and English by 2% or more over the next two years.
- \* Conditions of Learning: Explore and develop ways to support teacher instruction that leads to increased scores in Math and English.
- \* Engagement: Increase attendance by 2% or more based on pre-COVID measures, utilizing a parent engagement and education model.

These areas continued to be integrated into the planning process during revisions of the 2025-2026 Local Control Accountability Plan. Goals in this LCAP were revised to be clearer, more specific, and more actionable over the next three-year cycle. Actions in this LCAP were sustained from the 2024-2025 LCAP plan. Resources previously committed to meet previous actions were reallocated to emphasize the Governing Board's priorities and input received during the engagement process.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Reduce student absenteeism due to "other" related issues by 5% points over the next three years with a focus on reducing absenteeism by 8% points for student with disabilities, Hispanic, and student identified with Two more More races.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
--

An explanation of why the LEA has developed this goal.

<p>Goal 1 was developed by analyzing local data, attendance data from the DataQuest database, and data from the California School Dashboard. The school site office and administration team reviewed this data and then shared it with the school community partner groups. The data shows that absenteeism is 3 to 4 percentage points higher than pre-COVID levels. Despite improvements over the last two years, a significant gap remains.</p> <p>Additionally, data indicates that some student groups have higher absentee rates than others. This goal will focus on school-wide data and specifically target four student groups to support, connect with, and improve their overall attendance rates.</p> <p>For this goal, "other" absences refer to those not due to an excusable reason or illness. These are typically marked as unexcused or unknown absences.</p> <p>This goal aligns with the Governing Board's key focus areas, particularly item three, engagement. The aim is to increase attendance by 2% or more compared to pre-COVID levels, using a parent engagement and education model. This highlights the importance and relevance of our collective efforts in achieving this goal.</p>
---

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Marked as Chronically Absent  Data Source: DataQuest	Data Year: 2022-2023  Overall - 28.9% *SWD - 27.6% *SED - 37.3% *American Indian - 33.33% *Hispanic - 32.8% *Two or More Races - 27.3% *White - 27.6%	Data Year: 2023-2024  Overall - 24.9% *SWD - 25.0% *SED - 30.2% *American Indian - 37.8% *Hispanic - 35.4% *Two or More Races - 26.5% *White - 19.5%		Overall - 24% *SWD - 20% *SED - 32% *American Indian - 25% *Hispanic - 25% *Two or More Races - 22% *White - 23%	Overall - Decrease -4.0% *SWD - Decrease - 2.6% *SED - Decrease - 7.1% *American Indian - Increase +4.47% *Hispanic - Increase +2.7% *Two or More Races - Decrease -0.8% *White - Decrease -8.1%
1.2	Annual Average Daily Attendance Rate  Data Source: Local Attendance Data Aggregate	Data Year: 2023-2024 Overall - 92.45%	Data Year: 2024-2025 Overall - 92.69%		Overall - 95%	Overall - Increase 0.24%
1.3	Behavior Referrals  Data Source: Local Tracking Source (SWIS)	Data Year: 2023-2024  Overall - 390 Behavior Referrals (32% of students)  Behaviors *Defiance - 25% *Physical Aggression - 16% *Inappropriate Language - 10%	Data Year: 2024-2025  Overall - 473 Behavior Referrals (31% of students)  Behaviors *Defiance - 21% *Physical Aggression - 17% *Minor Aggression - 9%		Overall - 300 Behavior Referrals (25% of students)  Behaviors *Defiance - 20% *Physical Aggression - 10% *Inappropriate Language - 5%	Overall - Increase 83 referrals entered  Behaviors *Defiance - Decrease -4% *Physical Aggression - Increase +1% *Minor Aggression - New Category in Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Inappropriate Language - 8%			*Inappropriate Language - Decrease -1%

## Goal Analysis [2024-25]

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

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

The implementation of Goal 1 in the Summerville Elementary School District's Local Control and Accountability Plan (LCAP) was marked by a series of actions aimed at reducing chronic absenteeism and improving student engagement and behavior. Overall attendance improved from year 1 to year 2, marking a huge success in efforts on the part of the school staff. Simultaneously, behavior needs persisted within the student body, with new behavior types arising in some areas. Though this need was anticipated, it was a challenge for school staff when significant effort was given to this area to better support students.

**Action 1.1: Tier I Behavior Supports through Positive Behavior Incentives** - This action was aligned with Metric 1.3, tracking behavior referrals. In the 2023–2024 school year, behavior referrals increased in total number but slightly decreased in terms of the percentage of students involved—from 32% to 31%. The most frequent behavior incidents, such as defiance and inappropriate language, saw a decline in proportion. The continued implementation of Tier I PBIS supports, including a monthly reward store for students earning Blue Bucks, reinforced a positive school culture. These incentives, along with recognition during morning announcements and in classrooms, promoted consistent positive behavior across the school. This action remains a foundational part of PBIS implementation and will be continued.

**Action 1.2: School Communication Platform (ParentSquare)** - While not directly tied to a specific chronic absenteeism or behavior metric, ParentSquare has played an important role in facilitating clear and timely communication between the school and families. Teachers and administrators used the platform to maintain school-wide, classroom-level, and individual communication. Families responded positively, noting improvements in accessibility and connection. As a key support for family engagement, the platform will continue to be utilized.

**Action 1.3: English Language Learner (ELL) Coordinator** - The ELL Coordinator supported English Learner students and their families by bridging communication gaps and connecting them to classroom activities. While not measured through a specific metric in this goal, the presence of a dedicated contact for ELL families contributed to improved communication and integration. This role will remain in place based on observed value and community partner feedback. In the revision of this LCAP this action will be expanded and funded through the Learning Recovery Emergency Block Grant (LREBG) to address the gaps in student support. It adds administrative capacity to ultimately better support students and classroom instruction.

**Action 1.4: Extracurricular and Intracurricular Engagement Opportunities** - Though not linked to a direct metric under this goal, these activities were instrumental in supporting student engagement. The school offered over 50 field trips across grade levels, funded in part to reduce the

need for family fundraising. These experiences enriched learning and strengthened school connectedness. The program's continued popularity and positive impact on student motivation support its continuation.

**Action 1.5: Transportation Assistants** - This action supported Metric 1.1, which measures chronic absenteeism. Based on chronic absenteeism data presented earlier in the document, the school saw an overall decline in absenteeism from the previous year. The most significant reductions were noted among Socioeconomically Disadvantaged and White student groups. The transportation assistance program provided essential access for homeless and foster youth, mitigating the challenges posed by the district's rural geography. Ensuring door-to-door service helped these students attend consistently. Due to its demonstrated effectiveness, this action will be maintained moving forward.

**Overall Implementation Reflection:** Goal 1 actions were effectively implemented and aligned with allocated resources. The decrease in chronic absenteeism—especially among key student groups—and the positive shifts in behavior patterns indicate progress. All actions under this goal will be continued without modifications. The district relied solely on supplemental funding, without the use of additional grants, and remains committed to building on this progress through consistent implementation and ongoing community partnership.

#### 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.

Variation existed between all budgeted expenditures and estimated actual expenditures for Goal 1. These differences were primarily due to variations in staff salaries and the actual costs of products and services. All actions under this goal — including Tier I Behavior Supports through Positive Behavior Incentives, the School Communication Platform (ParentSquare), the English Language Learner Coordinator, Extracurricular and Intracurricular Engagement Opportunities, and Transportation Assistants for homeless and foster youth — were implemented as planned. The district did not report any significant changes in the scope, scale, or delivery of these services.

**Action 1.1:** The school budgeted \$5,000 for positive incentives and supports. Actual expenditures were lower with this supplemental funding (\$2,600) due to the district using one-time funds from other sources to help support the action. The funds not used on this action were distributed to other actions within the plan.

**Action 1.2:** The school budgeted \$3,500 for a school communication platform. Actual expenditures were significantly higher due to an increase in the contract for this action (\$6,994). This increase was offset using supplemental funds with actions that were lower than initially budgeted.

**Action 1.3:** The school budgeted \$4,104 for an English Language Learner stipend position. Actual expenditures were significantly lower (\$1,706) due to a lower number of Language Learners enrolled at the school and less staff time needed to support these students than budgeted. The additional funds that were not utilized for this action were allocated to other LCAP action items, where budget items exceeded anticipated levels.



Action 1.4: The school budgeted \$10,221 for extracurricular and intracurricular engagement opportunities at the school during the year. The action item was significantly higher than budgeted (\$22,822) due to the school staff's eager participation in offering many more extended opportunities for students. This increase was offset using supplemental funds with actions that were lower than initially budgeted.

Action 1.5: The school budgeted \$15,000 to fund transportation assistance, helping foster youth, homeless, and displaced students attend school consistently. Actual expenditures were lower with this supplemental funding (\$5,000) because the district used one-time funds from other sources to help support the action. The funds not used on this action were distributed to other actions within the plan.

All planned expenditures were supported through Supplemental Grant funding. No Learning Recovery Emergency Block Grant (LREBG) or other grant funds were applied to this goal. Additionally, the district did not report any differences in the planned percentage of improved services versus the estimated actual percentage for unduplicated pupils under this goal. Funds from the LREBG will be added to the revision of this goal to account for staff who will be targeted to student support in this area.

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

Action 1.1: Tier I Behavior Supports – Positive Behavior Incentives - The implementation of Tier I Behavior Supports through positive behavior incentives, such as a monthly reward store and recognition through morning announcements, has been effective in reducing negative student behaviors. This action is aligned with Metric 1.3, which tracks behavior referrals. The Year 1 Outcome showed 473 behavior referrals, representing 31% of students, indicating an increase in referrals in behavior incidents, but with a decrease from the number of students receiving referrals, ultimately supporting the effectiveness of the action. The decision to continue this action without changes reflects satisfaction with its contribution to the Positive Behavioral Interventions and Supports (PBIS) initiative.

Action 1.2: School Communication Platform (ParentSquare) - The ParentSquare communication platform has enhanced communication between the school and families by promoting transparency and connection. Stakeholder feedback has been overwhelmingly positive, supporting the conclusion that the platform has been effective in its purpose. The continuation of this action reflects the school's confidence in its value to support broader engagement efforts. Additional funds have been added to this action item for this coming year.

Action 1.3: English Language Learner Coordinator - The English Language Learner Coordinator has effectively supported ELL students and their families by strengthening communication and connection. This role has enabled better integration of ELL students into the school environment and improved access for non-English-speaking families. The positive outcomes reported have led to the continuation of this action, affirming its effectiveness in supporting ELL needs.

Action 1.4: Extracurricular and Intracurricular Engagement Opportunities - This action has provided over 50 field trips and additional opportunities for engagement across all grade levels. It is associated with Metric 1.1 (chronic absenteeism) and Metric 1.2 (attendance rate). While the Year 1 Outcome showed an overall attendance rate of 92.69%, slightly higher than prior years, the action is expected to continue fostering student engagement, which may contribute to improved attendance over time. The school's decision to continue this action reflects its perceived value in enriching student experiences and promoting engagement. Additional funds have been added to this action item for this coming year.

Action 1.5: Transportation Assistance for Homeless and Foster Youth - This action has ensured consistent school attendance for homeless and foster youth by providing door-to-school transportation. It is aligned with Metric 1.1, which tracks absenteeism. The school reported that this service helped reduce barriers to attendance and supports anticipated growth in attendance among these student groups. The action is being continued, demonstrating its effectiveness in supporting equitable access to education. Funds planned for this action for this LCAP cycle have decreased due to the amount utilized during the 2024-2025 school year, as well as the percentage of the service planned to be utilized during the coming school year.

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.

- Action 1.1 Tier I Behavior Supports: Positive Behavior Incentives: An increase in funds has been made to this action in this revision of the LCAP to more accurately budget for this item for the 2025-2026 school year.
- Action 1.2 School Communication Platform: No changes made to this action in this revision of the LCAP.
- Action 1.3 English Language Learner Coordinator: The proposed action remains unchanged in this revision of the LCAP, but additional staffing funded from the Learning Recovery Emergency Block Grant will be added to this action to account for more time and more direct support for interventions for English Language Learners and students who need further intervention support. This action has been updated to include Learning Recovery Emergency Block Grant (LREBG) funding.
- Action 1.4 Extracurricular and Intracurricular Engagement Opportunities: An increase in funds has been made to this action in this revision of the LCAP to more accurately budget for this item for the 2025-2026 school year.
- Action 1.5 Transportation Assistance for Homeless and Foster Youth: A decrease in funds has been made to this action in this revision of the LCAP to more accurately budget for this item for the 2025-2026 school year. Other fund sources will be used to help sustain and maintain this action as needed to best support the needs of students during the school year.
- Summary of Changes: Overall, additional staffing has been added to Action 1.3 with an increase in funding amount coming from a non-contributing source in this revision of the LCAP.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	Tier I Behavior Supports: Positive Behavior Incentives	Provide incentives and rewards for students for positive behavior supporting Tier I, PBIS interventions.	\$5,000.00	Yes
<b>1.2</b>	School Communication Platform	Utilize a web-based notification system linked to the school's Student Information System to contact parents and staff with routine information, special school events, and emergency notifications.	\$7,300.00	No
<b>1.3</b>	English Language Learner, Foster Youth, and SED Student Coordinator	Provide staff support to monitor, assess, and track English language learning students to ensure progress in the classroom, progress learning English, and to create a connection to the school.	\$141,306.00	Yes
<b>1.4</b>	Extracurricular and Intracurricular Engagement Opportunities	The District will expand learning engagement opportunities for students including music, art, technology, media, field trips, and industrial learning.	\$15,000.00	Yes
<b>1.5</b>	Transportation Assistants for Homeless and Foster Youth Students	Van drivers to and from school for homeless, Foster Youth, SED students.	\$10,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Increase math scores by 5% points in each student group category over the next three years.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The direction of Goal 2 has been a consistent focus for the school district for two years. Working in grade-level teams and grade span groups, the teaching staff has collaborated to understand math performance at each grade level and identify possible barriers to learning. By analyzing district benchmark data and data from the California School Dashboard, it was found that approximately three-quarters of students at the school struggle to meet grade-level standards in math. Since school-wide scores have remained in the emerging (orange) category on the California School Dashboard for more than three years, the school administration team, teaching staff, and educational partner group agreed on the necessity of continuing to focus on this issue.

This goal is a significant part of the Governing Board's key focus areas for the school, especially item one: student success. The aim is to increase student scores in Math and English by 2% or more over the next two years. This underscores the importance and relevance of our collective efforts to achieve this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Students Meeting or Exceeding Standard: Math  Data Source: CAASPP	Data Year: 2022-2023  Overall - 27.69% *SWD - 16.32% *SED - 24.31% *American Indian - 15.00%	Data Year: 2023-2024  Overall - 26.52% *SWD - 14.28% *SED - 23.57%		Overall - 32% *SWD - 21% *SED - 29 % *American Indian - 20% *Hispanic - 24%	Overall - Decrease -1.12% *SWD - Decrease - 2.04% *SED - Decrease - 0.74%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Hispanic - 18.92% *Two or More Races - 19.35% *White - 32.56%	*American Indian - 11.54% *Hispanic - 31.71% *Two or More Races - 38.46% *White - 25.73%		*Two or More Races - 24% *White - 38%	*American Indian - Decrease -3.46% *Hispanic - Increase +12.79% *Two or More Races - Increase +19.11% *White - Decrease -6.83%
2.2	District Benchmark Results: Math  Data Source: Renaissance STAR Math	Data Year: Spring 2024  Overall - 50.5% at or above 40th percentile	Data Year: Spring 2025  Overall - 61.1% at or above 40th percentile		Overall - 55% at or above 40th percentile	Overall - Increase +10.6%
2.3	Remediation "Math Club" Attendance Rates 4th-6th grade  Data Source: Local Data Aggregate	Data Year: 2023-2024  Overall - 35, 22% of enrolled *72% program attendance	Data Year: 2024-2025  Overall - 31, 21% of enrolled *82% program attendance		Overall - 40, 25% of enrolled *85% program attendance	Overall - Decrease -1% *Increase +10% program attendance

## Goal Analysis [2024-25]

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

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

The implementation of Goal 2, which aims to increase math scores by five percentage points in each student group category over the next three years, encountered a mix of challenges and successes during Year 1.

Action 2.1, focused on after-school remediation for math, was directly tied to Metric 2.3. As of May 2025, 31 students—approximately 21% of the total enrollment—achieved 82% attendance in the after-school math club program, indicating engagement among a portion of the student population. However, implementation challenges were noted due to the redesign of the program during the 2024-2025 school year which

segmented the program into terms and split them across three trimesters. This segmenting resulted in inconsistent participation and delivery. External commitments such as sports and extracurriculars also impacted attendance. Additionally, metric tracking for the program's effectiveness was limited, which will be addressed in the following year through improved data collection and monitoring.

Actions 2.2, 2.3, and 2.4 were aligned with Metric 2.1, which measures the percentage of students meeting or exceeding math standards. Year 1 outcome data showed a slight decline in overall math performance compared to the baseline. However, some student groups, such as Hispanic and Two or More Races, demonstrated gains. Action 2.2 supported the use of an instructional coach who provided targeted math training to a core group of teachers. This support was positively received and contributed to improved instructional strategies, though the limited reach of the training reduced broader impact. The district plans to expand the coaching model next year to include more educators.

Action 2.3 delivered professional development in math instructional strategies. Teachers reported increased confidence and capacity, though additional sessions are needed to ensure wider participation. Action 2.4, which focused on math support applications, helped students reinforce foundational math skills. While effective for routine practice, the district identified a need to strengthen support for conceptual and higher-order thinking skills through these tools.

Action 2.5 funded a math assessment program, tied to Metric 2.2. The program revealed that over half of the student population scored at or above the 40th percentile on the district's benchmark assessment by January 2025. These formative assessments were instrumental in helping teachers identify student needs and adjust instruction, particularly for intervention and special education planning. The data provided actionable insights and validated the assessment program's value as a core component of the district's instructional strategy.

Action 2.6, which focused on increasing student access to technology, did not have a directly aligned metric within the current evaluation framework. However, the purchase of approximately 100 new devices ensured students had access to updated technology necessary for assessments and instructional programs. While its direct impact on math performance was not isolated in this year's data, the investment supports a more modern and accessible learning environment.

Overall, the implementation of Goal 2 demonstrated targeted efforts to improve math instruction and assessment. While the overall math performance saw a decrease for the second consecutive year—with some student groups improving and others declining—the district remains committed to refining its approach. Plans are in place to enhance tracking, broaden teacher support, and increase program consistency to ensure more effective implementation in Year 2. Budgetary implementation was consistent with the plan, with expenditures managed effectively and aligned with intended actions.

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.

Action 2.1: After School Remediation Math (Metric 2.3) - There were material differences between budgeted and estimated actual expenditures for this action. Although the program experienced challenges due to its division into three trimesters and student scheduling conflicts, the implementation decreased the planned budget. The district reported a decrease in the planned expenses versus actual funds used for this action due to a reduction in staff time because of the redistribution of the interval of the program.



Action 2.2: Instructional Coach Math (Metric 2.1) - This action was implemented as planned. Financial differences were reported due to staff ratios and the amount of time the service was utilized. Less funds were spent than initially budgeted. Plans to expand this action's reach in future years are expected to remain within the original financial framework. The district did not report any changes in the percentage of improved services related to this action.

Action 2.3: Professional Development Math (Metric 2.1) - Professional development activities for math were conducted as planned. Although future expansion is anticipated to include more teachers, this will occur within the current budget allocation. There was a material financial decrease to the total planned funds for the goal due to a difference in staffing costs and staffing time for the action during the school year.

Action 2.4: Math Support Applications (Metric 2.1) - While changes in specific applications may occur, this action was implemented within the original budget. The district reported a difference in the amount budgeted for this action item. Less funds were needed than budgeted because one-time funds were utilized first for the support application.

Action 2.5: Math Assessment Program (Metric 2.2) - The district implemented this action on budget, using the STAR Math assessment to provide actionable data on student performance. There were no changes in estimated actual expenditures or reported differences in the percentage of improved services.

Action 2.6: Student Technology (Metrics 2.1 and 2.2) - This action supported instructional delivery and assessment access by providing approximately 100 new devices to students. Although it was not originally aligned to a standalone metric, it supports the implementation of actions tied to Metric 2.1 (student performance) and Metric 2.2 (assessment benchmarks). This action was implemented on budget, and the district reported no differences in expenditures or in the estimated actual percentage of improved services.

Overall, there were only slight substantive material differences in budgeted versus estimated actual expenditures all based on staffing amounts and staff time for each proposed action in the 2024-2025 LCAP under Goal 2. All actions used Supplemental Grant funding as planned.

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

Action 2.1: After School Remediation – Math (Metric 2.3) - This action aimed to increase student engagement and improve math scores through support outside regular school hours. It was limited in its effectiveness due to inconsistent student participation, caused by the program's division into three time frames aligned to trimesters. These participation challenges limited the program's reach. Planned improvements include aligning the program with trimester windows and developing clearer entry and exit metrics. Data does not currently suggest the program is having an impact on test scores, and further analysis is planned for the coming LCAP data analysis cycle.

Action 2.2: Instructional Coach – Math (Metrics 2.1 and 2.2) - This action was effective in enhancing math instruction for a core group of teachers through targeted math framework training. Metric 2.1 indicated that 26.52% of students met or exceeded math standards. Metric 2.2

showed that 52.24% of students scored at or above the 40th percentile on the STAR Math assessment. These outcomes suggest that instructional coaching contributed to improved teaching practices, with future plans to expand access to more teachers.

Action 2.3: Professional Development – Math (Metrics 2.1 and 2.2) - This action was partially effective. While it supported a core group of teachers, the limited scope restricted broader impact. Metric 2.1 showed that 26.52% of students met or exceeded standards, and Metric 2.2 indicated that 52.24% scored at or above the 40th percentile. These results highlight the need to re-systemize the action to increase participation and reach across instructional staff.

Action 2.4: Math Support Applications (Metrics 2.1 and 2.2) - This action was effective in reinforcing routine math skills through engaging digital tools. Students benefited from interactive practice aligned with Metric 2.1 (26.52% meeting or exceeding standards) and Metric 2.2 (52.24% scoring at or above the 40th percentile). While the applications improved foundational skills, additional supports are needed to enhance higher-order math thinking.

Action 2.5: Math Assessment Program (Metric 2.2) - This action was effective in monitoring student progress and informing instruction. Metric 2.2 showed that 52.24% of students were at or above the 40th percentile on the STAR Math assessment. The data generated from the assessment tool supported intervention planning and diagnostic teaching, demonstrating clear value in guiding instruction.

Action 2.6: Student Technology (Supports Metrics 2.1 and 2.2) - This action was effective in supporting learning through access to modern technology. Approximately 100 new devices were purchased and distributed to students. While not tied to a standalone metric, this action supports instruction and assessment under Metrics 2.1 and 2.2 by ensuring students have the tools needed to access digital learning environments and complete assessments.

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.

Action 2.1: After School Remediation – Math - This action will be adjusted to better align with the trimester window frame and school-year timing. The previous structure led to inconsistencies in participation, partly due to conflicts with extracurricular activities. Aligning the program more closely with student schedules is intended to improve participation and the overall impact of math remediation efforts. The changes in the program led to a decrease in the funds planned to be spent for the program.

Action 2.2: Instructional Coaches – Math - The coaching scope will be expanded to include more teachers. This change is informed by the positive results observed among the core group that received targeted coaching. Expanding access will enhance instructional quality across a broader portion of the staff.

Action 2.3: Professional Development – Math - The approach to professional development will be re-systemized to reach a wider group of teachers. While the current structure has been effective for a core team, broader access is needed to improve consistency in instructional practice and student outcomes. Due to the restructuring during the year, less funds were utilized on this action than were initially budgeted.

Action 2.4: Math Support Applications - Changes may be made to the specific math applications used, while continuing investment in this strategy. The district will evaluate tools to determine which are most beneficial for students, aiming to maintain engagement while enhancing academic support.

Action 2.5: Math Assessment Program - This action will continue without changes. The program has proven effective in tracking student progress and informing instructional decisions and remains integral to the district's data-driven approach.

Action 2.6: Student Technology - Continued investment in refurbishing and replacing devices is planned to ensure students maintain access to current educational technology. This action supports equitable access and is essential for sustaining a modern learning environment.

Summary of Changes: Actions 2.1, 2.2, 2.3, 2.4, and 2.6 will be adjusted to improve alignment with student schedules, expand instructional support, and maintain access to effective tools. Action 2.5 will continue without modification.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	After School Remediation: Math	Offer After School Remediation, "Math Club," to students in grades 3rd – 6th for 60 minutes Monday – Thursday focusing on math engagement, math thinking, and math collaboration with peers.	\$3,500.00	Yes
2.2	Instructional Coaching - Math	Provide instructional coaching support to elementary school teachers focused on math. Instructional support will include instructional observations, one on one meetings, planning meetings, data meetings, grade-level collaboration, and peer work with math instruction.	\$4,104.00	Yes
2.3	Professional Development: Math	Provide training for teaching staff with instructional strategies in Math.	\$15,000.00	Yes
2.4	Math Support Applications	Purchase and implement math support programs such as Frax, Reflex, Math Seeds, Struggly, etc. to support and reinforce student learning in math.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.5</b>	Math Assessment Program	Fund a computer assessment program that will allow teachers to determine student learning levels and plan interventions and supports (for example Renaissance Star).	\$7,500.00	No
<b>2.6</b>	Student Technology	Increase access to internet and computer devices by replacing and refurbishing Chromebooks, iPads, and classroom computers.	\$60,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Increase ELA scores by 5% points in each student group category over the next three years with a focus on increasing ELA scores by 8% points for hispanic students.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Similar to Goal 2, Goal 3 was created to continue the school's focus on English Language Arts (ELA) and building a strong foundation of literacy for early and emerging readers. Over the past three years, performance on the state standardized test has remained stagnant. Although some student groups have shown gains, overall school scores have steadily declined. This decline has been attributed anecdotally to the statewide school closures during the COVID pandemic, but further analysis is needed to fully understand the issue. This goal aims to better understand and address the needs students are demonstrating in ELA.

Additionally, data from the 2023 statewide standardized test indicated that Hispanic students were lagging behind other groups in their performance. This goal seeks to establish a focused effort on providing tools and supports to help these students improve in ELA.

Strong instructional support in ELA, similar to the focus on math, is a significant part of the Governing Board's key areas of focus for the school, particularly item one: student success. The aim is to increase student scores in English and Math by 2% or more over the next two years. This highlights the importance and relevance of our collective efforts in achieving this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Students Meeting or Exceeding Standard: ELA  Data Source: CAASPP	Data Year: 2022-2023  Overall - 42.31% *SWD - 20.41% *SED - 37.50 %	Data Year: 2023-2024  Overall - 41.07% *SWD - 14.28%		Overall - 47% *SWD - 25% *SED - 42.5 % *American Indian - 50%	Overall - Decrease -1.24% *SWD - Decrease - 6.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*American Indian - 45.00% *Hispanic - 32.44% *Two or More Races - 45.16% *White - 43.60%	*SED - 32.15 % *American Indian - 30.77% *Hispanic - 40.48% *Two or More Races - 38.46% *White - 43.19%		*Hispanic - 40% *Two or More Races - 50% *White - 48%	*SED - Decrease - 5.35% *American Indian - Decrease -14.23% *Hispanic - Increase +8.04% *Two or More Races - Decrease 6.7% *White - Increase +0.13%
3.2	District Benchmark Results: ELA  Data Source: Renaissance STAR Reading (ELA)	Data Year: Spring 2024  Overall - 43.9% at or above 40th percentile *3rd Grade - 65.5% *4th Grade - 41.7% *5th Grade - 43.5% *6th Grade - 42.9% *7th Grade - 25.8% *8th Grade - 29.6%	Data Year: Spring 2025  Overall - 61.07% at or above 40th percentile *3rd Grade - 50% *4th Grade - 74% *5th Grade - 57% *6th Grade - 55% *7th Grade - 64% *8th Grade - 78%		Overall - 50% at or above 40th percentile *3rd Grade - 70% *4th Grade - 46% *5th Grade - 49% *6th Grade - 48% *7th Grade - 31% *8th Grade - 35%	Overall - Increase +17.17% *3rd Grade - Decrease -15.5% *4th Grade - Increase +32.3% *5th Grade - Increase +13.5% *6th Grade - Increase +12.1% *7th Grade - Increase +38.2% *8th Grade - Increase +48.4%
3.3	Remediation "Reading Club" Attendance, 1st-3rd Grade  Data Source: Local Tracking	Data Year: 2023-2024  Overall - 24, 17% of enrolled *81% program attendance	Data Year: 2024-2025  Overall - 16, 10.67% of enrolled *80% program attendance		Overall - 35, 25% of enrolled *90% program attendance	Overall - Decrease -6.33% Decrease -1% program attendance
3.4	Student Referrals for Reading Intervention	Data Year: 2023-2024	Data Year: 2024-2025		Overall - 47, 10% of enrolled	Overall - Increase of 5, +11.67%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Tracking	Overall - 47, 10% of enrolled *1st Grade - 43% *2nd Grade - 19% *3rd Grade - 21% *4th Grade - 15%	Overall - 52, 21.67% of enrolled *1st Grade - 39% *2nd Grade - 37% *3rd Grade - 20% *4th Grade - 14% *5th Grade - 3.6%		*1st Grade - 40% *2nd Grade - 15% *3rd Grade - 16% *4th Grade - 10%	*1st Grade - Decrease -4% *2nd Grade - Increase +18% *3rd Grade - Decrease -1% *4th Grade - Decrease -1% *5th Grade - Newly added category

## Goal Analysis [2024-25]

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

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

The implementation of Goal 3, which aims to increase English Language Arts (ELA) scores by five percentage points in each student group category over the next three years, with a specific focus on increasing ELA scores by eight percentage points for Hispanic students, involved several actions that were data-driven. Action 3.1, focusing on after-school remediation for ELA through the "Reading Club," was measured by Metric 3.3, indicating that 10.67% of enrolled students achieved 80% program attendance as of May 2025. This high attendance rate reflects the program's effectiveness in engaging students. Challenges were noted in tracking students' progress and determining clear entry and exit metrics, highlighting a need for improved data management and program structuring to support students effectively. Additionally, while participation remained consistent with previous years, the program's staggered and scattered structure suggested a need for more streamlined implementation.

Action 3.2, involving the use of instructional assistants in primary grades. The additional support in primary classrooms and the continuation and expansion of this action were integral to supporting literacy development, demonstrating its success and importance in the educational framework. The role of instructional assistants was crucial for maintaining a low adult-to-student ratio, essential for effective literacy support. However, the need for targeted support for specific groups within the school community, such as those addressed by Action 3.3, was challenging to implement effectively without adequate resources and planning. The employment of an Indian Education paraprofessional, aligned with Metric 3.1, showed an overall ELA score improvement for American Indian students, attributed to the support provided by this role. This underscores the importance of culturally responsive education and addressing diverse community needs.

Actions 3.4, 3.5, and 3.6, involving site reading support through Accelerated Reader, reading supplemental support via Fast ForWord, and the Sondag Reading System, respectively, were indirectly related to Metric 3.2. This metric showed that 64.58% of students were at or above the 40th percentile in district benchmark results. These actions contributed to the overall improvement in reading proficiency, reflecting the

combined effectiveness of these reading support programs. The use of programs like Accelerated Reader and Fast ForWord provided versatile support for a wide range of literacy needs, indicating a successful deployment of technology and resources. The Sonday Reading System provided crucial Tier 3 interventions for students struggling the most with reading, highlighting the success of targeted, multisensory intervention strategies.

Action 3.7, which provided a reading intervention teacher, lacked direct outcome data in Metric 3.4, making it challenging to assess the action's impact on student referrals for reading intervention. However, the use of Title I Part A funds for this role indicates reliance on federal funding to support literacy initiatives, which can be both a strength and a potential vulnerability if funding priorities change. The integration of various reading support programs across different grade levels suggests a comprehensive approach to literacy development, although it requires careful coordination and management. Overall, the implementation of Goal 3 involved a mix of challenges and successes, with effective budget management and program continuation being key strengths. However, there is a need for improved tracking and structuring of programs to enhance their effectiveness. The reliance on specific funding sources and the need for targeted support for diverse student groups are important contextual factors that influenced the goal's execution.

#### 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.

Action 3.1: After School Remediation – ELA (Metric 3.3) - There were material differences between budgeted and estimated actual expenditures for this action. Although the program experienced challenges due to its division into three trimesters and student scheduling conflicts, the implementation decreased the planned budget. The district reported a decrease in the planned expenses versus actual funds used for this action due to a reduction in staff time because of the redistribution of the interval of the program.

Action 3.2: Instructional Assistants – Primary Grades (Supports Metrics 3.1 and 3.2) - This support action continued as originally planned. No financial adjustments were necessary (because actual costs for the additional staff far exceed the supplemental funds applied under this action), and the implementation did not alter the planned percentage of improved services.

Action 3.3: Indian Education Paraprofessional (Metric 3.1) - This role was fully funded and implemented without deviation from the original budget. No changes occurred in the scope, and there were no reported differences in planned versus actual services.

Action 3.4: Accelerated Reader – Site Reading Support (Metric 3.2) - This action was executed as planned with only slight financial deviations. There were only slight material differences between estimated and actual services delivered.

Action 3.5: Fast ForWord – Supplemental Reading Support (Metric 3.2) - There were only slight materials differences reported for this action. It continued on track with the originally planned financial allocation and service expectations.

Action 3.6: Sonday Reading System – Tier 3 Intervention (Metric 3.2) - This action proceeded within budget and according to the planned service scope. There were only slight material differences in expenditure or the percentage of improved services provided.

Action 3.7: Reading Intervention Teacher (Metric 3.4) - A material difference occurred in this action's scope: support was expanded to include fifth-grade students. However, this expansion was accommodated within the existing budget by reallocating existing funds, resulting in no overspending. The change increased the number of students served without altering the planned percentage of improved services.

Overall, there were only slight material differences in budgeted versus estimated actual expenditures for Goal 3, and no changes in the percentage of improved services. Title I Part A funds were strategically used, and Learning Recovery Grant funds were not utilized. The expansion of Action 3.7 represents a thoughtful, budget-aligned adjustment that enhanced program impact without financial disruption.

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

Action 3.1: After School Remediation – ELA (Metric 3.3) - This action provided additional reading support outside of school hours through the Reading Club. As of May 2025, 10.6% of enrolled students achieved 80% attendance. The program was effective in student engagement but faced challenges in tracking learning outcomes due to the lack of defined entry and exit criteria. Refining these criteria will help evaluate the action's true instructional impact.

Action 3.2: Instructional Assistants – Primary Grades (Supports Metrics 3.1 and 3.2) - Instructional assistants enhanced adult-to-student ratios and supported foundational literacy in early grades. Although not directly measured by a standalone metric, the action contributes to broader goals reflected in Metric 3.1 (ELA subgroup performance) and Metric 3.2 (district benchmarks). Additional data collection is needed to quantify its specific contribution to literacy gains.

Action 3.3: Indian Education Paraprofessional (Metric 3.1) - This role supported American Indian students in early literacy development and aligns with Metric 3.1. While subgroup performance improved, the direct contribution of this action requires further data tracking. Continued support and clearer outcome measures will help assess impact.

Action 3.4: Accelerated Reader – Site Reading Support (Metric 3.2) - The program was implemented across grades 1–8 and supported student engagement in reading. Metric 3.2 reported that 64.58% of students were at or above the 40th percentile, suggesting this tool contributed to progress. More precise tracking is needed to isolate its effectiveness among other reading supports.

Action 3.5: Fast ForWord – Supplemental Reading Support (Metric 3.2) - Fast ForWord served students with foundational literacy needs and supported Metric 3.2 outcomes. The software's versatility aided a range of learners. While helpful, further refinement of program-level metrics would enhance understanding of its standalone impact.

Action 3.6: Sonday Reading System – Tier 3 Intervention (Metric 3.2) - This multisensory intervention targeted students requiring intensive Tier 3 support. It contributed to district benchmark improvements under Metric 3.2 but lacked standalone measurement tools. Plans are in place to improve data collection specific to this intervention.

Action 3.7: Reading Intervention Teacher (Metric 3.4) - This role provided targeted reading instruction and was expanded to include fifth grade. Although funded by Title I, the related Metric 3.4 does not currently offer outcome data sufficient to determine effectiveness. Future improvements in tracking student referrals and outcomes will strengthen evaluation.

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.

Action 3.1: After School Remediation – ELA - The program will be revised to establish clear entry and exit metrics and improve tracking systems. The previous staggered and inconsistent structure hindered student participation and progress monitoring. These refinements aim to increase student engagement and improve ELA outcomes. Due to the program participation during the school year and due to some partial restructuring, there was a significant decrease in funds planned to be utilized for this action, and the actual funds utilized for this action.

Action 3.2: Instructional Assistants – Primary Grades - No changes are planned. This action has consistently supported literacy development in early grades (TK-1st), contributing positively to student learning outcomes.

Action 3.3: Indian Education Paraprofessional - No changes are planned. The paraprofessional continues to provide targeted early reading support for American Indian students, aligning with the goal of increasing group performance.

Action 3.4: Accelerated Reader – Site Reading Support - No modifications are planned. This program remains effective in increasing student engagement with reading and supporting literacy across grades 1–8.

Action 3.5: Fast ForWord – Reading Supplemental Support - This action will be updated to be targeted toward a different intervention support application that aligns with the district's adopted dyslexia screener that will be implemented during the fall of 2025. The action will continue to serve as a reading intervention for students identified with literacy needs. The action continues to contribute to gains in reading proficiency. The new title for the action will be "Reading Intervention Support Program."

Action 3.6: Sonday Reading System – Tier 3 Intervention - No modifications are planned. This program continues to provide effective multisensory support for students with significant reading challenges.

Action 3.7: Reading Intervention Teacher - The role has expanded to include fifth-grade support. This adjustment enhances the program's reach and allows for earlier, targeted interventions to improve literacy outcomes. The action now also utilizes LREBG funding, in addition to Title I Part A.

Summary of Changes: Action 3.1 will implement new tracking and metric systems to strengthen the program's structure and effectiveness. Action 3.5 will be retitled and targeted toward a new reading intervention program. All other actions will continue unchanged due to their demonstrated support of literacy development.

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

## **Actions**

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	After School Remediation: ELA	Offer After School Remediation, "Reading Club," to students in grades 1st – 3rd for 60 minutes Monday – Thursday focusing on ELA and early reader intervention strategies.	\$3,500.00	Yes
<b>3.2</b>	Instructional Assistants: Primary Grades	Utilize paraprofessional aides to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination classrooms, Title-1 Program, and Special Education Learning Centers.	\$149,077.00	Yes
<b>3.3</b>	Instructional Assistants: Indian Education Program Director	Utilize an Indian Education paraprofessional aide to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination classrooms, Title-1 Program, Indian Education Program, and Special Education Learning Centers.	\$48,290.00	Yes
<b>3.4</b>	Site Reading Support: Accelerated Reader	Implement online, reading, and ELA based programs (for example, Accelerated Reader) for supplemental support in reading and ELA instruction.	\$10,000.00	No
<b>3.5</b>	Reading Intervention Support Program	Implement intensive reading intervention program for supplemental reading instruction for students identified behind grade-level. This support will occur during the school day.	\$8,000.00	Yes
<b>3.6</b>	Sonday Reading System	Implement the Sonday Reading System, a structured literacy program designed to support students who struggle with reading and spelling, particularly those with dyslexia or other language-based learning difficulties.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.7</b>	Reading Intervention Teacher	Continue to provide a reading intervention teacher who helps to identify struggling readers in the primary grade levels and provides reading intervention support. This action will be funded with Title I, Part A funds.	\$110,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Reduce suspension rates for students with disabilities, students of two or more races, and socially economically disadvantaged students by 1% over the next three years.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
---

An explanation of why the LEA has developed this goal.

<p>A significant part of the culture at Summerville Elementary School has been established through the staff's intentional focus on creating positive behavior incentives and supports for all students. The process of establishing strong Tier I supports has provided the staff with various positive, interactive, and engaging ways to connect with students to the school every day. Data from the past three years suggests that specific student behaviors have decreased with appropriate and supported interventions. These efforts have contributed to the school's historically low suspension rate, which was slightly below the state average just a few years ago.</p> <p>However, suspension rates for specific student groups increased between the 2021-2022 and 2022-2023 school years. Local data suggests this trend will continue as indicated in the 2023-2024 data reported here and according to anecdotal data gathered during the 2024-2025 school year. As a result, site administration and educational partners recommended developing a goal focused on enhancing the overall behavior intervention system, providing staff training, and broadening student support. The goal utilizes suspension rates (a behavior response that can indicate other school climate issues) to monitor school climate and student connection with the school.</p> <p>This goal does not aim to eliminate suspensions but to address the suspension rate, particularly in specific student groups. The goal is to develop ways within the school system to provide support and engagement, using suspension as a last resort for safety purposes.</p>
--

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students Suspended at Least One (1) Day	Data Year: 2022-2023  Overall - 2% *SWD - 3.4%	Data Year: 2023-2024  Overall - 3.6%		Overall - 2% *SWD - 2.4% *SED - 2.5%	Overall - Increase +1.6% *SWD - Decrease - 1.1%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest & California School Dashboard	*SED - 3.5% *American Indian - 2.6% *Hispanic - 1.5% *Two or More Races - 2.1% *White - 2%	*SWD - 2.3% *SED - 4.4% *American Indian - 4.4% *Hispanic - 7.5% *Two or More Races - 5.9% *White - 2.1%		*American Indian - 2.6% *Hispanic - 1.5% *Two or More Races - 1.1% *White - 2%	*SED - Increase +0.9% *American Indian - Increase +1.8% *Hispanic - Increase +6.0% *Two or More Races - Increase +3.8% *White - Increase +0.1%
4.2	Behavior Referrals  Data Source: Local Tracking Source (SWIS)	Data Year: 2023-2024  Overall - 390 Behavior Referrals (32% of students)  Behaviors *Defiance - 25% *Physical Aggression - 16% *Inappropriate Language - 10%  (Note: percent of overall referrals related to each behavior)	Data Year: 2024-2025  Overall - 473 Behavior Referrals (31% of students)  Behaviors *Defiance - 21% *Physical Aggression - 17% *Major Contact - 9% *Inappropriate Language - 8%  (Note: percent of overall referrals related to each behavior)		Overall - 300 Behavior Referrals (25% of students)  Behaviors *Defiance - 20% *Physical Aggression - 10% *Inappropriate Language - 5%  (Note: percent of overall referrals related to each behavior)	Overall - Increase 83 referrals entered  Behaviors *Defiance - Decrease -4% *Physical Aggression - Increase +1% *Minor Aggression - New Category in Year 1 *Inappropriate Language - Decrease -1%
4.3	Middle School Dropout Rate  Data Source: DataQuest	Data Year: 2023-2024  Overall - 1 (one) Middle School Dropout	Data Year: 2024-2025		Overall - 0 (Zero) Middle School Dropouts	No change in current from baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Overall - 0 (zero) Middle School Dropout			
4.4	Expulsion Rate  Data Source: Locally Reported & DataQuest	Data Year: 2023-2024  Overall - 0 (Zero) Expulsions	Data Year: 2024-2025  Overall - 0 (Zero) Expulsions		Overall - 0 (Zero) Expulsions	No change in current from baseline data.

## Goal Analysis [2024-25]

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

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

**Action 4.1: Universal Behavior Support Training** - This action focused on implementing Positive Behavior Intervention and Supports (PBIS) through Tier 1 training and continued Tier 2 rollout. It contributed to reduced suspension rates, as measured by Metric 4.1, with an overall suspension rate of 3.6%, including 2.3% for Students with Disabilities (SWD), 4.4% for Socioeconomically Disadvantaged (SED) students, and 5.9% for students identifying as Two or More Races. The training proactively addressed behavior issues and laid the foundation for future Tier 3 implementation. The district remained on budget for this action, with no reported financial variances.

**Action 4.2: Designated Behavior Support – Think About It Lunch** - This structured reflection program provided students with time to consider their behavior and engage in restorative practices. It was associated with an increase in overall behavior referrals but a reduction in the number of students receiving referrals. Based on Metric 4.2, which reported 473 total referrals. This approach fostered strong adult-student interactions and has become a consistent element of the school's culture.

**Action 4.3: School Counselor / Foster and Homeless Youth Liaison** - This action supported student emotional development, particularly for vulnerable groups such as foster and homeless youth. It contributed to reduced suspension rates (3.6% overall, per Metric 4.1) and behavior referrals (19%, per Metric 4.2). The counselor helped students build emotional resilience and regulation skills. The transcript emphasized the role's importance in instilling lasting behavioral tools for student success.

**Action 4.4: Assistant Principal** - The assistant principal's role included promoting restorative practices and providing behavior support. While the position contributed to positive outcomes, including the suspension and referral reductions noted in Metrics 4.1 and 4.2, staffing shortages required a temporary reassignment of this administrator back to classroom teaching. Substitute administrators were utilized, creating inconsistency in support. This challenge underscored the need for a stable, systemized structure for administrative support.

Summary: Goal 4 implementation demonstrated steady progress in reducing suspensions and behavior referrals through structured PBIS training, reflective practices, and targeted emotional and behavioral support. These ongoing systems and supports represent a significant success for the school teams, with year-over-year consistency and gains in reaching students with behavioral challenges. And, despite staffing constraints this year, the district adapted. These efforts reflect a strong commitment to maintaining a safe, inclusive, and restorative school environment.

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.

Action 4.1: Universal Behavior Support Training (Metric 4.1) - This action exceeded the planned due to staffing time and additional training during the school year. There was a substantial material difference in expenditures for this action, but slight decreases in other areas offset the increase in this action, maintaining overall supplemental funding as planned. The PBIS Tier 1 and Tier 2 trainings proceeded as scheduled and supported consistent progress in supporting the behavioral needs of students and ultimately reducing suspension rates in future years.

Action 4.2: Designated Behavior Support – Think About It Lunch (Metric 4.2) - This action was executed as planned and stayed on budget. No material differences were reported in either financial expenditure or the delivery of planned services. The program continued to support behavior reflection and reduced referrals.

Action 4.3: School Counselor/Foster-Homeless Youth Liaison (Metrics 4.1 and 4.2) - This action was implemented in alignment with the original plan. No adjustments to funding or scope were necessary, and there were no deviations in the expected percentage of improved services. This action item exceeded its initial budget due to an increase in time and staffing support provided by the school counselor.

Action 4.4: Assistant Principal (Metrics 4.1 and 4.2) - A material difference occurred due to staffing shortages that necessitated reassigning the assistant principal to classroom instruction. Although the overall budget remained consistent, this adjustment changed the scope and continuity of administrative support for behavior-related initiatives. Substitute administrators were used to maintain leadership functions, but variability in coverage introduced implementation challenges.

Summary - The only material difference under Goal 4 was the reassignment of the assistant principal (Action 4.4) and the introduction of Action 4.5 to mitigate that impact. These adjustments were programmatically significant but did not result in overall budget overruns. There were no material differences in the planned versus actual percentages of improved services. All actions contributed to progress in reducing suspension and behavior referral rates among targeted student groups.

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

Action 4.1: Universal Behavior Support Training - Action 4.1 implemented Positive Behavior Intervention and Supports (PBIS) through Universal Behavior Support Training. This action sought to reduce suspension rates though ultimate increase were reported, as evidenced by

Metric 4.1 and predicted when the goal was written. Overall suspension rate of 3.6%, with specific rates for Students with Disabilities (SWD) at 2.2%, Socioeconomically Disadvantaged (SED) at 4.4%, and students identifying as Two or More Races at 2.1%. The training's focus on Tier 1 and Tier 2 supports, and the plan to expand into Tier 3, indicates a structured approach to addressing behavior issues. Additionally, the reduction in behavior referrals from 32% of students to 19% of students, as indicated by Metric 4.2, confirms that the training effectively reduced problematic behaviors. The ongoing training and reinforcement of PBIS systems have contributed to a positive trajectory in behavior support.

Action 4.2: Designated Behavior Support: Think About It Lunch - Action 4.2, involving the "Think About It Lunch" program, contributed to a reduction in behavior referrals, as reflected in Metric 4.2, which reported 232 behavior referrals, representing 19% of students. This structured reflection time improved student behavior during school hours. The program's restorative approach and emphasis on meaningful adult-student interactions have become integral to the school's behavior support structure.

Action 4.3: School Counselor - Action 4.3 provided targeted emotional and behavioral support, particularly benefiting younger students and vulnerable groups such as foster and homeless youth. Metric 4.1 showed a suspension rate of 3.6%, and Metric 4.2 indicated a reduction in behavior referrals to 19% of students. The counselor's efforts in addressing students' emotional needs helped develop coping skills and promoted long-term behavioral improvement, supporting the broader goal of reducing suspension rates.

Action 4.4: Assistant Principal - Action 4.4, involving the Assistant Principal's role, focused on restorative practices and building positive student relationships. Despite staffing challenges that led to reassignment of the assistant principal to classroom duties and reliance on substitute administrative support, this action still contributed to positive outcomes. Metric 4.1 showed an overall suspension rate of 3.6%, and Metric 4.2 reflected a decline in behavior referrals to 19%. The action demonstrated effectiveness in managing student behavior and underscored the importance of consistent administrative presence to sustain positive behavior interventions.

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.

Action 4.1 Universal Behavior Support Training: The action will expand the Positive Behavior Intervention Support (PBIS) training to include Tier 3 supports. This change is based on the successful implementation of Tier 1 and Tier 2 supports, as evidenced by improved behavior metrics, including the suspension rate of 3.6% (Metric 4.1). Expanding to Tier 3 ensures intensive support for students with significant behavioral needs and is expected to further reduce suspension rates and improve the overall school climate.

Action 4.2 Designated Behavior Support: Think About It Lunch: Modifications are planned to enhance the restorative framework of the "Think About It Lunch" program. The program's role in reducing behavior referrals (down to 19%, as reported in Metric 4.2) supports refining its reflective and relational components. These adjustments aim to improve student accountability and foster long-term behavior changes through increased adult-student interaction and conflict resolution skills.

Action 4.3 School Counselor/Foster-Homeless Youth Liaison: No modifications are planned. The action has consistently supported vulnerable student populations and demonstrated effectiveness in reducing suspensions and referrals. Continuation without change ensures

stable social-emotional support structures are maintained. Though more time is needed to continue this action into the coming, staff time assuming this role for the coming year will be decreasing as a budgeted item (due to available staff time).

**Action 4.4 Assistant Principal:** This action will be restructured due to the assistant principal's mid-year reassignment to classroom duties, which led to inconsistent support. Going forward, the district will address staffing shortages and explore models that guarantee uninterrupted administrative support. This change is critical to sustaining behavior interventions and ensuring continuity in PBIS implementation and leadership support.

**Overall Summary:** The changes under Goal 4 reflect strategic enhancements, including the addition of Tier 3 PBIS supports, a deeper commitment to restorative practices, and measures to stabilize staffing. These adjustments aim to build a more resilient and comprehensive behavior support system aligned with reducing suspension rates for student groups with historically higher exclusion rates.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Universal Behavior Support Training	Provide Positive Behavior Intervention and Supports training for the school staff, fully implementing Tier I and expending to Tier II and Tier III.	\$5,000.00	Yes
4.2	Designated Behavior Support: Think about it Lunch	Continue the expansion of the lunch time "think about it" program Monday-Thursday to provide structured expectations time for students over lunch with a trained staff member with the intention of providing and additional time with teacher and social group time for students.	\$6,000.00	Yes
4.3	School Counselor/Foster & Homeless Youth Liaison	Provide social and emotional learning support through a Social Emotional Learning Specialist with attention to individual learner support, classroom-based support, grade-level group support, and whole school learning experiences. Provide advocacy, connection, and dedicated time for foster youth and homeless youth at the school.	\$20,000.00	Yes
4.4	Assistant Principal	Provide administrative support for students through an assistant principal with attention to individual learner support and grade-level group support.	\$126,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide advocacy, connection, and dedicated time for students needing a greater level of behavior support with a focus on restorative practices and positive connections to the school.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$443,777.00	\$0.00

## 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
9.334%	0.000%	\$0.00	9.334%

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><b>Action:</b> Tier I Behavior Supports: Positive Behavior Incentives</p> <p><b>Need:</b> There is a need to sustain and further develop ways to engage students with the school, developing positive incentives, rewards, and opportunities to motivate student participation and interactions with the school. There is a need to continue to develop and build the</p>	This action will provide tangible rewards and incentives for students as they engage and participate at school. The Positive Behavior Support Incentives program is designed to build a positive school culture that benefits all students, including those in specific student groups. By providing rewards and opportunities for positive behavior, the program helps motivate students to engage more fully with school activities. This approach helps to create a supportive environment that meets the needs of all students, ensuring that	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.



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>school culture such that it supports the needs of all students and is amiable to meet the needs of all students. Unduplicated student groups, including homeless, foster youth, and English Learners, often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering positive behavior support incentives, the school can address these needs by creating a more inclusive and engaging environment that encourages all students to participate actively in their education.</p> <p><b>Scope:</b> LEA-wide</p>	<p>everyone feels valued and recognized. Implementing this program across the entire school ensures that all students, regardless of their background, have access to the same opportunities and incentives, promoting a unified and positive school culture.</p>	
<b>1.4</b>	<p><b>Action:</b> Extracurricular and Intracurricular Engagement Opportunities</p> <p><b>Need:</b> There is a need to sustain and further develop ways to engage students with the school, developing positive opportunities and experiences that occur at school and on excursions away from school. There is a need to continue to develop and build the school culture such that it supports the needs of all students and is amiable to meet the needs of all students, providing experiences that are relevant, engaging, and an integral part of each student's educational journey. Unduplicated student groups, including homeless, foster youth, and English Learners,</p>	<p>This action will provide tangible experiences and interactive opportunities for students as they engage and participate at school. Providing Extracurricular and Intracurricular Engagement Opportunities helps motivate students to engage more fully with school activities. These additional opportunities help to create an engaging environment that meets the needs of all students, ensuring that everyone has an avenue to participate in the school. Implementing this program across the entire school ensures that all students, regardless of their background, have access to additional engaging programs at the school.</p>	<p>Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.</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>often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering extracurricular and intracurricular engagement opportunities, the school can address these needs by creating a more inclusive and engaging environment that encourages all students to participate actively in their education.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> After School Remediation: Math</p> <p><b>Need:</b> There is a need to provide student groups with additional time, structure, access to homework help, and repetition in math. Unduplicated student groups, including homeless, foster youth, and English Learners, often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering after school remediation in math, the school can provide this additional support, and importantly time with learning to support overall acquisition in math skills.</p> <p><b>Scope:</b> LEA-wide</p>	Additional time with the teacher in small and concentrated groups to work on skill and gap areas in math learning.	CAASPP testing scores, District benchmarks, Remediation math program attendance with specific groups set to monitor homeless, foster youth, and English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p><b>Action:</b> Instructional Coaching - Math</p> <p><b>Need:</b> There is a need for dedicated teacher support in instructional practices that will effectively reach unduplicated pupils and students struggling in math comprehension.</p> <p><b>Scope:</b> LEA-wide</p>	By providing a dedicated teacher support system for coaching, collaboration, and lesson improvement, teachers in grades 3rd-5th will have access to a broader span of pedagogical tools for student support.	CAASPP testing scores and District benchmarks with specific groups set to monitor homeless, foster youth, and English Learners.
2.3	<p><b>Action:</b> Professional Development: Math</p> <p><b>Need:</b> There is a need for further teacher support in mathematical thinking and instructional practices that will effectively reach unduplicated pupils and students struggling with math comprehension.</p> <p><b>Scope:</b> LEA-wide</p>	By providing teacher training, collaboration, and lesson collaboration time, teachers in grades TK-8 will have access to a broader span of pedagogical tools for student support in math.	CAASPP math scores and District benchmarks with specific groups set to monitor homeless, foster youth, and English Learners.
2.4	<p><b>Action:</b> Math Support Applications</p> <p><b>Need:</b> There is a need to offer students engaging opportunities and creative methods to explore mathematical thinking and practices. It is essential to provide unduplicated students with alternative and innovative ways to interact with</p>	By integrating a diverse array of technological tools into math instruction, students across the school will be exposed to multiple avenues that can support mathematical thinking. Variety is important for addressing the different learning needs and styles present within the unduplicated student groups, such as English learners, low-income students, and foster youth. The use of technology in math education can make the subject more accessible and engaging by offering	CAASPP math scores, and District bench marks with specific groups set to monitor homeless, foster youth, and English Learners.

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>math concepts and additional avenues to develop their skills.</p> <p><b>Scope:</b> LEA-wide</p>	<p>interactive and practical experiences that help students better understand abstract concepts. These math support tools can provide alternative strategies, different ways of viewing problems, and even hands-on learning opportunities, which can be particularly beneficial for students who might struggle with traditional instructional methods.</p> <p>Providing this action on a schoolwide or LEA-wide basis ensures that all students, regardless of their background or individual challenges, have equal access to these resources. It helps create a more inclusive learning environment where every student can benefit from enhanced problem-solving skills, a deeper understanding of mathematical concepts, and the ability to apply their knowledge in real-world situations. This broad exposure not only supports their math learning but also equips them with essential skills that will serve them in other academic areas and in their future endeavors.</p>	
<b>3.1</b>	<p><b>Action:</b> After School Remediation: ELA</p> <p><b>Need:</b> There is a need to provide foster youth, homeless, English Learner students with additional time, structure, access to homework help, and repetition in ELA, specifically reading.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing additional time with the teacher in small, concentrated groups allows for focused instruction on reading and reading acquisition skills, which is especially critical for unduplicated student groups, such as English learners, low-income students, and foster youth. These students may require more individualized attention to build foundational literacy skills and overcome barriers that could impede their progress. Small group instruction enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing gaps in reading proficiency, as it allows students to</p>	<p>District benchmark assessments and Remediation ELA program attendance with specific groups set to monitor homeless, foster youth, and English Learners.</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>engage more deeply with the material, ask questions, and practice in a supportive environment.</p> <p>Implementing this action on an LEA-wide or school-wide basis ensures that all students have the opportunity to benefit from this intensive support, regardless of their background or skill level. It promotes equity by providing every student with the resources and attention needed to develop strong reading skills, which are essential for success in all academic areas. By offering this additional instructional time across the entire LEA or school, the action helps create a consistent and supportive learning environment that fosters literacy development for all students, preparing them for future academic challenges.</p>	
<b>3.2</b>	<p><b>Action:</b> Instructional Assistants: Primary Grades</p> <p><b>Need:</b> There is a need to provide a great level of structure, oversight, monitoring, and consistency for struggling readers in unduplicated student groups (Foster Youth, Homeless, and English Learners).</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action will provide additional support in primary grade classrooms and special programs to help lower the student-to-adult ratio, provide more hands-on reading support, provide structured access to reading, and monitor student progress more closely. Additional adult support in primary grade classes enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing engagement with students and addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask questions, and practice in a supportive environment.</p>	<p>CAASPP assessment and District benchmark assessments with specific groups set to monitor homeless, foster youth, and English Learners.</p>
<b>3.3</b>	<p><b>Action:</b> Instructional Assistants: Indian Education Program Director</p>	<p>This action will provide additional support in primary grade classrooms and special programs to help lower the student-to-adult ratio, provide more</p>	<p>CAASPP assessment and District benchmark assessments with specific</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><b>Need:</b> There is a need to provide a great level of structure, oversight, monitoring, and consistency for struggling readers in unduplicated student groups (Foster Youth, Homeless, and English Learners).</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>hands-on reading support, provide structured access to reading, and monitor student progress more closely. Additional adult support in primary grade classes enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing engagement with students and addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask questions, and practice in a supportive environment.</p>	<p>groups set to monitor homeless, foster youth, and English Learners.</p>
3.5	<p><b>Action:</b> Reading Intervention Support Program</p> <p><b>Need:</b> There is a need to provide structured and engaging reading support for unduplicated students who are identified as Tier II struggle readers that will complement the instruction being received in the classroom and in the Title I reading intervention program.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Fast ForWord is a reading program that leverages neuroscience principles to improve language and reading skills by enhancing cognitive abilities like memory, attention, and processing speed. This action is particularly vital for unduplicated student groups, such as English learners, low-income students, and foster youth, who may struggle with foundational literacy skills due to various barriers. These students often require additional support to catch up with their peers and develop strong reading and comprehension skills. By providing adaptive and individualized exercises, Fast ForWord directly addresses these students' specific needs, helping them improve phonemic awareness, decoding, and comprehension. The program's ability to tailor its approach to each student's learning pace ensures that every child receives the targeted support necessary to build their literacy skills effectively.</p> <p>Implementing Fast ForWord on an LEA-wide or schoolwide basis ensures that all students have access to this powerful resource, regardless of their background or individual challenges. By</p>	<p>District Benchmark Assessments with specific sub data for homeless, foster youth, and English Learners.</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
		offering this program to the entire student body, the school fosters an equitable learning environment where every student has the opportunity to improve their reading and language skills. This comprehensive approach not only supports unduplicated student groups but also enhances overall literacy outcomes, contributing to a more successful and inclusive educational experience for all students.	
3.6	<p><b>Action:</b> Sonday Reading System</p> <p><b>Need:</b> There is a higher rate of unduplicated pupils who struggle with reading and require a higher level of intervention support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Sonday System is a multisensory reading program that provides explicit, sequential, and systematic instruction in phonics, vocabulary, and reading comprehension. This program is particularly beneficial for unduplicated student groups, such as English learners, low-income students, and foster youth, who may struggle with reading due to language barriers, limited exposure to literacy resources, or other challenges. These students often require more structured and supportive approaches to reading instruction to build foundational literacy skills. The Sonday System helps students process and retain reading concepts more effectively by engaging multiple senses—sight, sound, touch, and movement. This multi-sensory approach is especially valuable for students who learn differently or have difficulty grasping traditional reading methods. The program’s structure ensures that students receive consistent and repeated exposure to key reading concepts, helping them develop strong phonics, vocabulary, and comprehension skills.</p> <p>Providing the Sonday System on a schoolwide basis ensures that all students, regardless of their background, have access to this specialized</p>	The number of student referrals to the reading system and the number of students who complete all levels of the system and exit the program with specific groups set to monitor homeless, foster youth, and English Learners.



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
		reading support. Implementing the program schoolwide promotes equity by offering every student the opportunity to improve their reading skills through a method that is tailored to diverse learning styles. This comprehensive approach not only supports unduplicated student groups but also enhances overall literacy outcomes, creating a more inclusive and effective learning environment for all students. By using the Sonday System across the entire school or LEA, the action reinforces a unified commitment to literacy development, ensuring that every student has the tools they need to succeed in reading and beyond.	
4.1	<p><b>Action:</b> Universal Behavior Support Training</p> <p><b>Need:</b> There is a higher rate of discipline referrals for student groups and unduplicated students at the school site.</p> <p><b>Scope:</b> LEA-wide</p>	Further staff training and the establishment of consistent school system norms are crucial for better supporting student behavior, especially for unduplicated student groups such as English learners, low-income students, and foster youth. These students may face challenges that make it difficult for them to meet behavioral expectations, and without targeted support, they are at greater risk of disciplinary actions that could hinder their academic progress. This action aims to equip school staff with the knowledge and skills needed to reinforce positive behavior and provide targeted support to students who struggle to meet expectations. By realigning behavioral expectations and creating a more inclusive environment, the school can better address the diverse needs of its student population. This approach helps prevent behavioral issues from escalating and ensures that all students feel supported and understood.	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.

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
		Implementing this action on a schoolwide basis ensures a consistent approach to behavior management across the entire school community. It creates a unified set of expectations that all students and staff can follow, reducing confusion and fostering a more positive school climate. By extending this training and norming process to the entire school or LEA, the action promotes equity by ensuring that every student, regardless of their background, receives the support they need to succeed. This comprehensive approach not only improves student behavior but also contributes to a more cohesive and supportive educational environment for all.	
<b>4.2</b>	<p><b>Action:</b> Designated Behavior Support: Think about it Lunch</p> <p><b>Need:</b> There is a need to provide a greater level of support for students in regard to creating connections within the school that support student behavior and norm expectations for unduplicated student groups, including foster youth, homeless, and English learners.</p> <p><b>Scope:</b> LEA-wide</p>	This resource will provide a dedicated staff member during the lunchtime hour to offer targeted social and emotional support to students, with a focus on unduplicated student groups such as English learners, low-income students, and foster youth. These students may face unique social and emotional challenges that can impact their overall well-being and academic success. Having a staff member available during lunchtime creates an opportunity for these students to connect with a trusted adult in a less formal setting, allowing them to express their concerns, receive guidance, and build meaningful relationships. This action addresses the need for stronger social and emotional support systems within the school by offering students a safe space to think, consider their feelings, and restore their emotional balance. By fostering partnership and connection, the staff member can help students navigate social interactions, develop coping	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.

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>strategies, and feel more connected to the school community.</p> <p>Providing this resource on a schoolwide basis ensures that all students, not just those in unduplicated groups, have access to this vital support. It helps create a more inclusive and caring school environment where every student can feel understood and supported. Embedding this action into the school's daily routine reinforces the importance of social and emotional well-being as a cornerstone of student success, ensuring that all students have the resources they need to thrive both personally and academically.</p>	
<b>4.3</b>	<p><b>Action:</b> School Counselor/Foster &amp; Homeless Youth Liaison</p> <p><b>Need:</b> There is a need to provide a greater level of support for students in regards to tracking, identification, as well as resource and school connection support.</p> <p><b>Scope:</b> LEA-wide</p>	This resource will provide a dedicated staff member to help support socially and emotionally through advocacy and through creating greater systems of support within the school system.	Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.
<b>4.4</b>	<p><b>Action:</b> Assistant Principal</p> <p><b>Need:</b> Student behavior support within specific student groups (such as English Language Learners, Foster Youth, and homeless</p>	Due to the higher number of suspended students within specific student groups, such as English learners, low-income students, and foster youth, there is a need for designated support to address these disparities. This action focuses on understanding the underlying causes of student behavior and providing targeted interventions that	Annual behavior referrals, suspensions data, school suspension rate with specific groups set to monitor homeless, foster youth, and English Learners.

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>students), student monitoring, and student interactions during the school day are needed to decrease the suspension rate and behavior referral rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>promote positive behavior and reduce suspensions. By offering specialized support, the school can better meet the needs of these students, helping them to stay engaged in their education and avoid the negative consequences associated with suspensions. Additionally, this action includes training for school staff from target staff members to ensure staff are equipped with the skills and knowledge needed to support all students effectively.</p> <p>Providing this action on a schoolwide basis ensures that all students benefit from enhanced behavior support systems, not just those in the most affected groups. It helps create a consistent approach to behavior management across the school, reducing the likelihood of suspensions and promoting a positive school climate. By implementing this action schoolwide, the school can build a stronger, more cohesive support system that addresses the needs of all students, particularly those at higher risk of suspension, thereby contributing to their overall success and well-being.</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
1.3	<p><b>Action:</b> English Language Learner, Foster Youth, and SED Student Coordinator</p> <p><b>Need:</b> There is a need for designated support, connection, and monitoring for English Learners at the school.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	This action provides a designated point of contact and caring adults for English Language Learners to check in with students and parents and provide consistency in communication and support across the school year.	Daily attendance of students designated as English Learners.
1.5	<p><b>Action:</b> Transportation Assistants for Homeless and Foster Youth Students</p> <p><b>Need:</b> Consistent and timely transportation.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Extended transportation to designated location with district boundaries and beyond district boundaries for homeless and foster youth students.	Average daily attendance and daily attendance marks for Foster Youth Students.

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

Not applicable.

**Additional Concentration Grant Funding**

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

Not applicable.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	School Wide - 21:1	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	School Wide - 18:1	Not applicable.

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,754,306.00	\$443,777.00	9.334%	0.000%	9.334%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$443,777.00	\$215,800.00	\$0.00	\$110,000.00	\$769,577.00	\$613,777.00	\$155,800.00

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	Tier I Behavior Supports: Positive Behavior Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.2	School Communication Platform	All	No			All Schools	Ongoing	\$0.00	\$7,300.00		\$7,300.00			\$7,300.00	
1	1.3	English Language Learner, Foster Youth, and SED Student Coordinator	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$141,306.00	\$0.00	\$15,306.00	\$126,000.00			\$141,306.00	
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.1	After School Remediation: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,500.00	\$0.00	\$3,500.00				\$3,500.00	
2	2.2	Instructional Coaching - Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools  3rd - 5th Grade	2025-2028 School Year	\$4,104.00	\$0.00	\$4,104.00				\$4,104.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Professional Development: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2028 School Year	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.4	Math Support Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$5,000.00	\$5,000.00			\$10,000.00	
2	2.5	Math Assessment Program	All	No			All Schools	Ongoing	\$0.00	\$7,500.00		\$7,500.00			\$7,500.00	
2	2.6	Student Technology	All	No			All Schools	Ongoing	\$0.00	\$60,000.00		\$60,000.00			\$60,000.00	
3	3.1	After School Remediation: ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	Ongoing	\$3,500.00	\$0.00	\$3,500.00				\$3,500.00	
3	3.2	Instructional Assistants: Primary Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	Ongoing	\$149,077.00	\$0.00	\$149,077.00				\$149,077.00	
3	3.3	Instructional Assistants: Indian Education Program Director	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Elementary	Ongoing	\$48,290.00	\$0.00	\$48,290.00				\$48,290.00	
3	3.4	Site Reading Support: Accelerated Reader	All	No			All Schools Primary, Elementary, and Middle	Ongoing	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
3	3.5	Reading Intervention Support Program		Yes	LEA-wide		All Schools Elementary		\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
3	3.6	Sonday Reading System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary and Middle School	Ongoing	\$2,000.00	\$3,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Reading Intervention Teacher	All	No			All Schools	Ongoing	\$110,000.00	\$0.00				\$110,000.00	\$110,000.00	
4	4.1	Universal Behavior Support Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.2	Designated Behavior Support: Think about it Lunch	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
4	4.3	School Counselor/Foster & Homeless Youth Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
4	4.4	Assistant Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary School and Middle School	Ongoing	\$126,000.00	\$0.00	\$126,000.00				\$126,000.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,754,306.00	\$443,777.00	9.334%	0.000%	9.334%	\$443,777.00	0.000%	9.334 %	<b>Total:</b>	\$443,777.00
								<b>LEA-wide Total:</b>	\$418,471.00
								<b>Limited Total:</b>	\$25,306.00
								<b>Schoolwide Total:</b>	\$48,290.00

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	Tier I Behavior Supports: Positive Behavior Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.3	English Language Learner, Foster Youth, and SED Student Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$15,306.00	
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$10,000.00	
2	2.1	After School Remediation: Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.2	Instructional Coaching - Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 5th Grade	\$4,104.00	
2	2.3	Professional Development: Math	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$15,000.00	

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			
2	2.4	Math Support Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.1	After School Remediation: ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	\$3,500.00	
3	3.2	Instructional Assistants: Primary Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	\$149,077.00	
3	3.3	Instructional Assistants: Indian Education Program Director	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Elementary	\$48,290.00	
3	3.5	Reading Intervention Support Program	Yes	LEA-wide		All Schools Elementary	\$8,000.00	
3	3.6	Sonday Reading System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.1	Universal Behavior Support Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.2	Designated Behavior Support: Think about it Lunch	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
4	4.3	School Counselor/Foster & Homeless Youth Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.4	Assistant Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary School and Middle School	\$126,000.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$657,170.00	\$657,170.00

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	Tier I Behavior Supports: Positive Behavior Incentives	Yes	\$5,000.00	\$2,600.00
1	1.2	School Communication Platform	No	\$3,500.00	\$6,994.00
1	1.3	English Language Learner Coordinator	Yes	\$4,104.00	\$1,706.00
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	Yes	\$10,221.00	\$22,822.00
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Yes	\$15,000.00	\$5,000.00
2	2.1	After School Remediation: Math	Yes	\$17,100.00	\$3,500.00
2	2.2	Instructional Coach - Math	Yes	\$4,104.00	\$2,200.00
2	2.3	Professional Development: Math	Yes	\$30,000.00	\$6,960.00
2	2.4	Math Support Applications	Yes	\$15,000.00	\$5,995.00
2	2.5	Math Assessment Program	No	\$6,000.00	\$6,980.00
2	2.6	Student Technology	No	\$51,093.00	\$57,966.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	After School Remediation: ELA	Yes	\$17,100.00	\$3,500.00
3	3.2	Instructional Assistants: Primary Grades	Yes	\$140,000.00	\$150,685.00
3	3.3	Instructional Assistants: Indian Education Paraprofessional	Yes	\$50,000.00	\$46,863.00
3	3.4	Site Reading Support: Accelerated Reader	No	\$7,108.00	\$8,305.00
3	3.5	Reading Supplemental Support - Fast ForWord	Yes	\$8,000.00	\$9,500.00
3	3.6	Sonday Reading System	Yes	\$5,000.00	\$4,502.00
3	3.7	Reading Intervention Teacher	No	\$110,000.00	\$105,616.00
4	4.1	Universal Behavior Support Training	Yes	\$10,000.00	\$46,768.00
4	4.2	Designated Behavior Support: Think about it Lunch	Yes	\$6,840.00	\$5,254.00
4	4.3	School Counselor/Foster & Homeless Youth Liaison	Yes	\$32,000.00	\$46,636.00
4	4.4	Assistant Principal	Yes	\$110,000.00	\$106,818.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$462,423.00	\$471,309.00	\$471,309.00	\$0.00	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	Tier I Behavior Supports: Positive Behavior Incentives	Yes	\$5,000.00	\$2,600.00		
1	1.3	English Language Learner Coordinator	Yes	\$4,104.00	\$1,706.00		
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	Yes	\$10,221.00	\$22,822.00		
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Yes	\$15,000.00	\$5,000.00		
2	2.1	After School Remediation: Math	Yes	\$17,100.00	\$3,500.00		
2	2.2	Instructional Coach - Math	Yes	\$4,104.00	\$2,200.00		
2	2.3	Professional Development: Math	Yes	\$30,000.00	\$6,960.00		
2	2.4	Math Support Applications	Yes	\$6,840.00	\$5,995.00		
3	3.1	After School Remediation: ELA	Yes	\$17,100.00	\$3,500.00		
3	3.2	Instructional Assistants: Primary Grades	Yes	\$140,000.00	\$150,685.00		
3	3.3	Instructional Assistants: Indian Education Paraprofessional	Yes	\$50,000.00	\$46,863.00		
3	3.5	Reading Supplemental Support - Fast ForWord	Yes	\$8,000.00	\$9,500.00		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Sonday Reading System	Yes	\$5,000.00	\$4,502.00		
4	4.1	Universal Behavior Support Training	Yes	\$10,000.00	\$46,768.00		
4	4.2	Designated Behavior Support: Think about it Lunch	Yes	\$6,840.00	\$5,254.00		
4	4.3	School Counselor/Foster & Homeless Youth Liaison	Yes	\$32,000.00	\$46,636.00		
4	4.4	Assistant Principal	Yes	\$110,000.00	\$106,818.00		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,601,765.00	\$462,423.00	0.000%	10.049%	\$471,309.00	0.000%	10.242%	\$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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

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

- Teachers,



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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**



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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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



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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### ***Required Descriptions:***

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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



## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

***Calculations in the Action Tables***

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

**Contributing Actions Table**

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

**Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## **LCFF Carryover Table**

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

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

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

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

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

California Department of Education  
November 2024