



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Di Giorgio Elementary School District

CDS Code: 15634206009419

School Year: 2024-25

LEA contact information:

Jennifer Allen

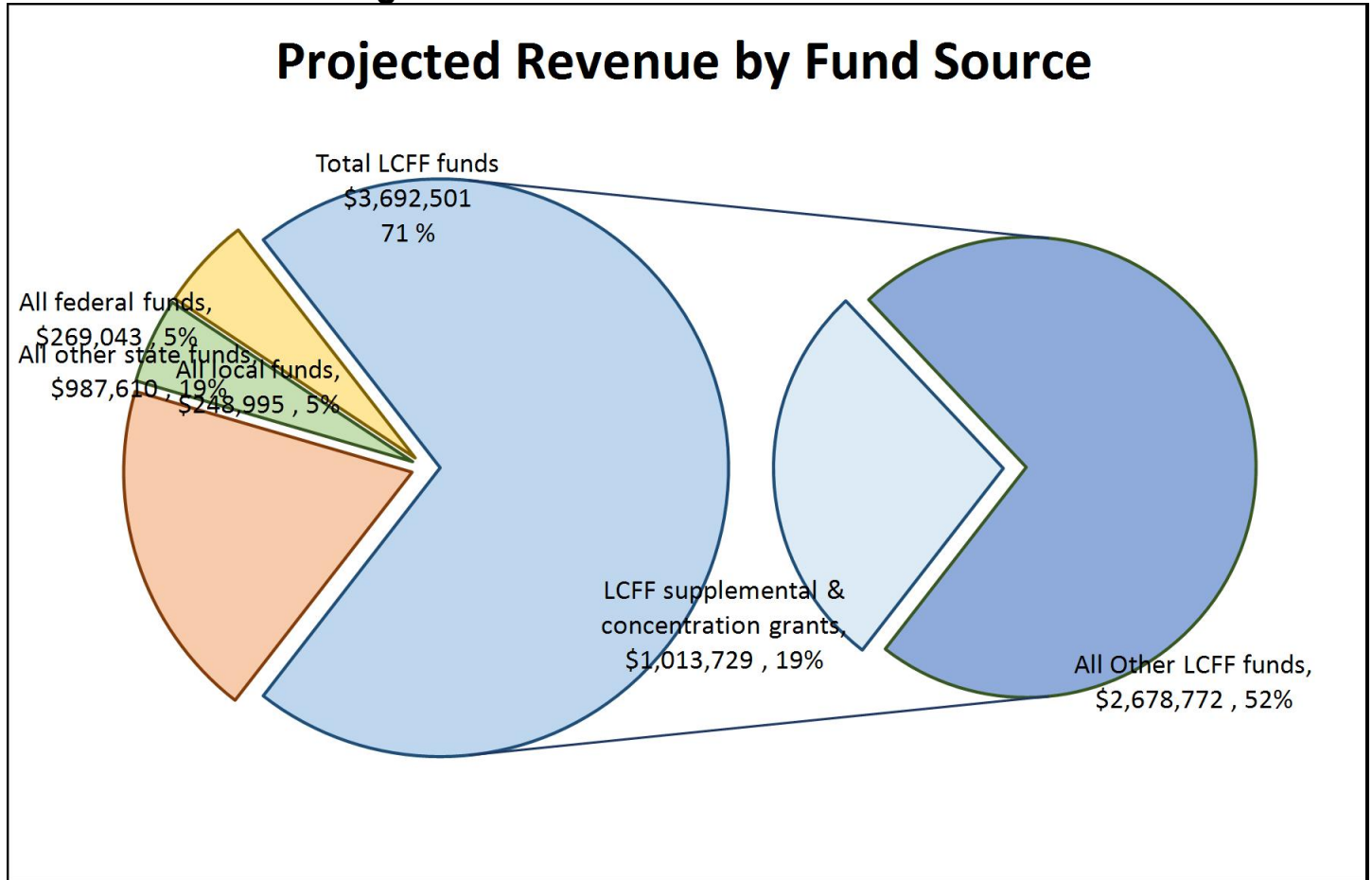
Superintendent

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661.854.2604

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

### Budget Overview for the 2024-25 School Year

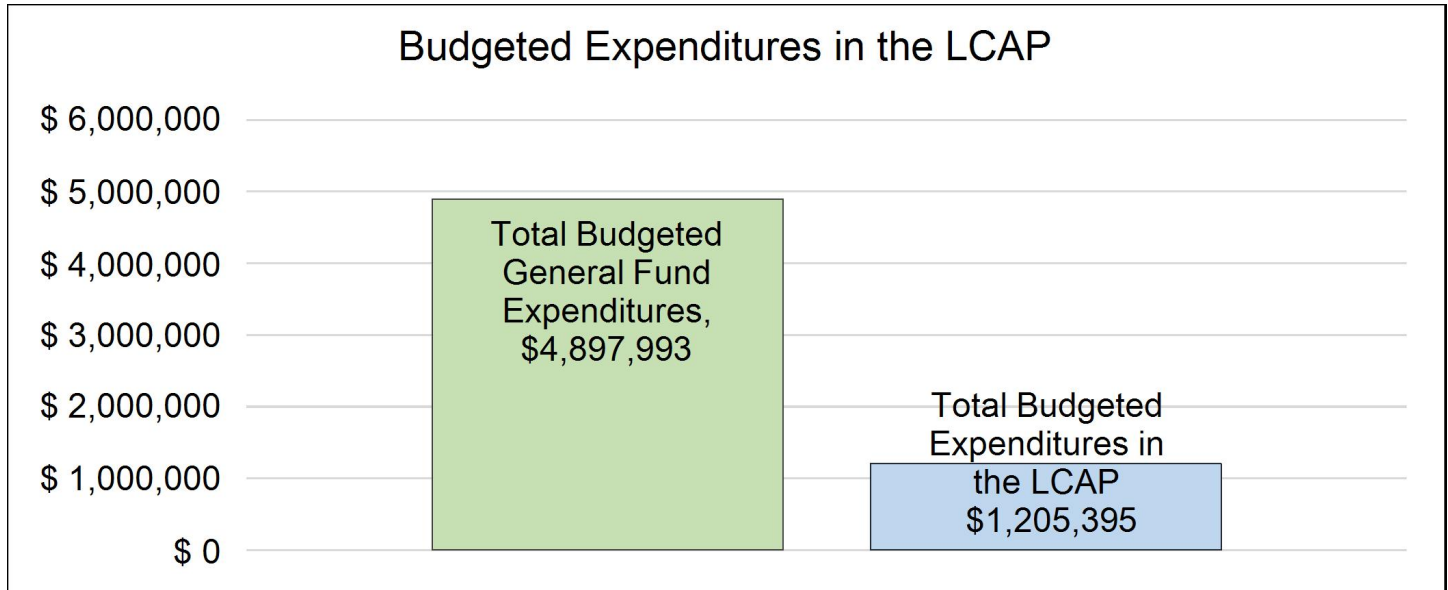


This chart shows the total general purpose revenue Di Giorgio Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Di Giorgio Elementary School District is \$5,198,149, of which \$3,692,501 is Local Control Funding Formula (LCFF), \$987,610 is other state funds, \$248,995 is local funds, and \$269,043 is federal funds. Of the \$3,692,501 in LCFF Funds, \$1,013,729 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 Di Giorgio Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Di Giorgio Elementary School District plans to spend \$4,897,993 for the 2024-25 school year. Of that amount, \$1,205,395 is tied to actions/services in the LCAP and \$3,692,598 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

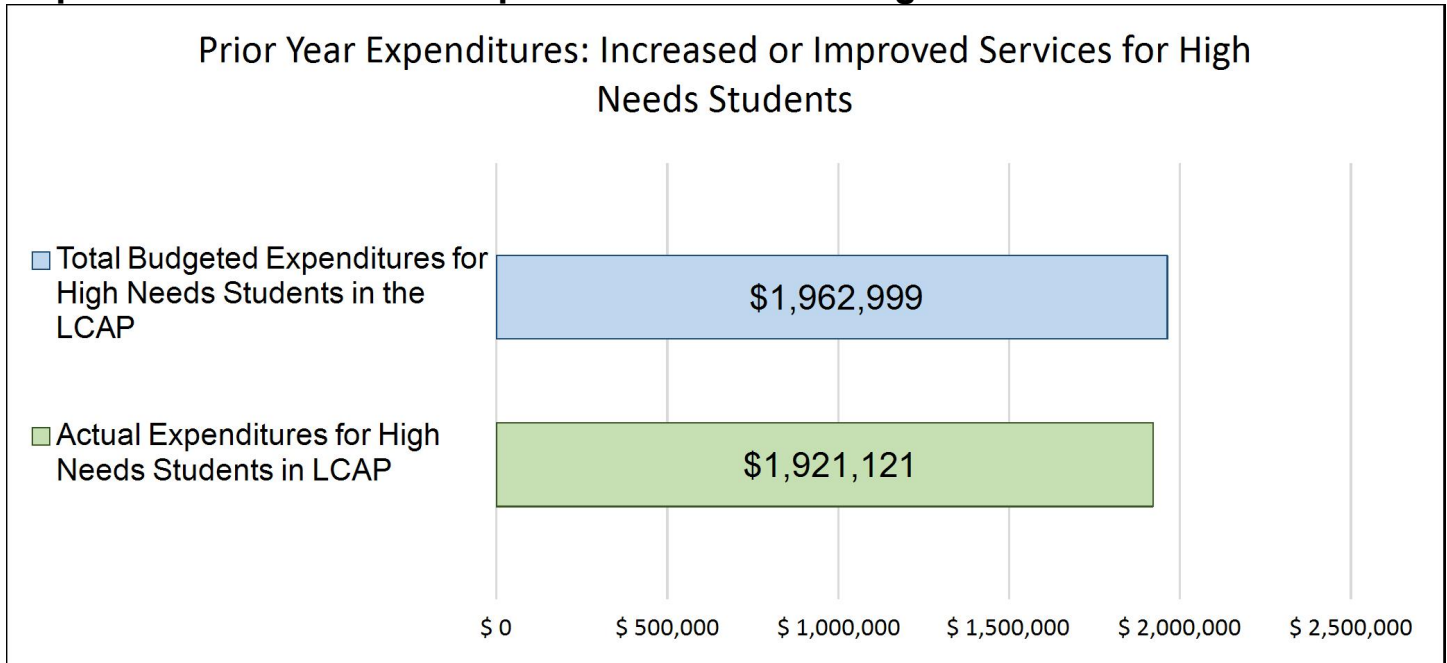
General fund expenditures not included in the LCAP include general operating expenditures, salaries of administrator, certificated and classified staff, expenditures for books and supplies, school facilities and maintenance, general overhead such as gas, water and electricity.

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

In 2024-25, Di Giorgio Elementary School District is projecting it will receive \$1,013,729 based on the enrollment of foster youth, English learner, and low-income students. Di Giorgio Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Di Giorgio Elementary School District plans to spend \$1,013,729 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Di Giorgio 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 Di Giorgio 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 2023-24, Di Giorgio Elementary School District's LCAP budgeted \$1,962,999 for planned actions to increase or improve services for high needs students. Di Giorgio Elementary School District actually spent \$1,921,121 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$41,878 had the following impact on Di Giorgio Elementary School District's ability to increase or improve services for high needs students:

Due to the use of CARES Act, ESSER , and ELOP funds many planned actions such as after school tutoring, professional development for staff, and student trips were paid for using these one time funds. Funds will be expended in order to best meet the needs of students.



# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Di Giorgio Elementary School District	Jennifer Allen Superintendent	jallen@digiorgio.k12.ca.us 661.854.2604

# Goals and Actions

## Goal

Goal #	Description
1	The Di Giorgio School District will increase student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a) Basic Services - Teachers appropriately assigned and fully credentialed for assignment.	Local data shows that 100% are fully credentialed and assigned appropriately	Local data shows that 100% are fully credentialed and assigned appropriately	Local data shows that 100% are fully credentialed and assigned appropriately	Local data shows that 100% are fully credentialed and assigned appropriately for the 2023-24 LCAP	Local data will reflect 100% are fully credentialed and assigned appropriately
Priority 1(b) Pupils access to standards aligned instructional materials 100% of the day as measured by School Accountability Report Card (SARC).	Local Data collected through the Elementary and Middle School Instructional Materials Survey shows that 100% of students have access to standards aligned instructional materials 100% of the day.	Local Data collected through the Elementary and Middle School Instructional Materials Survey shows that 100% of students have access to standards aligned instructional materials 100% of the day.	Local Data collected through the Elementary and Middle School Instructional Materials Survey shows that 100% of students have access to standards aligned instructional materials 100% of the day.	Local Data collected through the Elementary and Middle School Instructional Materials Survey shows that 100% of students have access to standards aligned instructional materials 100% of the day for the 2023-24 LCAP.	Local Data collected through the Elementary and Middle School Instructional Materials Survey will show that 100% of students have access to standards aligned instructional materials 100% of the day
Priority 1(c) School facilities are maintained and in good repair as	100% of facilities are well maintained as measured by FIT Report	100% of facilities are well maintained as measured by FIT Report	100% of facilities are well maintained as measured by FIT Report	100% of facilities are well maintained as measured by FIT Report	100% of facilities are well maintained as measured by FIT Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the Facility Inspection Tool (FIT).				Report for the 2023-24 LCAP	
Priority 2(a) Implementation of California Academic and Performance Standards (CCSS) as measured by classroom walkthroughs.	Level of implementation of CCSS is 0% based on classroom walkthroughs. (Baseline is 0% due to use of new tool to measure implementation)	Level of implementation of CCSS is 100% based on classroom walkthroughs	Level of implementation of CCSS is 100% based on classroom walkthroughs	Level of implementation of CCSS is 100% based on classroom walkthroughs for the 2023-24 LCAP	According to data collected during classroom walkthroughs, district will maintain level of implementation of CCSS as substantial as based on classroom walkthroughs.
Priority 2(b) Master schedule will reflect programs/services that enable ELs to access CCSS and English Language Development (ELD) standards for academic content and English language proficiency.	Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas.	Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas.	Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas.	Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas for the 2023-24 LCAP.	Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas.
Priority 4(a): Statewide assessments ELA as measured by CAASPP.	CAASPP ELA/Literacy overall percentage of pupils who met or exceeded	CAASPP was not fully administered in spring of 2021. See Local Assessment Scores:	CAASPP ELA/Literacy overall percentage of pupils who met or exceeded	CAASPP ELA/Literacy overall percentage of pupils who met or exceeded	Statewide assessments 50% of students will meet or exceed ELA/Literacy



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	standards was 31.08% for 2018-19.	2020-2021 STAR reading assessment overall percentage of pupils that scored proficient was 16%. 2021-2022 STAR reading assessment overall percentage of pupils that scored proficient was 22%.	standards was 30.5% for 2021-2022  See local assessments: 2022-2023 STAR Spring reading assessment overall percentage of pupils that scored proficient was 37%.	standards was 25% for 2022-2023  See local assessments: 2023-2024 STAR reading assessment overall percentage of pupils that scored proficient was 37% as of May 2024	standards as measured by CAASPP.
4(a) Statewide assessments mathematics as measured by CAASPP.	CAASPP Mathematics overall percentage of pupils who meet or exceeded standards was 11.48% for 2018-2019.	CAASPP was not fully administered in spring of 2021. See Local Assessment Scores: 2020-2021 STAR mathematics assessment overall percentage of pupils that scored proficient was 33%. 2021-2022 STAR mathematics assessment overall percentage of pupils that scored proficient declined to 5%.	CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 12.50% for 2021-2022  See local assessments: 2022-2023 STAR Spring Math assessment overall percentage of pupils that scored proficient was 24%.	CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 12% for 2022-2023  See local assessments: 2023-2024 STAR Spring Math assessment overall percentage of pupils that scored proficient was 46% as of May 2024	Statewide assessments 50% of students will meet or exceed math standards as measured by CAASPP.
4(a)	CAASPP Science overall percentage of 5th	CAASPP was not fully administered in spring of 2021	CAASPP Science overall percentage of 5th	CAASPP Science overall percentage of 5th	50% of 5th and 8th grade students will meet or exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide assessment Science as measured by CAST.	Grade pupils who met or exceeded standards was 7.14% for the 2018-19 school year. CAASPP Science overall percentage of 8th Grade pupils who met or exceeded standards was 8.7% for the 2018-19 school year.	CAASPP Science overall percentage of 5th grade pupils who met or exceeded standards was 7.14% for the 2018-19 school year. CAASPP Science overall percentage of 8th grade pupils who met or exceeded standards was 8.7% for the 2018-19 school year	grade pupils who met or exceeded standards was 25.0% for the 2021-2022 school year. CAASPP Science overall percentage of 8th grade pupils who met or exceeded standards was 15.4for the 2021-2022 school year	grade pupils who met or exceeded standards was 0% for the 2023-2024 school year. CAASPP Science overall percentage of 8th grade pupils who met or exceeded standards was 0% for the 2023-2024 school year	standards as measured by CAASPP Science
Priority 4(b) Percent of students successfully completing A-G requirements.	NA	N/A	N/A	NA	NA
Priority 4(c) Percent of students who have successfully completed CTE Pathways.	NA	N/A	N/A	NA	NA
Priority 4(d)	N/A	N/A	N/A	NA	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who have successfully completed both B & C.					
Priority 4(e) Percent of ELs who make progress toward English proficiency as stated on the California School Dashboard.	52.9% of ELs made progress toward English proficiency according to the data reflected on the California Dashboard	30.91% of ELs made progress towards English proficiency from 2019-20 to 2020-21 according to KiDS Dashboard.	51.7% of ELs made progress toward English proficiency according to the data reflected on the California Dashboard	60.8% of ELs made progress toward English proficiency according to the data reflected on the California Dashboard for 2023-24.	60% of ELs will make progress toward English proficiency according to the data reflected on the California Dashboard.
Priority 4(f) EL reclassification rate as reported by CDE DataQuest.	According to data reflected on DataQuest, EL Reclassification rate in 2019-2020 was 12%.	According to data reflected on DataQuest, EL Reclassification rate in 2020-2021 was 14.6%.	Data regarding EL reclassification rates were unavailable, as in 2020–21 (DataQuest).  Local data reflects an estimated 2021-22 reclassification rate of 13.04% (KiDS).	Data regarding EL reclassification rates were unavailable, as in 2020–21 (DataQuest).  Local data reflects an estimated 2023-24 reclassification rate of 27% local data.	Reclassification rate will be 25% or higher.
Priority 4(g) Percent of students who pass AP exams with a score of 3 or higher.	NA	N/A	N/A	NA	NA
Priority4(h) Percent of students who demonstrate	NA	N/A	N/A	NA	NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
preparedness for college by the Early Assessment of College Preparedness (EAP) or any assessment of college preparedness.					

## Goal Analysis

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

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

While all actions in this goal were fully implemented as planned, not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 1.1 Supplemental Materials: Supplemental materials action was successfully implemented. Materials were purchased for Math, ELA, Science, Social Studies which successfully provided students with additional opportunities to practice targeted skills throughout the school year.

Action 1.2 Professional Development: In continuing with the goal of providing professional development to help improve student learning, the following professional development activities were undertaken this year: KiDS platform, Thinking Maps, STAR renaissance, Aries will be in June, and teachers attended subject area-focused training. These professional developments were picked to keep focus on the overall goals of Di Giorgio Elementary School District.

Action 1.3 Camp Keep: This action was successfully implemented. Sixth-grade students attended the 5-day camp.

Action 1.4 Intervention Teacher: This action was successfully implemented. Two intervention teachers were hired to provide Tier 2 and 3 intervention.

Action 1.5 Library: Library titles including more nonfiction and magazine subscriptions related to STEM were purchased and worn and out of date titles were replaced. Library clerk hours were increased, professional development provided and our library management software has been successfully kept up to date.

Action 1.6 Technology: This action was fully implemented; however, a different funding source was used. Updating technology and related infrastructure to ensure all students, including ELs, Foster students, and Low-income students have access to a broad course of study in all subject areas was successfully implemented. All students were provided with devices to use in the classroom and at home if needed. The network was maintained to ensure little to no connectivity issues, and our network security was maintained to keep students on task and

focused by filtering web content. Challenges were met when trying to implement new programs DNA (IOS) and Aeries. Both programs take a significant amount of professional development, which was a challenge to schedule due to staff and substitute shortages. Another success is that we are transitioning from School Wise to Aries.

Action 1.7 Language Development: This action was successfully implemented. Teachers used collaboration time to monitor and provide needed intervention as needed to our reclassified English proficient students. This is reflected in our 2023-2024 local assessment data. Our RFEP students show an increase in overall grades, benchmark assessments, and attendance.

Action 1.8 Staffing: This action was successfully implemented. Staff was maintained to provide one teacher per grade level TK-8 and avoid combination classes. In 2023-2024 Di Giorgio students successfully maintained or increased the percentage of students testing proficient in the areas of ELA and Math as measured by the STAR Reading and Math assessments. School year 2023-24 STAR reading in ELA maintained at 31% proficient while Math increased to 41% proficient.

Action 1.9 Parent Training: This action was fully implemented. Parents attended various literacy, cultural, and student/family engagement classes and/or events throughout the school year.

Action 1.10 ARMOR Academy: This action was not successfully implemented due to availability of staff on days before school starts as well as using other funding sources, Expanded Learning Opportunities Program (ELOP) to purchase materials.

Action 1.11: After School Tutoring: This action was successfully implemented. Students not performing at grade level were offered additional learning opportunities from credentialed staff during after school hours.

While our 2023-24 local assessment data shows an increase, our 2023-24 State assessment data (California School Dashboard) shows a decrease.

Below is the data assessment from the California School Dashboard:

ELA

65.4 below standard, a decline of 12 points

Math

99.2 below standard, decline of 2 points

Success would be our English Language Learners: 60.8% making progress towards English Language Proficiency, an increase of 3%. The state percentage is 48.7%

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.

Di Giorgio Elementary School District conducted an analysis of the material difference between budgeted expenditures and estimated actual expenditures. The total budgeted for the 2023-2024 LCAP Goal 1 was \$1,583,560. The estimated actual expenditures for the 2023-24 LCAP

Goal 1 was \$1,509,245 . This is a difference of \$74,315. The substantive differences were in actions 2: Professional Development, 5: Library, 6: Technology, 9: Parent Training, and 10: ARMOR Academy. These substantive differences are due to the use of CARES Act, ESSER, LCRS, and ELOP money to provide Professional Development, Parent Classes, ARMOR Academy, and to purchase/replace technology. Action 1.1 exceeded the projected budget due to increase cost for materials and online platforms.

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

LCAP Goal 1 is to increase student achievement.

Priority 1(a), 1(b), 1(c), 2(a) and 2(b). The actions that are measured by these priorities are 1.2, 1.4, 1.7, 1.8, and 1.11. 100% of students have access to standard-aligned materials

100% of EL students have access CCSS and English Language Development (ELD) standards for academic content and English language proficiency.

100% of teachers are appropriately assigned.

100% of classroom walkthrough observations noted CCSS being taught. 100% of school facilities meet an exemplary rating from FIT.

Priority 4(e) and 4(f). The actions that are measured by these priorities are: 1.1, 1.2, 1.4, 1.7, 1.8, 1.9, 1.11

For the 2022-2023 school year, 60.8% of EL students made progress towards English Language proficiency. Prior years are stated in the next few sentences: An increase of 27.6% of EL students are progressing towards English language proficiency from 2019-2020 (30.9%) to 2020-2021 (58.5%). An increase of 2.6% of EL students meeting reclassification criteria from 2019-2020 (12%) to 2020-2021 (14.6%).

Priority 4(a) The actions that are measured by these priorities are 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.10 and 1.11

For the 2023-24 school year, CAASP ELA and Math data indicates the following:

ELA/Literacy overall percentage of pupils who met or exceeded standards was 25% for 2022-2023

Mathematics overall percentage of pupils who met or exceeded standards was 12% for 2022-2023

Local assessments:

2023-2024 STAR reading assessment overall percentage of pupils that scored proficient was 37% as of May 2024

2023-2024 STAR Spring Math assessment overall percentage of pupils that scored proficient was 46% as of May 2024

For the 2023-24 school year, CAST results for 5th graders showed a 0% increase

For the 2023-24 school year, CAST results for the 8th graders showed a 0% increase.

Previous years are shown below.

An increase of 17.6% in CAST for 5th grade students from 2018-2019 (7.14%) to 2021-2022 (25.0%).

An increase of 6.98% in CAST for 8th grade students from 2018-2019 (8.7%) to 2021-2022 (15.4%).

Based on an analysis of these results, the district believes actions in Goal 1 are shown to be somewhat effective in making progress towards the goal.

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

Based on an analysis of Goal 1, the following changes will be made for the 2023-2024 LCAP year:

In review of action item 1.7, it makes sense to combine the action item with action 2.3 FEP Support in goal two. This will now be action 2.3; Language Development/FEP Support. Even though Di Giorgio students did not reach the percentage goal of reclassification, significant progress was made. Moving forward EL students will be monitored using the state ELPI rate. Reclassification rates will now be reported using local data.

Action Item 1.8, Staffing, will be Action Item 1.7

In review of action item 1.9, it makes sense to move the action item to be better placed in goal three. Therefore, it has been combined with Action 3.4; Parent Education.

Action Item 1.10, ARMOR Academy, will be Action Item 1.8

Action Item 1.11, After School Tutoring, will be Action Item 1.9

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

# Goals and Actions

## Goal

Goal #	Description
2	All English Learners will be reclassified by graduation day.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(a) English language learners (Met or Exceeded) standard on ELA CAASPP measured by the California School Dashboard.	5.45% of English Language Learners taking CAASPP in ELA either Met or Exceeded standard as measured by the 2019 California Dashboard and DataQuest	CAASPP was not fully administered in Spring of 2021. See Local Assessment Scores: 2% of ELs taking the STAR reading assessment scored either "At or Above" grade level.	4.55% of English Language Learners taking CAASPP in ELA either Met or Exceeded standard as measured by CAASPP and Dataquest.  See Local Assessment Scores: 12% of ELs taking the STAR reading assessment scored either "At or Above" grade level in the spring of 2023.	7% of English Language Learners taking CAASPP in ELA either Met or Exceeded standard as measured by CAASPP and Dataquest.  See Local Assessment Scores: 8% of ELs taking the STAR reading assessment scored either "At or Above" grade level in the spring of 2024.	50% or more English language learners (Met or Exceeded) standard on ELA CAASPP measured by the California School Dashboard.
Priority 4(a) English language learners (Met or Exceeded) standard on mathematics CAASPP measured	7.27% of English Language Learners taking CAASPP in Math either Met or Exceeded standard as measured by the 2019	CAASPP was not fully administered in Spring of 2021. See Local Assessment Scores: 10% of English Language Learners taking the STAR Math	8% of English Language Learners taking CAASPP in Math either Met or Exceeded standard as measured by	2% of English Language Learners taking CAASPP in Math either Met or Exceeded standard as measured by	50% or more English language learners (Met or Exceeded) standard on mathematics



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by the California School Dashboard.	California Dashboard and DataQuest.	Assessment scored either At or Above Grade Level in Spring of 2021.	CAASPP and Dataquest.  See Local Assessment Scores: 15% of ELs taking the STAR Math assessment scored either "At or Above" grade level in the spring of 2023.	CAASPP and Dataquest.  See Local Assessment Scores: 13% of ELs taking the STAR Math assessment scored either "At or Above" grade level in the spring of 2024.	CAASPP measured by the California School Dashboard.
Priority 4(a) English language learners' performance on CAST as measured by DataQuest.	0% of English Language Learners in Fifth Grade taking CAST either Meet or Exceeded standard as measured by the 2019 DataQuest. The data is suppressed for 8th grade English Language Learners taking the CAST in 2019 due the number of students testing being fewer than 10 as measured by DataQuest	CAASPP was not fully administered in Spring of 2021. 0% of English Language Learners in Fifth Grade taking CAST either Meet or Exceeded standard as measured by the 2019 DataQuest. The data is suppressed for 8th grade English Language Learners taking the CAST in 2019 due the number of students testing being fewer than 10 as measured by DataQuest.	According to Kern County KiDS platform, 13% of English Language Learners in Fifth Grade taking CAST either Meet or Exceeded standard. Due the number of students testing being fewer than 10, DataQuest results are unavailable  According to Kern County KiDS platform, 0% of 8th grade English Language Learners taking the CAST in 2021-2022 either Met or Exceeded the standard. Due the	According to Kern County KiDS platform, 0% of English Language Learners in Fifth Grade taking CAST either Meet or Exceeded standard. Due the number of students testing being fewer than 10, DataQuest results are unavailable  According to Kern County KiDS platform, 0% of 8th grade English Language Learners taking the CAST in 2022-2023 either Met or Exceeded the standard. Due the	50% or more of the English Language Learners taking the CAST will either Meet or Exceeded standard as DataQuest.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			number of students testing being fewer than 10, DataQuest, results are unavailable.	number of students testing being fewer than 10, DataQuest, results are unavailable for the 2023-24 school year.	
Priority 4(b) Percent of students who have successfully completed A-G requirements	NA	NA	NA	NA	NA
Priority 4(c) Percent of students who have successfully completed CTE Pathways	NA	NA	NA	NA	NA
Priority 4(d) Percent of students who have successfully completed both B & C.	NA	NA	NA	NA	NA
Priority 4(e) Percent of English language learners who make progress toward English proficiency as measured by the California School	52.9% of our English Learners are making progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) on the 2019 California Dashboard.	30.91% of our English Learners made progress towards English proficiency from 2019-20 to 2020-21 according to the KiDS Dashboard	58.5% of our English Learners are making progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) on the 2022 California Dashboard.	60.8% of our English Learners are making progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) on the 2023 California Dashboard	60% of our English Learners will make progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) on the California Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard and local data.				for the 2023-24 school year.	
Priority 4(f) EL reclassification rate as measured by CDE DataQuest.	The District's 2019-2020 Reclassification Rate was 12% as reported by DataQuest.	The District's 2020-2021 Reclassification Rate was 14.6% as reported by DataQuest	Local data reflects an estimated 2021-22 reclassification rate of 13.04% (KiDS).	Local data reflects a 2023-2024 reclassification rate of 27%	Reclassification Rate will be 25% or higher as reported by CDE DataQuest.
Priority 7(a) All students will have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i).	Master schedule reflects 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i)	Master schedule reflects 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i)	Master schedule reflects 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i)	Master schedule reflects 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i) for the 2023-24 school year.	Master schedule will continue to reflect 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i).
Priority 7(b) Unduplicated students will have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i).	Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool to be implemented 2021-2022. 0% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities	Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool to be implemented 2021-2022. 100% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities	Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool to be implemented 2021-2022. 100% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities	Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool implemented 2021-2022. 100% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities	Master schedule will continue to reflect 100% of unduplicated students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as measured by classroom walkthrough tool to be implemented 2021-2022 Use of new measurement tool during 2021-2022 school year. Baseline is 0%	as measured by classroom walkthrough tool	as measured by classroom walkthrough tool	as measured by classroom walkthrough tool for the 2023-24 school year.	
Priority 7(c) Students with special needs will have access to a broad course of study in all subject areas as stated master schedule and students' Individualized Education Program (IEP).	100% of students with exceptional needs have access to and are enrolled in programs/services as determined by their IEP.	100% of students with exceptional needs have access to and are enrolled in programs/services as determined by their IEP.	100% of students with exceptional needs have access to and are enrolled in programs/services as determined by their IEP.	100% of students with exceptional needs have access to and are enrolled in programs/services as determined by their IEP.	100% of students with exceptional needs will continue to have access to and be enrolled in programs/service as determined by their IEP.

## Goal Analysis

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

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

While all actions in this goal were fully implemented as planned, not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 2.1 ELD Professional Development: This action was successfully implemented by providing staff opportunities to attend online and in person PD offered at the site or KCSOS. Challenges include limited access to PD opportunities due to staff and substitute shortages.

Action 2.2: ELPAC Testing: The initial ELPAC was successfully given to all TK and Kindergarten students; however, this did not occur before the start of the 22-23 school year due to the unavailability of staff.

Action 2.3: Web-based supplemental: Web based supplemental ELD materials were used to allow students access to CCSS.  
Action 2.4 and 2.5 ELD Support: Di Giorgio successfully retained 2 paraprofessionals and one ELD Coordinator to support our ELD program and assessment.  
Action 2.6: FEP Support: Redesignated fluent English students were supported throughout the school year. Interventions were put in place for students as needed.

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.

Di Giorgio Elementary School District conducted an analysis of the material difference between budgeted expenditures and estimated actual expenditures. The total budgeted for the 2023-2024 LCAP Goal 2 was \$226,206. The estimated actual expenditures for the 2023-2024 LCAP Goal 2 was \$219,010 . This is a difference of \$7,196. The substantive differences were in actions 1: ELD Professional Development and 2: ELPAC Testing. These differences are due to the use of Literacy Coaches Reading Specialist Grant (LCRS) funding to provide professional development, and the Initial ELPAC testing taking place during the first weeks of school rather than in summer months. Action 2.4 exceeded the projected budget due to increase in salaries and benefits.

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

LCAP Goal 2 is to reclassify all English learners by the time they graduate from Di Giorgio School.  
Priority 4(e), 4(f), and 7(a). The actions that are measured by these priorities are: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6.  
60.8% of EL students are progressing towards English language proficiency (ELPI) at a higher rate than reported for the State of California average 48.7%.  
According to DataQuest (05/22/2024) 41% of ELs were reclassified as English Proficient before they reach eighth grade.  
70.4% of 8th grade students in 2021-2022 (enrolled on Census Day) were reclassified. 31.1% of EL students have been designated EL for 0-3 years.  
16.4% of EL students have been designated EL for 4-5 years. 11.5% of EL students have been designated EL for 6+ years.

ELA Data Comparisons: English Learners (Information on distance from standard for current English learners, prior or Reclassified English learners, and English-only students in English Language Arts).

Current EL's: 111 points below standard, which is a decline of 4.3 points.  
Reclassified: 31 points below standard, but it was a decline of 21.8 points  
English only: 78 points below standard, they maintained because they only went down 1 point.

Mathematics Data Comparisons: English Learners (Information on distance from the standard for current English learners, prior or Reclassified English learners, and English Only students in Mathematics).

Current EL's: 139.4 points below standard, a decline of 11.6 points  
Reclassified: 77.1 points below standard, a 21.7 decline in points  
English Only: 99 points below standard, an increase of 14.8 points.

Based on an analysis of these results, the district believes that actions in Goal 2 were somewhat effective in making progress towards the goal.

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

Based on an analysis of Goal 2, the following changes will be made for the 2024-2025 LCAP year

In review of Action 2.3, it makes sense to combine the action item with goal 1.1; Supplemental Materials.

Action 1.7 will now be combined with action 2.6: FEP Support. The action will now be action 2.3: Language Development/FEP Support

For the new LCAP phase, goal number two will change it's name to better reflect the use of progress monitoring according to the ELPI(English Learner Progress Indicator).

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

# Goals and Actions

## Goal

Goal #	Description
3	The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a) Efforts to seek parent input in making decisions for district/school site as measured by local data.	Local data reflects sustained parent participation on DELAC, School Site Council, and Parent Teacher Friends (PTF).  Corrected baseline for 22-23 using local surveys, data showed that 0% of parents participated in responding back to district surveys. (Baseline is 0% due to use of new tool to measure implementation.)	Using local surveys, data showed that 40% of parents participated in responding back to district surveys.	Using local surveys, data showed that 68% of parents participated in responding back to district surveys	Using local surveys, data showed that 60% of parents participated in responding back to district surveys	Local data will continue to reflect sustained parent participation on DELAC, School Site Council, and Parent Teacher Friends (PTF). Corrected outcome for 2022-2023 using local surveys, data will show that 80% of parents participated in responding back to district surveys.
Priority 3(b) How district promotes participation of parents for	Families of unduplicated students attend Parent/Teacher Conferences, Back to	70% of Families of unduplicated students attended Parent/Teacher	89% of Families of unduplicated students attended Parent/Teacher	On average over 70% of Families of unduplicated students attend Parent/Teacher	60% or higher of families of unduplicated students attend Parent/Teacher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
unduplicated pupils as measured by local data.	School Night, and other parent engagement activities as measured by sign in sheets to be implemented 2021-2022. Baseline 0%.	Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets to be implemented 2021-2022.	Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.	Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.	Conferences, Back to School Night, and other parent engagement activities as measured by sign in sheets.
Priority 3(c) How district promotes participation of parents of students with exceptional needs in the Individualized Education Program process as measured by IEP notes and signature pages.	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP notes and signature pages.	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP notes and signature pages.	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP notes and signature pages.	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP notes and signature pages.	100% of parents of students with exceptional needs will continue to participate in the IEP process as measured by IEP notes and signature pages.
Priority 5(a) Attendance rates as measured by local data.	According to Local Data, the District's Attendance Rate for 2018-2019 was 94.92% and 88.98% in 2020-2021.	According to KiDS Data, the District's Attendance Rate for 2021-2022 was 92%.	According to KiDS Data, the District's Attendance Rate for 2022-2023 was 94.1%.	According to KiDS Data, the District's Attendance Rate for 2023-2024 was 97% as of May 2024	Local data will reflect the district's attendance rate for 2023-2024 will be 97% or higher.
Priority 5(b) Chronic absenteeism as measured by local data.	According to Local Data, the percentage of chronically absent students in 2018-2019 was 13.7%.	End of year data according to KiDS Dashboard reported, the percentage of chronically absent students as 25%.	End of year data according to KiDS Dashboard reported, the percentage of chronically absent students as 17%.	End of year data according to KiDS Dashboard reported, the percentage of chronically absent students as 6% as of May 2024.	Local data will reflect the district's chronic absenteeism rate for 2023-2024 will be less than 10%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(c) Middle school dropout rate as measured by CALPADS.	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2018-2019 was 0% and in 2020-2021 was 0%.	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2021-2022 was 0%.	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2022-2023 was 0%.	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2023-2024 was 0%.	CALPADS data will reflect the district's Middle school dropout rate to be 0% in 2023-2024.
Priority 5(d) High school dropout rates.	NA	NA	NA	NA	NA
Priority 5(e) High school graduation rates.	NA	NA	NA	NA	NA
Priority 6(a) Student suspension rate as measured by CDE Dataquest.	CALPADS data reflects the District's Suspension rate in 2019-20 was 0.5%	CALPADS data reflects the District's Suspension rate in 2021-2022 was 0.5%	Current KiDS data reflects the District's Suspension rate in 2022-2023 was 0.4% .	Current KiDS data reflects the District's Suspension rate in 2023-2024 was 0% as of April 2024	CDE DataQuest will reflect the district's suspension rate will be less than 3.0%.
Priority 6(b) Student expulsion rate as measured by CDE Dataquest.	Data reflects the District's Expulsion rate in 2019-20 was 0%.	KiDS Data reflects the District's Expulsion rate in 2021-2022 was 0%	KiDS Data reflects the District's Expulsion rate in 2022-2023 was 0%.	KiDS Data reflects the District's Expulsion rate in 2023-2024 was 0% as of April 2024	CDE DataQuest will reflect that the district's expulsion rate will be 0%.
Priority 6(c) Other local measures on sense of safety and school	Due to COVID-19 pandemic, the most current data for the California Healthy	51% of students feel they have an adult at school that genuinely	38% of students feel they have an adult at school that genuinely	38% of students feel they have an adult at school that genuinely	Maintain at least 95% of students reporting feeling "safe" and "supported by adults"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connectedness as measured by state and local data.	Kids Survey is from 2017-18. In 2017-18, 73% of students reporting feeling safe and supported by adults at school as measured by the California Healthy Kids Survey in grade 5. 43% of students feel they have an adult at school that genuinely cares about them as measured by the California Healthy Kids Survey in grade 7	cares about them as measured by the California Healthy Kids Survey in grade 7 *No results for 5th grade due to fewer than 10 students completing survey.	cares about them as measured by the California Healthy Kids Survey in grade 7. *No results for 5th grade due to fewer than 10 students completing survey.	cares about them as measured by the California Healthy Kids Survey in grade 7. *No results for 5th grade due to fewer than 10 students completing survey. (Source: 2022-2023 CHKS)	at school as measured by the California Healthy Kids Survey in grades 5 and 7. Revised 2022; Desired outcome previously read "as measured by the CHKS in grades 5 and 8." Grade 8 was a typo and should have ready grade 7.
Priority 8 Students outcomes in subjects described in 51210/51220 (Ex: Physical Education, CBM Metrics, various participation rates, etc.) as measured by local data and results from the Physical Fitness Test (PFT).	2018-2019 (Source: SARC)  COVID-19 pandemic, the most current data for the Physical Fitness Test is from 2018-19. The following results are from 2018-19,  5th Grade HFZ: Aerobic Capacity 42.9% Body Composition	2020-2021 (Source: SARC)  Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.	2020-2021 (Source: SARC)  Participation: 100% (Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.)	2022-2023 (Source: SARC)  Participation: 100% (Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.)	Master schedule will continue to reflect that the district students receive weekly/daily minutes of physical education instruction and 100% of 5th and 7th grade students will participate in the PFT.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	35.7% Flexibility 39.3%  7th Grade HFZ: Aerobic Capacity 39.4% Body Composition 51.5% Flexibility 69.7%				

## Goal Analysis

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

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

While all actions in this goal were fully implemented as planned, not all students benefited equally from their implementation. Some challenges and successes are described below:

Action 3.1 and 3.3 PBIS and Attendance: These actions were successfully implemented; however, challenges such as scheduling conflicts and staff shortages and larger, school-wide incentives were altered to meet time and staff availability. Although incentives were not completely implemented as planned, Di Giorgio maintained 0% expulsion rate and a 97% attendance rate as measured by KiDS data. Although our Chronic Absenteeism rate declined from 6%, it remains a major priority.

Action 3.2 College and Career Readiness: This action item was a success. The Di Giorgio School District had several events in which CSUB and Bakersfield College were on campus speaking to all of our students. Also, two grade levels were able to go on a field trip to Bakersfield College to tour the campus and speak with Bakersfield College representatives.

Action 3.4 School Psychologist: This action was fully implemented. A part time school psychologist was hired and provided mental health support to students and assisted in coordinating RTI and PBIS. Students were able to participate in whole class, small group, and individual SEL opportunities as needed.

Action 3.5 Parent Education: This action was fully implemented. Parent classes were offered throughout the 2023-24 school year.

Action 3.6 Family Community Liaison: This action was fully implemented. The Family Community Liaison coordinated district events focused on bridging the gap between home and school.

Action 3.7 School Connectedness: This action was successfully implemented throughout the 23-24 school year; however, the auditorium upgrades were not completed due to construction delays (various reasons). The plan is to continue to complete the upgrades to the auditorium during the 2024-2025 school year.

Action 3.8 Additional Bus Driver/Custodian: This action was successfully implemented. An additional driver/custodian was hired so that we were able to maintain current routes and add additional routes for after school tutoring.

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.

Di Giorgio Elementary School District conducted an analysis of the material difference between budgeted expenditures and estimated actual expenditures. The total budgeted for the 2023-2024 LCAP Goal 3 was \$337,500. The estimated actual expenditures for the 2023-2024 LCAP Goal 3 was \$192,866. This is a difference of \$144,634. The substantive difference was in actions 2: College and Career Readiness, 3: Attendance, 4: School Psychologist, 5: Parent Education, and 7: School Connectedness. Due to staff shortages, college trips were brought to campus and/or done virtually. Materials were purchased for parent education classes; however parent training was funded using LCRS funding or provided for free. Upgrades to the multipurpose room were postponed due to construction delays. Action 3.8 exceeded the projected budget due to increase cost of benefits and salary.

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

LCAP Goal 3 is to establish and maintain an environment where students feel safe and engaged in their learning.

Priority 5(a), 5(b), 6(b). The actions that are measured by these priorities are: 3.1, 3.3, 3.4, and 3.8. These actions proved to be effective.

Student attendance has increased from 94.1% in 2022-2023 school year to 97% in 2023-2024.

Decrease in student chronic absenteeism of 7% from 2021-2022 to 2022-2023. During school year 2023-2024 the chronic absenteeism rate is at 6%.

Di Giorgio's expulsion rate for the last 3 years has been 0%.

Retaining a school psychologist intern for the 2023-2024 school year proved to be effective by creating a safe learning environment.

Priority 5(c). The action that is measured by this priority is 3.2. For the last two years 0% dropout rates have been maintained.

Students were able to research colleges and take virtual trips to campuses.

A limited number of students were able to attend college trips, Leaders in Life conference, and the Disney Leadership conference which promotes college and career readiness, leadership, and communication skills.

Priorities 3(a), 3(b), 3(c). The actions that are measured by these priorities are: 3.5, 3.6, and 3.7. On average, over 70% of families attended Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.

Over 70% of families of unduplicated students attended Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.

According to 2022-2023 CHKS results, 45% of 7th graders surveyed report feeling connected to school while 38% reported they have an adult that genuinely cares about them on campus.

Based on an analysis of these results, the district believes actions in Goal 3 are showing to be effective in making progress towards the goal. The increase in in attendance is attributed to offering in person learning during the 2022-2023 school year. We were able to offer activities that promote physical, nutritional, and social emotional well being. These activities, resources, and programs provide students with a welcoming environment where they feel safe and engaged in learning.

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

Based on an analysis of Goal 3, the following changes will be made for the 2024-2025 LCAP year.

Action Item 3.4, School Psychologist, will not be carried forward.

Action Item 3.5, Parent Education will be Action Item 3.4

Action Item 1.9 will be combined with Action Item 3.4; Parent Education

Action Item 3.6, Family Community Liaison, will be Action Item 3.5

Action item 3.7, School Connectedness, will be Action Item 3.6

Action Item 3.8, Additional Bus Driver/Custodian, will be Action Item 3.7

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023





# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Di Giorgio Elementary School District	Jennifer Allen Superintendent	jallen@digiorgio.k12.ca.us 661.854.2604

## Plan Summary [2024-25]

### General Information

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

Di Giorgio School District is a small, rural single-school district that serves students in grades TK - 8. The school is located near the town of Arvin, about 25 miles southeast of Bakersfield. The Di Giorgio School District serves a large agricultural area at the base of the Tehachapi mountains. The district is nestled between the Arvin Union School District to the south, the Lamont and Vineland districts to the west, Edison to the north, and the Caliente and Tehachapi Unified districts to the east. The mission of the Di Giorgio Elementary School District is to develop a relationship with family and community; provide a safe and positive learning environment while respecting individual differences; challenge students with high expectations and provide rigorous and relevant instruction, resulting in responsible and academically successful students who are well prepared for their future.

Di Giorgio School District serves 229 students. Our unduplicated count is 100%. The district’s three significant student populations include Socioeconomically Disadvantage (SED), Hispanic, and English Learner (EL). Of the district's student population, 100% SED, 97% Hispanic, and 37% qualify for EL language support. All other student groups are too small to receive a color indicator on the California School Dashboard, with 5.5% Students with Disabilities (SWD), 0% McKinney-Vento Homeless (MV) , and 0% Foster Youth (FY).

### Reflections: Annual Performance

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

ELA Performance  
All students are 65.4 points below standard. All students declined by 12 points (Orange).  
EL students are 88.2 points below standard, and they declined by 34.6 points (Red).  
SED students are 65.4 points below standard. SED students declined by 12 points (Orange).  
Hispanic students are 65.8 points below standard. Hispanic students declined by 12.3 points (Orange).

### Mathematics

All students 99.2 points below standard. All students maintained (Red).

EL students are 121.9 points below standard and declined by 33.3 points (Red).

SED students are 99.2 points below standard. SED students maintained (Red).

Hispanic students are 100.2 points below standard. Hispanic students declined by 3.1 points (Red).

### English Learner Progress Indicator

EL's increased by three percent. 60.8 EL students are making progress towards English language proficiency.

### Chronic Absenteeism

All students are 16.9 percent chronically absent (Yellow). This is a decline of 10.1%

EL students are 14.7% chronically absent (Yellow).. This is a decline of 8.1%

SED students are 16.9% chronically absent (Yellow). SED students declined by 10.1%.

Hispanic students are 16.9% chronically absent (Yellow). Hispanic students declined by 9.9%.

### Suspension Rate

All students are .4% suspended (Green). This is an increase of .4%.

EL students were not suspended (Blue). They maintained.

SED students were .4% suspended (Green). SED students increased by .4%.

Hispanics were .4% suspended (Green). Hispanic students increased by .4%.

## Reflections: Technical Assistance

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

Di Giorgio Elementary School District is not in Technical Assistance.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Di Giorgio Elementary School District is not in 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.

Di Giorgio Elementary School District is not in CSI.

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

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

Di Giorgio Elementary School District is not in CSI.

# 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
Certificated and Classified Staff members	<p>August 2023 Reviewed LCAP goals and actions with certificated staff.</p> <p>October 2023 LCAP progress and data were reviewed with site staff.</p> <p>October 2023 Administered staff survey</p> <p>February 2024 Reviewed Mid Year Update</p>
Student Groups	<p>September 2023 The superintendent met with a Peer Leadership group comprised of 6th-8th grade students to review LCAP and solicit input for 2024-2025 goals.</p> <p>October 2023 Administered student survey</p>
SELPA	<p>April 2024 KCSOS Special Education Local Plan (SELPA) administration was consulted regarding specific support for students with disabilities.</p>

Educational Partner(s)	Process for Engagement
<p>The District Administrative Team (Superintendent/Principal, CBO, Executive Secretary, and Special Education Coordinator).</p>	<p>September 2023 Reviewed LCAP goals and actions</p> <p>October 2023 Administered LCAP parent, community, staff, and student survey results</p> <p>November 2023 Reviewed the survey results</p> <p>February 2024 Reviewed Mid Year Update</p>
<p>Parents, community members, and secondary education partner.</p>	<p>September 2023 Reviewed LCAP goals and actions</p> <p>October 2023 Administered LCAP parent, community, staff, and student survey results</p> <p>November 2023 Reviewed the survey results</p> <p>February 2024 Reviewed Mid Year Update</p>
<p>District Advisory Council</p>	<p>September 2023 Reviewed LCAP goals and actions</p> <p>October 2023 Administered LCAP parent, community, staff, and student survey results</p> <p>November 2023 Reviewed the survey results</p> <p>February 2024</p>

Educational Partner(s)	Process for Engagement
	<p>Reviewed Mid Year Update</p> <p>May 2024 Reviewed current progress data, survey data, and input.</p>
District English Learner Advisory Council	<p>November 2023 District English Learner Advisory Committee (DELAC)</p>
Di Giorgio Teachers Association	<p>August 2023 Reviewed LCAP goals and actions with certificated staff and the Di Giorgio Teachers Association bargaining unit.</p> <p>October 2023 LCAP progress and data were reviewed with site staff and the local Di Giorgio Teachers Association bargaining unit. The results of the survey were reviewed with a focus group comprised of the school superintendent/principal, chief business official, and executive secretary.</p> <p>October 2023 Administered staff survey</p> <p>February 2024 Reviewed Mid Year Update</p> <p>May 2024 Reviewed current progress data, survey data, and input.</p>
Di Giorgio Classified School Employees Association	<p>August 2023 Reviewed LCAP goals and actions with certificated staff and the local California School Employees Association (CSEA) bargaining unit.</p> <p>October 2023 LCAP progress and data were reviewed with site staff and the local CSEA bargaining unit.</p>

Educational Partner(s)	Process for Engagement
	<p>The results of the survey were reviewed with a focus group comprised of the school superintendent/principal, chief business official, and executive secretary.</p> <p>October 2023 Administered staff survey</p> <p>February 2024 Reviewed Mid Year Update</p> <p>May 2024 Reviewed current progress data, survey data, and input.</p>
Di Giorgio Board of Trustees	<p>February 2024 Reviewed Mid Year Update</p> <p>June 2024 Public Hearing was held on June 5, 2024 LCAP Approval June 26, 2024 LCAP was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye Laura Lee Kirkley: aye Steve Murray: aye Ayes: Noes:</p>

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

Throughout the LCAP development process, Di Giorgio receives input from various district programs and services provided to students. This process consists of two objectives: 1) Inform educational partners of progress towards meeting our LCAP goals and, 2) Determine changes or additions needed to meet current goals. The process allows our educational partners to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback was collected utilizing the following strategies: surveys, school site meetings, and Parent-Teacher-Friend Committees. Di Giorgio School District included staff as educational partners. This year, the Di Giorgio Elementary School District included its newly formed collective bargaining unit in the form of feedback for the LCAP goals. While Di Giorgio considers all feedback in relation to district goals and identified needs, not all expressed needs can be addressed in the LCAP due to limited Local Control Funding Formula (LCFF) resources. The Di Giorgio Elementary School District has engaged educational partners during the 2023-2024 school year as follows:

### Goal 1:

Feedback from our educational partners indicates a need to provide additional academic support. Increasing academic support through the intervention teacher and instructional aide positions, maintaining one teacher per grade level to avoid combination classes, supplementing instruction with software, providing PD and collaboration time for staff, and monitoring academic and language proficiency metrics. Students will have full access to grade-level standards, leading to increases in academic achievement. We plan to improve student achievement through actions that support and improve student learning and will measure progress toward our goal using the metrics identified below.

### Goal 2:

Feedback from our educational partners indicates a need to improve EL reclassification rates. Historically, EL students that reclassify "perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home". (Public Policy Institute of California, May 2018) In order to address existing achievement gaps, it is critical to continue the instruction of ELD standards, providing designated and integrated ELD and intervention support to promote student outcomes. By increasing support through our EL Coordinator/Teacher, instructional aide positions, supplementing instruction with software/materials, and monitoring of students' academic and English proficiency metrics, students will have full access to the grade level curriculum leading towards increases in academic achievement.

### Goal 3:

Feedback from our educational partners indicates a need to continue our focus on providing a positive environment for staff, students, and parents. In order to maintain the district's improving attendance and suspension rates, the district will continue to enhance and refine PBIS and Attendance plans, include a part time Family Community Liaison to increase involvement of all families and continue to bridge the gap between home and school as well as retaining an additional bus driver/custodian to maintain current bus routes and add additional routes to provide transportation for after school tutoring. Educational partners also expressed concerns regarding the condition of the district's facilities. In response, the Di Giorgio will accelerate the repair and improvement of facilities to improve the school experience for students.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	The Di Giorgio School District will increase student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 supports our vision and mission to provide every student with a quality education that will prepare them to become lifelong learners. The Di Giorgio Elementary School District desires to achieve the highest level of educational achievement through the implementation of the California Standards in ELA/ELD, mathematics, and all content areas.

According to the CAASPP, ELA, and mathematics, 25% of all students scored “At or Above” grade level in ELA and 12% in mathematics. While our ELs did not experience the same results, 6% of our ELs scored “At or Above” grade level in ELA and 0% in mathematics, highlighting that achievement gaps continue to exist for some students.

ELA:  
 English Language Learners: Red, 88.2 points below standard  
 Socioeconomically Disadvantaged & Hispanic: Orange, 65.4 points below standard

Math:  
 English Language Learners: Red, 121.9 points below standard  
 Socioeconomically Disadvantaged & Hispanic: Red, 100.2 points below standard

DataQuest  
 Science:  
 English Language Learners: 100% Scored below standard  
 Socioeconomically Disadvantaged: 93% Scored below standard

In addition, feedback from our educational partners indicates a need to provide additional academic support. Increasing academic support through the intervention teacher and instructional aide positions, maintaining one teacher per grade level to avoid combination classes, supplementing instruction with software, providing PD and collaboration time for staff, and monitoring academic and language proficiency

metrics. Students will have full access to grade-level standards, leading to increases in academic achievement. We plan to improve student achievement through actions that support and improve student learning and will measure progress toward our goal using the metrics identified below.

## 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 pupils who have access to standards aligned instructional materials  Source: School Accountability Report Card (SARC) Priority 1B	100% of students have access to standards aligned instructional materials 100% of the day for 2023-2024 LCAP			100% of students have access to standards aligned instructional materials 100% of the day for 2026-27 LCAP	
1.2	Percentage of teachers appropriately assigned and fully credentialed for assignment.  Source: Local Indicator Priority 1A	Local data shows that 89% are fully credentialed and 100% assigned appropriately for the 2023-24 LCAP			Local data will reflect 100% are fully credentialed and assigned appropriately for the 2026-27 LCAP	
1.3	School facilities are maintained and in good repair  Source: Facility Inspection Tool (FIT) Priority 1C	100% of facilities are "Exemplary" as measured by FIT Report for the 2023-24 LCAP			100% of facilities are "Exemplary" as measured by FIT Report for the 2026-27 LCAP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>Implementation of California Academic and Performance Standards (CCSS)</p> <p>Source: Classroom Walkthroughs Priority 2A</p>	<p>Level of implementation of CCSS is 100% based on classroom walkthroughs for 2023-24</p>			<p>Level of implementation of CCSS is 100% based on classroom walkthroughs for 2026-27</p>	
1.5	<p>Master schedule will reflect programs/services that enable ELs to access CCSS and English Language Development (ELD) standards for academic content and English language proficiency.</p> <p>Source: Local Indicator Priority 2B</p>	<p>Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas for the 2023-24 LCAP.</p>			<p>Master schedule reflects 100% EL students receive 30 minutes of designated ELD as well as Integrated ELD instruction is implemented in all content areas for the 2026-27 LCAP.</p>	
1.6	<p>Priority 4(a): Statewide assessments ELA as measured by CAASPP and CAA</p> <p>Source: CA School Dashboard Priority 4A</p>	<p>2023 CAASPP All Students: 64.5 points below standard</p> <p>English Language Learners: 88.2 points below standard</p> <p>Socioeconomically Disadvantaged &amp; Hispanic: 65.4 points below standard</p>			<p>2026 CAASPP All Students: 54 points below standard</p> <p>English Language Learners: 78 points below standard</p> <p>Socioeconomically Disadvantaged &amp;</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAA: NA (Number of students tested does not meet subgroup requirements)			Hispanic: 55 points below standard  CAA: We do not anticipate enough students taking this assessment to receive a score.	
1.7	4(a) Statewide assessments mathematics as measured by CAASPP and CAA  Source: CA School Dashboard Priority 4A	2023 CAASPP All Students: 98.5 points below standard  English Language Learners: 121.9 points below standard  Socioeconomically Disadvantaged & Hispanic: 100.2 points below standard  CAA: NA (Number of students tested does not meet subgroup requirements)			2026 CAASPP All Students: 88 points below standard  English Language Learners: 121.9 points below standard  Socioeconomically Disadvantaged & Hispanic: 100.2 points below standard  CAA: We do not anticipate enough students taking this assessment to receive a score.	
1.8	4(a) Statewide assessment Science as	2023 CAASPP Science:			2026 CAASPP Science:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>measured by CAST and CAA for Science.</p> <p>Source: CA School Dashboard Priority 4A</p>	<p>All Students: 0% scored met or exceeded standard</p> <p>English Language Learners: 0% scored met or exceeded Standard</p> <p>Socioeconomically Disadvantaged: 7% Scored met or exceeded standard</p> <p>CAA For Science: NA (Number of students tested does not meet subgroup requirements)</p>			<p>All Students: 25% will score met or exceeded standard</p> <p>English Language Learners: 25% scored met or exceeded Standard</p> <p>Socioeconomically Disadvantaged: 25% Scored met or exceeded standard</p> <p>CAA For Science: We do not anticipate enough students taking this assessment to receive a score.</p>	
1.9	<p>2023-2024 STAR Math assessment overall percentage of pupils that scored proficient</p> <p>Source: Local Indicator Priority 8</p>	<p>Percent of students taking the STAR Math assessment that scored "At or Above" grade level in the spring of 2024:</p> <p>All Students: 46%</p> <p>English Learners: 13%</p> <p>Socioeconomically Disadvantaged: 46%</p>			<p>Percent of students taking the STAR Math assessment that scored "At or Above" grade level in the spring of 2027:</p> <p>All Students: 50%</p> <p>English Learners: 25%</p> <p>Socioeconomically Disadvantaged: 50%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	2023-2024 STAR reading assessment overall percentage of pupils that scored proficient  Source: Local Indicator Priority 8	Percent of students taking the STAR Reading assessment that scored "At or Above" grade level in the spring of 2024: All Students: 37% English Learners: 8% Socioeconomically Disadvantaged: 37%			Percent of students taking the STAR Reading assessment that scored "At or Above" grade level in the spring of 2027: All Students: 50% English Learners: 25% Socioeconomically Disadvantaged: 50%	
1.15						

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Materials	<p>Supplemental Instructional material, including science materials, manipulatives for content areas and additional literary novels will be provided to increase the learning experience.</p> <p>This action helps to addresses the lowest performance level for all students, Hispanic and SED in math.</p>	\$25,000.00	Yes
1.2	Professional Development	<p>Di Giorgio Elementary School district will provide professional learning to staff in order to improve teacher practices to increase student achievement PD will be provided for all core areas, as well as PLCs, Universal Design for Learning (UDL), and research-based instructional strategies. All expenses including, but not limited to, fees, substitutes, and travel expenses to attend PD.</p> <p>This action helps to addresses the lowest performance level for all students, Hispanic and SED in math.</p> <p>Additional Funding Source: Title II \$13,602</p>	\$28,602.00	Yes
1.3	Camp KEEP	<p>Di Giorgio 6th grade students will attend Camp KEEP. Camp KEEP is a residential outdoor science program. Guided by Next Generation Science Standards, naturalists bring science to life using hands-on experiential activities.</p>	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention Teachers	<p>Two certificated staff will provide students with reading intervention and support to meet the needs of students who are not meeting grade level proficiency. Additionally they will assist with Tier 2 and Tier 3 student supports, in order to improve academic outcomes.</p> <p>This action helps to addresses the lowest performance level for all students, Hispanic and SED in math.</p>	\$172,564.00	Yes
1.5	Library	To increase literary access for students Di Giorgio will continue to update and maintain library titles, tracking software, as well as library media clerk hours to provide ongoing access to diverse reading collections, both print and online.	\$10,000.00	Yes
1.6	Technology	<p>Update technology and related infrastructure to ensure students have access to a broad course of study in all subject areas and can safely access academic content and performance standards to help prepare for state assessments and support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers.</p> <p>Upgrade network connections to support infrastructure. Maintain network security to help keep students on task and focused by filtering web content. Purchase Aeries SIS to progress monitor students create/house common formative assessments.</p> <p>Additional Funding Source: Title IV, and Small Rural School Achievement (SRSA) \$10,561</p>	\$50,561.00	Yes
1.7	Staffing	Di Giorgio will contribute a portion of teacher salaries in order to maintain one teacher per grade level TK-8 and avoid combination classes. This directed service supports instructional strategies that allow for more	\$395,751.00	Yes



Action #	Title	Description	Total Funds	Contributing
		individualized teacher to student attention and increases the teacher to student interaction ratio. Additional Funding Source: Title I \$158,586		
1.8	ARMOR Academy	Di Giorgio will provide orientation to students and parents with the assistance of teachers, office staff, custodians, and paraprofessionals. Onboarding will support the transition of students starting TK and Kindergarten and/or transitioning to the next grade level. As a community we will ease students' anxiety to return to school in August and diagnose students' literacy needs.	\$7,500.00	Yes
1.9	After School Tutoring	Di Giorgio will increase access to additional learning opportunities for students who are not performing at grade level on benchmarks through after school tutoring support. Ten staff members, paid to tutor, will provide students additional time for intervention in ELA and mathematics to help close the achievement gap.  This action helps to addresses the lowest performance level for all students, Hispanic and SED in math.	\$25,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	80% of all English Learners will show progress toward English Proficiency as measured by the English Learner Progress Indicator (ELPI) by 2027.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Data provided by the California School Dashboard (DataQuest) (2023) reported that 22.73% of EL students scored proficient on the 2022-2023 ELPAC (summative assessment). This compares to the EL state average of 16.5%. Our ELPI Rate increased (3%) from 57.8% in 2021-2022 to 60.8% in 2022-2023. Even though EL students experienced an increase they did not display growth on local assessments. According to spring 2024 STAR reading assessment 8% of our current ELs scored proficient compared to 24% of all students which highlights the fact that achievement gaps continue to exist for EL students. The districts seeks to improve Academic Outcomes for English Learners by improving their acquisition of English.

In addition, feedback from our educational partners indicates a need to improve EL reclassification rates. Historically, EL students that reclassify “perform much better than current EL students, and they sometimes perform better than students who do not speak a foreign language at home”. (Public Policy Institute of California, May 2018) In order to address unfinished learning due to the pandemic and existing achievement gaps, it is critical to continue the instruction of ELD standards, providing designated and integrated ELD and intervention support to promote student outcomes. By increasing support through our EL Coordinator/Teacher, instructional aide positions, supplementing instruction with software/materials, and monitoring of students' academic and English proficiency metrics, students will have full access to the grade level curriculum leading towards increases in academic achievement.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of English language learners who make progress toward English proficiency as	60.8% of our English Learners are making progress toward English proficiency as			80% of our English Learners will make progress toward English proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	measured by the California School Dashboard and local data.  Source: CA School Dashboard Priority 4E	measured by the English Learner Progress Indicator (ELPI) on the 2023 California Dashboard			as measured by the English Learner Progress Indicator (ELPI) on the 2026 California Dashboard	
2.2	EL Reclassification Rate  Source: Local Indicator Priority 4F	Local data reflects a 2023-2024 reclassification rate of 27%.			Local data will reflect a 2026-27 reclassification rate of 35% or higher.	
2.3	Percentage of students will have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i).  Source: Local Indicator Priority 7A	Master schedule reflects 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (l) for the 2023-24 school year.			The Master schedule will show 100% of students have access to a broad course of study in all subject areas as stated in sections 21210 and 51220(a) to (i) for the 2026-27 school year.	
2.4	Programs and services developed and provided to low income, English learner and foster youth students  Source: Local Indicator Priority 7B	Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool			Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities as measured by classroom walkthrough tool for the 2023-24 school year.			100% of unduplicated pupils identified as requiring interventions are enrolled in extended learning opportunities as measured by classroom walkthrough tool for the 2026-27 school year.	
2.5	Students with special needs will have access to a broad course of study in all subject areas as stated master schedule and students' Individualized Education Program (IEP).  Source: Local Indicator Priority 7C	100% of students with exceptional needs have access to and are enrolled in programs/services as determined by their IEP for the 2023-24 school year.			100% of students with exceptional needs will continue to have access to and be enrolled in programs/service as determined by their IEP for the 2026-27 school year.	
2.9						

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Professional Development	<p>Provide professional learning to staff in order to enhance instructional practices on the use of research based ELD materials and strategies, as well as ELPAC language proficiency levels, rubrics, and implementation in the classroom to improve academic achievement for English Learners.. All expenses including, but not limited to, fees, substitutes, and travel expenses to attend PD.</p> <p>This action addresses the lowest performance level for English Learners in Math and ELA.</p>	\$10,000.00	Yes
2.2	ELPAC Testing	To ensure students are placed accurately prior to the first day of instruction and to avoid disrupting student learning after the beginning of the school year, Initial ELPAC testing for all, kindergarten, and newcomer students will be scheduled in August, before the first day of instruction.	\$2,000.00	Yes
2.3	Language Development/FEP Support	Redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.		
<b>2.4</b>	ELD Support	<p>Increase English proficiency by maintaining hours of four full time ELD paraprofessionals that will use research based ELD strategies to support teachers and students during designated and integrated ELD</p> <p>This action addresses the lowest performance level for English Learners in Math and ELA.</p>	\$120,000.00	Yes
<b>2.5</b>	ELD Coordinator	<p>Maintain hours certificated ELD coordinator to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains as well as provide assistances and support for teachers on instructional strategies that enable EL students to attain English proficiency.</p> <p>This action addresses the lowest performance level for English Learners in Math and ELA.</p> <p>Additional Funding Source: Title III \$8,917</p>	\$83,917.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Di Giorgio School District will establish and promote an environment where students feel safe and engaged in their learning every day.	Broad 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.

Goal 2 supports our mission to provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

May 2024, KiDS data reports that suspension and expulsion rates have maintained at 0%. In the spring of 2024, all 3rd-8th grade students were given the opportunity to participate in the Kern Integrated Data System (KiDS) School Connectedness Survey. Results report that 64% of students "feel like their teachers and school staff care about them," while only 9% "feel they have the opportunity to participate in school-sponsored activities (sports, students performances, school activities). The most current data from KiDS data shows that as of May 2024, the district's average attendance rate for the 2022-2023 school year is 96.52%. This was an increase of 2.5% from 2021-2022. Our chronic absenteeism rate dropped 11% from 17% (2022-2023) to 6% (2023-2024).

In addition, feedback from our educational partners indicates a need to provide additional student supports: Increasing bus routes to provide transportation to students in need of after school tutoring, retain Family Community Liaison to strengthen family and community engagement to support student achievement and well-being, increase opportunities for families to participate in parent education classes. Students will have full access to the District's PBIS and Attendance incentive plans, leading to a decrease in suspension/expulsion and chronic absenteeism and increased attendance rates. We plan to improve student engagement through actions that support and improve student learning and will measure progress toward our goal using the metrics identified below.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Efforts to seek parent input in making decisions for district/school site as measured by local data.  Source: Local Indicator Priority 3A	2023-24 local survey data showed that 60% of parents participated in responding back to district surveys			2026-27 local survey data showed that 75% of parents participated in responding back to district surveys.	
3.2	How district promotes participation of parents for unduplicated pupils as measured by local data.  Source: Local Indicator Priority 3B	On average 2023-24 data showed over 70% of Families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.			2026-27 Data will show that 60% or higher of families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign in sheets.	
3.3	How district promotes participation of parents of students with exceptional needs in the Individualized Education Program process as measured by IEP notes and signature pages.  Source: Local Indicator Priority 3C	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP notes and signature pages in 2023-24			Data will show that 100% of parents of students with exceptional needs will continue to participate in the IEP process as measured by IEP notes and signature pages in 2026-27	
3.4	Attendance rates	According to KiDS Data, the District's Attendance Rate for All			According to KiDS Data, the District's Attendance Rate	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator (KiDS) Priority 5A	Students was 97% as of May 2024 English Learners: 97% Socioeconomically Disadvantaged: 93% Hispanic: 96%			for All Students will be 97% or higher English Learners: 97% or higher Socioeconomically Disadvantaged: 97% or higher Hispanic: 97% or higher as of May 2027	
3.5	Chronic absenteeism  Source: CA School Dashboard Priority 5B	2023 California School Dashboard reported, the percentage of Students chronically absent as All Students 16.9%. English Learners: 16.9% Socioeconomically Disadvantaged: 16.9% Hispanic: 16.9%			2026 California School Dashboard percentage of Students chronically absent as All Students 10% or less. English Learners: 10% or less Socioeconomically Disadvantaged: 10% or less Hispanic: 10% or less	
3.6	Middle school dropout rate  Source: CALPADS. Priority 5C	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2022-2023 was 0%.			CALPADS data will show that the district's Middle school dropout rate to be 0%. in 2026-27	
3.9	Student suspension rate  Source: CA School Dashboard	2023 CA School Dashboard 0.4% Suspension Rate			2026 CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6A				Suspension Rate will be less than 3.0%	
3.10	Student expulsion rate Source: Local Indicator (KiDS) Priority 6B	KiDS Data reflects the District's Expulsion rate in 2023-2024 was 0% as of May 2024			KiDS Data reflects the District's Expulsion rate in 2026-27 at 0% as of May 2027	
3.11	Other local measures on sense of safety and school connectedness  Source: Local Indicator (KiDS School Connectedness Survey) Priority 6C	64% of students "feel their teachers and school staff care about them." 9% of students "feel they have the opportunity to participate in school-sponsored activities." 3rd-8th Grade KiDS School Connectedness Survey (Source: 2023-2024 KiDS)			75% of students "feel their teachers and school staff care about them," and 40% will "feel they have the opportunity to participate in school-sponsored activities." 3rd-8th Grade KiDS School Connectedness Survey (Source: 2026-2027 KiDS)	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PBIS	To maintain our low suspension and expulsion rates and increase student engagement, the district will train and implement Positive Behavior Intervention and Supports (PBIS) program to provide additional social emotional supports and incentives for students demonstrating desired behaviors.	\$15,000.00	Yes
3.2	College and Career Readiness	Di Giorgio will increase student connectedness and develop skills that help students make choices that positively impact their futures, schools, and community by increasing access to school-sponsored activities (sports, student performances, college trips, field trips, incentives) for our TK-8th grade students as well as Career Technical Education CTE opportunities for middle school students. Funds will be used for additional transportation costs, extra duty pay for certificated and classified staff as well as the purchase of uniforms.	\$10,000.00	Yes
3.3	Attendance	Di Giorgio will develop and implement a comprehensive student attendance improvement plan to increase attendance rate and decrease	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Chronic Absenteeism. The district's attendance plan will include the following:</p> <p>Attendance incentives  Monthly data analysis  Increased focus on chronically absent and early chronic absent students to monitor and track progress  Extra time for staff to input and monitor attendance data</p>		
<b>3.4</b>	Parent Education	Increase and improve the support for parents by providing access to parent programs such as Parent University, community based organization presentations, and Parent Literacy activities resulting in improved academic achievement, increased engagement, and attendance for students. Funds will be utilized for the purchase of materials, incentives as well as extra duty pay for certificated and classified staff.	\$10,000.00	Yes
<b>3.5</b>	Family Community Liaison	Di Giorgio Elementary school will retain a part time Family Community Liaison to help strengthen family and community engagement to support student achievement and well-being. The Family Community Liaison will establish regular communication channels (newsletters, social media, and community meetings) to keep families informed about school events, student progress, and available resources as well as collaborate with local organizations and agencies to provide families with access to healthcare, housing assistance, and other essential services.	\$20,000.00	Yes
<b>3.6</b>	School connectedness	Responding to input from educational partners and their concerns about the condition of the district's facilities, the district will accelerate the repair and improvement of facilities to improve the school experience for students. In particular, the District will make upgrades to the multipurpose room (auditorium) at Di Giorgio Elementary. The school will use the	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>auditorium for assemblies, professional development, indoor sports, and other school events. The auditorium will also be used for a variety of family and community events for the district, including our Winter and Spring Concerts, drama productions, and indoor sporting events. The upgrades to the auditorium will enhance the access of events, performances, and presentations. This action is principally directed on improving school connectedness, graduation rates, chronic absenteeism, and academic achievement of English learners, economically disadvantaged pupils and foster youth. The District will budget \$125,000 in contributing funds to make these upgrades.</p>		
3.7	Additional Bus Driver/Custodian	<p>In order to increase attendance rates and decrease chronic absenteeism for students, the district will hire an additional Bus Driver/Custodian to maintain current bus routes and provide additional routes for after school tutoring.</p>	\$75,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,013,729	\$133,678

## 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
42.933%	0.000%	\$0.00	42.933%

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> Supplemental Materials</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA:</p>	<p>Supplemental instructional materials, including science materials, manipulatives for content areas, and increased access to literary novels, will be provided to SED, EL, and FY to support academic achievement will provide the increased access to educational materials that unduplicated students require for academic success.</p> <p>These actions address literacy gaps for low-income and English Learners students; however, the actions will be provided on a LEA -wide basis</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark dat (DIBELS and STAR Reading assessments) CAASPP Language Arts, Math, and Science assessments in grades 3-5 will measure grade level</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>English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged Red, 100.2 points below standard</p> <p>DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learner &amp; low-income parents and their teachers identified that many low income students have limited foundational skills because they may not have attended preschool. Additionally these student do not have access to educational materials outside of the school setting. Educational partner feedback from our low-income families also indicated that many students and their families have limited access to high interest materials and requested support and materials to increase their capacity to develop literacy.</p> <p>This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and math.</p>	<p>because all students reading below grade level can benefit from opportunities to improve their reading skills at school and at home.</p>	<p>standards (Goal 1 Metric 6-8)</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>Scope:</b> LEA-wide</p>		
<p><b>1.2</b></p>	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learners, and low-income parents, and staff identified that students were scoring in the lowest performance bands as indicated above, therefore they all stated the</p>	<p>Teachers who serve unduplicated populations benefit from professional learning that serves students with the greatest needs. Provide professional development in CCSS and STEM to keep our teachers abreast on research-based practices that meet the unique needs of our students. These actions address literacy gaps for low-income and English Learners students; however, the actions will be provided on a LEA - wide basis because all students reading below grade level can benefit from opportunities to improve their reading skills at school and at home.</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts, Math, and Science assessments in grades 3-5 will measure grade level standards (Goal 1 Metric 6-8)</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>need for the staff to keep utilizing the professional development oppournities provided by the school district.</p> <p>This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>		
1.3	<p><b>Action:</b> Camp KEEP</p> <p><b>Need:</b> DataQuest Science: CAAST Data indicated during the 2023 school year that our fifth and eighth grade students performed as follows: CAASPP Science overall percentage of 5th grade pupils who met or exceeded standards was 0% for the 2023-2024 school year. CAASPP Science overall percentage of 8th grade pupils who met or exceeded standards was 0% for the 2023-2024 school year</p> <p>English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p>	<p>In an effort to engage sixth graders with science and the world around them Camp KEEP will provide hands on experience that will encourage student engagement with science in and out of the classroom. These actions address gaps in science achievement for low-income and English Learners students; however, the actions will be provided on a LEA -wide basis because all 6th grade students performing below grade level can benefit from opportunities to engage in hands on science experiences.</p>	<p>We will use DataQuest, CAAST, CAA for Science, to monitor the effectiveness of this goal. (Goal 1 Metric 8)</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>Input from parents, students, and teachers in the annual survey indicate the need for Sixth Grade students to attend CAMP Keep. The rationale is because Camp KEEP is a hands-on science-based event. Students are able to see first hand the science that they are learning in the classroom.</p> <p><b>Scope:</b> LEA-wide</p>		
1.4	<p><b>Action:</b> Intervention Teachers</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest Science:</p>	<p>Retain two intervention teachers to provide students with reading intervention support to better meet the needs of unduplicated pupils who are in need or Tier 2 or Tier 3 support. These actions address literacy gaps for low-income and English Learners students; however, the actions will be provided on a LEA -wide basis because all students reading below grade level can benefit from opportunities to improve their reading skills at school and at home.</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts, Math, and Science assessments in grades 3-5 will measure grade-level standards (Goal 1 Metric 6-8)</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>English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learners, and low-income parents, and staff identified that students who were scoring in the lowest performance bands as indicated above, require additional time and focused attention to increase their achievement. Intervention teachers provide those services.</p> <p>This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>		
1.5	<p><b>Action:</b> Library</p> <p><b>Need:</b> The recent data for 2023 from the California Dashboard indicated that 60.8% of EL students made progress toward English proficiency. Also from the California Dashboard indicated that the ELA/Literacy overall percentage of pupils who met or exceeded standard was 25%. Local data, STAR Reading Assessment indicates that overall percentage of pupils that scored proficient was 37% as of May 2024.</p>	<p>Maintain library media, management software, increase in hours and provide PD for Library clerks in order to maintain titles that are culturally relevant to our ELs and SED students. These actions address literacy gaps for low-income and English Learners students; however, the actions will be provided on a LEA -wide basis because all students reading below grade level can benefit from opportunities to improve their reading skills at school and at home.</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts. (Goal 1 Metric 6-8)</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>2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows:</p> <p>California Dashboard:</p> <p>ELA:</p> <p>English Language Learners: Red, 88.2 points below standard</p> <p>Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math:</p> <p>English Language Learners: Red, 121.9 points below standard</p> <p>Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest</p> <p>Science:</p> <p>English Language Learners: 100% Scored below standard</p> <p>Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learners, and low-income parents, and staff identified that students were scoring in the lowest performance bands as indicated above, therefore they all stated the need for the staff to keep utilizing the professional development opportunities provided by the school district.</p> <p><b>Scope:</b></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
	LEA-wide		
1.6	<p><b>Action:</b> Technology</p> <p><b>Need:</b> The recent data for 2023 from the California Dashboard indicated that 60.8% of EL students made progress toward English proficiency. Also from the California Dashboard indicated that the ELA/Literacy overall percentage of pupils who met or exceeded standard was 25%. Local data, STAR Reading Assessment indicates that overall percentage of pupils that scored proficient was 37% as of May 2024.</p> <p>2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest</p>	Update technology and related infrastructure, purchase desktop and laptop computers, and replace outdated computers to support technology use in the classroom and increase access to technology. These actions address the need for the LEA to provide technology and digital access to SED, EL and FY students, the actions will be provided on a LEA -wide basis because all students require safe and effective technology resources in order to access curriculum in all subject areas both at school and at home.	We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts. (Goal 1 Metric 6-8)

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>Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Educational partners support the continued use of safe and effective technology resources for their students that otherwise would not be provided. Partners acknowledge that students require technology to be best prepared for the current and future schooling opportunities.</p> <p>This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA.</p> <p><b>Scope:</b> LEA-wide</p>		
1.7	<p><b>Action:</b> Staffing</p> <p><b>Need:</b> Based on the following data for 2023 from the California Dashboard indicated that 60.8% of EL students made progress toward English proficiency. Also from the California Dashboard indicated that the ELA/Literacy overall percentage of pupils who met or exceeded standard was 25%. Local data, STAR Reading Assessment indicates that overall percentage of pupils that scored proficient was 37% as of May 2024.</p>	<p>Maintain staff to provide one teacher per grade level K-8 and avoid combination classes. Avoiding combination classes will better support the academic needs of our unduplicated pupils by allowing teachers to provide more focused instruction based on CCSS These actions address achievement gaps for low-income and English Learners students by avoiding combination grade level classes; however, the actions will be provided on a LEA -wide basis because all students can benefit from increased opportunities for access to their grade specific content, teachers and additional staff to improve their academic achievement.</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts. (Goal 1 Metric 6-8)</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>2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows:</p> <p>California Dashboard:</p> <p>ELA:</p> <p>English Language Learners: Red, 88.2 points below standard</p> <p>Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math:</p> <p>English Language Learners: Red, 121.9 points below standard</p> <p>Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest</p> <p>Science:</p> <p>English Language Learners: 100% Scored below standard</p> <p>Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>With the above data guiding this goal, and as identified through LCFF feedback surveys from parents, community, staff, and students, contribute to a portion of teacher salaries in order to maintain one teacher per grade level TK-8 and avoid combination classes</p> <p>This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA.</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>Scope:</b> LEA-wide</p>		
<p><b>1.8</b></p>	<p><b>Action:</b> ARMOR Academy</p> <p><b>Need:</b> Based on the following data for 2023 from the California Dashboard indicated that 60.8% of EL students made progress toward English proficiency. Also from the California Dashboard indicated that the ELA/Literacy overall percentage of pupils who met or exceeded standard was 25%. Local data, STAR Reading Assessment indicates that overall percentage of pupils that scored proficient was 37% as of May 2024.</p> <p>2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard</p>	<p>Provide ARMOR Academy to decrease anxiety to return to school and diagnose literacy needs of all students but especially SED, and FY, and EL students. These actions address potential attendance gaps for low-income and English Learners students by providing a warm and welcoming start to the school year. Additionally we use this time to evaluate and prepare for the needs of all students; therefore the actions will be provided on a LEA -wide basis because all students can benefit from a proactive start to the school year.</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts. (Goal 1 Metric 6-8)</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>Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Educational partners have communicated their appreciation for the opportunity this actions provide for welcoming both them and their students to Di Giorgio.</p> <p><b>Scope:</b> LEA-wide</p>		
1.9	<p><b>Action:</b> After School Tutoring</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math:</p>	<p>Continue to support After School Program with tutoring services for ELs, SED, and FY who are below grade level in ELA and Mathematics. These actions address achievement gaps for low-income and English Learners students by providing additional learning opportunities with teachers who can provide direct instruction for the students need. the actions will be provided on a LEA -wide basis because all students can benefit from after school tutoring if needed. (1.9)</p>	<p>We will monitor progress for English Learners and SED students using: District benchmark data (DIBELS and STAR Reading assessments) CAASPP and CAA Language Arts. (Goal 1 Metric 6-8)</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>English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>With input from Educational partners, EL students parents, SED parents, and staff after school tutoring is needed to help close the achievement gap.</p> <p>This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and Math.</p> <p><b>Scope:</b> LEA-wide</p>		
3.1	<p><b>Action:</b> PBIS</p> <p><b>Need:</b> Di Giorgio School District has a performance level of Green in Suspension for Low-Income students and Blue for English Language Learners on the 2023 Dashboard.</p> <p>According to the Spring 2024 KiDS School Connectedness Survey, 64% of students</p>	<p>Continue to review and update school-wide PBIS system, including student incentives, yearly and provide PD as necessary for staff that focuses on positive reinforcement that meets the behavior needs of our low income and ELs. This action addresses how the district will maintain low suspension and expulsion rates for low-income and English Learners as well as increase student and teacher connectedness; however, the action will be provided on an LEA wide basis because all</p>	<p>We will monitor progress for low-income, English Learners, and all students using: Suspension Rate Indicator on the California Dashboard (Goal 3 Metric 9-10)</p> <p>Kern Integrated Data System's School Climate</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>report feeling that their teachers and staff members care about them.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students can benefit from Positive Behavior Intervention and Supports.</p>	<p>Survey Results (Goal 3 Metric 11)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> College and Career Readiness</p> <p><b>Need:</b> According to CALPADS Report 8.1c, the Middle School dropout Rate in 2022-2023 was 0%. 87% of students surveyed in grades 3-8 reported that they do not feel they have the opportunity to participate in school-sponsored activities.</p> <p>Input from low-income and English Learner parents and teachers identified that students have limited access to college and career focused activities. Educational Partner feedback also indicated an interest in Career Technical Education Pathways for middle school students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Di Giorgio will increase student connectedness and develop skills that help students make choices that positively impact their futures, schools, and community by increasing access to school-sponsored activities (sports, student performances, college trips, field trips, incentives) for our TK-8th grade SED, EL, and FY students as well as CTE opportunities for middle school students. These actions address the need to provide opportunities for low-income, and English Learners students to participate in school-sponsored activities; however, the actions will be provided on an LEA-wide basis because all students can benefit from opportunities to participate in school-sponsored activities, including, but not limited to, sports, student performances, college trips, and CTE.</p>	<p>We will monitor progress for low-income, English Learners, and all students using: CalPads Report 8.1c, Middle School Dropout Rate (Goal 3 Metric 6)</p> <p>Kern Integrated Data System's School Climate Survey Results (Goal 3 Metric 11)</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Attendance</p> <p><b>Need:</b></p>	<p>Di Giorgio will develop and implement a comprehensive student attendance improvement plan for SED, EL, and FY to increase attendance rate and decrease Chronic Absenteeism. The district's attendance plan will include the following:</p>	<p>We will monitor progress for low-income, English Learners, and all students using:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The California school Dashboard indicates that the Chronic Absenteeism Rate for unduplicated pupils declined by 10.1% during the 2022-2023 school year receiving a color of yellow. While all students are in the yellow band, low-income students have a higher rate of Chronic Absenteeism, 16.9% compared to English Learners 14.7%. The KiDS Student Connectedness Survey results revealed that 35% of 3rd-8th graders do not feel like they belong when they are at school.</p> <p>Input from families of students that are chronically absent indicate that many times students do not want to go to school because they do not feel connected or engaged.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Attendance incentives Monthly data analysis Increased focus on chronically absent and early chronic absent students to monitor and track progress Extra time for staff to input and monitor attendance data. These actions address the need to remove attendance barriers for low-income and English Learner students; however, the actions will be provided on an LEA-wide basis because all students can benefit from opportunities to improve their attendance.</p>	<p>Kern Integrated Data Systems Attendance Rate (Goal 3 Metric 4) California Dashboard Chronic Absenteeism Rate (Goal 3 Metric 5) Kern Integrated Data System's School Climate Survey Results (Goal 3 Metric 11)</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Parent Education</p> <p><b>Need:</b> On average over 70% of Families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.</p> <p>With input from Educational Partners, EL students' parents, SED parents, and staff parent education is needed, and appreciated, to help close the achievement gap</p>	<p>Continue to advertise and provide parent training for parents of unduplicated pupils. This training provides parents with tools and resources they need to help their children succeed. These actions will address achievement gaps and the home to school connection for low-income and English Learner students; however, the actions will be provided on an LEA-wide basis because all students can benefit from increased opportunities for parents to participate in their education at school and at home. (3.4)</p>	<p>We will monitor progress for low-income, English Learners, and all students using sign in sheets from parent engagement activities. (Goal 3 Metric 1-3)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.5</b></p>	<p><b>Action:</b> Family Community Liaison</p> <p><b>Need:</b> The California school Dashboard indicates that the Chronic Absenteeism Rate for unduplicated pupils declined by 10.1% during the 2022-2023 school year receiving a color of yellow. While all students are in the yellow band, low-income students have a higher rate of Chronic Absenteeism, 16.9% compared to English Learners 14.7%. The KiDS Student Connectedness Survey results revealed that 35% of 3rd-8th graders do not feel like they belong when they are at school.</p> <p>Using local surveys, data showed that 60% of parents participated in responding back to district surveys</p> <p>On average over 70% of Families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.</p> <p>Input from parents, students, and teachers in the annual survey indicates the need bridge the home to school gap and provide access to resources to meet the needs of our families.</p>	<p>Increase involvement of all families, including families of SED, ELs, and FY by providing a part time certificated personnel to support learning at home and plan and coordinate district events focused on bridging the gap between home and school. These actions will help bridge the gap between home and school for low-income and English Learner students; however, the actions will be provided on an LEA-wide basis because all students can benefit from increased communication and access to available resources.(3.5)</p>	<p>We will monitor progress for low-income, English Learners, and all students by monitoring chronic absenteeism rates, School Connectedness survey results, and sign in sheets or agendas from parent engagement activities/meetings. (Goal 3 Metrics 1-6)</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>Scope:</b> LEA-wide</p>		
<p><b>3.6</b></p>	<p><b>Action:</b> School connectedness</p> <p><b>Need:</b> The California school Dashboard indicates that the Chronic Absenteeism Rate for unduplicated pupils declined by 10.1% during the 2022-2023 school year receiving a color of yellow. While all students are in the yellow band, low-income students have a higher rate of Chronic Absenteeism, 16.9% compared to English Learners 14.7%. The KiDS Student Connectedness Survey results revealed that 35% of 3rd-8th graders do not feel like they belong when they are at school.</p> <p>Using local surveys, data showed that 60% of parents participated in responding back to district surveys</p> <p>On average over 70% of Families of unduplicated students attend Parent/Teacher Conferences, Back to School Night, and other parent engagement activities as measured by sign-in sheets.</p> <p>Responding to input from educational partners and their concerns about the condition of the district's facilities, the district will accelerate the repair and improvement of facilities to improve the school experience for students. In</p>	<p>Allow for access and increase the school activities and experiences for all students, including SED, ELs, and FY by accelerating the repairs and improvements to school facilities, including the multipurpose room (auditorium). Repairs and improvements will allow the district to increase the number of student and community events held on campus. These actions will enhance the school experience for low-income and English Learner students. However, they will be implemented on an LEA-wide basis because all students can benefit from improved school connectedness and increased opportunities to participate in school-sponsored activities, as outlined in the action above.(3.6)</p>	<p>We will monitor progress for low-income, English Learners, and all students by monitoring chronic absenteeism rates, School Connectedness survey results, student achievement, and sign in sheets or agendas from parent engagement activities/meetings. (Goal 3 Metrics 1-6) (Goal 1 Metrics 6-8)</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>particular, the District will make upgrades to the multipurpose room (auditorium) at Di Giorgio Elementary.</p> <p><b>Scope:</b> LEA-wide</p>		
3.7	<p><b>Action:</b> Additional Bus Driver/Custodian</p> <p><b>Need:</b> The California school Dashboard indicates that the Chronic Absenteeism Rate for unduplicated pupils declined by 10.1% during the 2022-2023 school year receiving a color of yellow. While all students are in the yellow band, low-income students have a higher rate of Chronic Absenteeism, 16.9% compared to English Learners 14.7%.</p> <p>Input from parents of low-income students and English Learners indicates that increasing access to reliable transportation will help reduce barriers to attending school and after-school tutoring. This will also contribute to higher attendance rates.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Retain the an additional bus driver/custodian to increase attendance rates and decrease chronic absenteeism for students who do not have consistent, reliable transportation, including SED, ELs, and FY. These actions will create an opportunity to significantly increase attendance rates for low-income and English Learner Students; however, the actions will be provided on an LEA wide basis because all students can benefit from increased access to reliable transportation. (3.7)</p>	<p>We will monitor progress for low-income, English Learners, and all students by monitoring chronic absenteeism and attendance rates for the regular school day and after school tutoring. (Goal 3 Metrics 4-5)</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
2.1	<p><b>Action:</b> ELD Professional Development</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learner parents, the District English Learner Advisory Council, and teachers identified that EL students were</p>	Continued PD for teachers and administrators on the use of research based ELD materials and strategies, as well as ELPAC language proficiency levels, rubrics, and implementation in the classroom to improve EL academic achievement.	We will monitor progress for English Learner students using: District benchmark data (DIBELS and STAR Reading and Math assessments) CAASPP and CAA Language Arts, Math, and Science assessments in grades 3-5 will measure grade level standards. (Goal 1 Metrics 6-8)



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>scoring in the lowest performance bands as indicated above, therefore they all stated the need for the staff to keep utilizing the professional development opportunities provided by the school district.</p> <p>This action addresses the lowest performance level for English Learners in Math and ELA.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
2.2	<p><b>Action:</b> ELPAC Testing</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows: California Dashboard: ELA: English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest</p>	Continue to schedule Initial ELPAC testing for all TK and Kindergarten students in August, before the first day of instruction to ensure EL students miss as little time out of the classroom as possible	We will monitor progress for English Learner students using: District Master Schedule reflecting EL students' access to a broad course of study. District classroom walkthrough data reflecting EL students' access to integrated and designated ELD support and extended learning opportunities. (Goal 2 Metrics 3-5)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Science:  English Language Learners: 100% Scored below standard  Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learner parents, the District English Learner Advisory Council, and teachers identified that EL students were scoring in the lowest performance bands as indicated above, therefore they all stated the need for the Initial ELPAC for entering TK, Kindergarteners, and Newcomers to take place in the summer months before school starts to ensure proper program placement for the first day of school.</p> <p><b>Scope:</b>  Limited to Unduplicated Student Group(s)</p>		
2.4	<p><b>Action:</b>  ELD Support</p> <p><b>Need:</b>  2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows:  California Dashboard:  ELA:  English Language Learners: Red, 88.2 points below standard  Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p>	<p>Maintain current paraprofessional support for ELD Program to provide the needed support during small group instruction for our English Learners.</p>	<p>We will monitor progress for English Learner students using: District benchmark data (DIBELS and STAR Reading and Math assessments) CAASPP and CAA Language Arts, Math, and Science assessments in grades 3-5 will measure grade level standards. (Goal 1 Metrics 6-8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learner parents, the District English Learner Advisory Council, and teachers identified that EL students were scoring in the lowest performance bands as indicated above, therefore require additional time and focused attention to increase their achievement. Paraprofessionals provide the services.</p> <p>This action addresses the lowest performance level for English Learners in Math and ELA.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		
2.5	<p><b>Action:</b> ELD Coordinator</p> <p><b>Need:</b> 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science</p>	Maintain hours of part-time certificated EL coordinator to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.	We will monitor progress for English Learner students using: District benchmark data (DIBELS and STAR Reading and Math assessments)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>indicates our SED, ELs, and Hispanic students at Di Giorgio School scored in the lowest performance bands as follows:  California Dashboard:  ELA:  English Language Learners: Red, 88.2 points below standard  Socioeconomically Disadvantaged &amp; Hispanic: Orange, 65.4 points below standard</p> <p>Math:  English Language Learners: Red, 121.9 points below standard  Socioeconomically Disadvantaged &amp; Hispanic: Red, 100.2 points below standard</p> <p>DataQuest  Science:  English Language Learners: 100% Scored below standard  Socioeconomically Disadvantaged: 93% Scored below standard</p> <p>Input from English Learner parents, the District English Learner Advisory Council, and teachers, it has been identified that English Learner (EL) students are performing in the lowest bands, as noted in the data above. To address this, educational partners emphasized the necessity of maintaining the ELD Coordinator position. This role is crucial for coordinating the district's EL program, analyzing ELPAC scores, and equipping staff with research-based instructional strategies to help students progress toward English proficiency</p>		<p>CAASPP and CAA Language Arts, Math, and Science assessments in grades 3-5 will measure grade level standards. (Goal 1 Metrics 6-8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>This action addresses the lowest performance level for English Learners in Math and ELA.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

**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.

Di Giorgio Elementary School District used the additional grant funding at Di Giorgio School by retaining two intervention teachers to support reading and mathematics intervention ( Goal 1, Action 4), retain the hours of our library clerk to provide increased access to print and online materials (Goal 1, Action 5), maintain one teacher per grade level in order to avoid combination classes (Goal 1, Action 7), increase hours of paraprofessionals who support our ELD program (Goal 2, Action 4), retain ELD Coordinator/Teacher to coordinate and implement ELD program (Goal 2, Action 5), retain a community family liaison to support learning at home and bridge the gap between home and school (Goal 3, Action 5), and retain an additional bus driver to increase attendance rates and decrease chronic absenteeism (Goal 3, Action 7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:22

<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 certificated staff providing direct services to students	NA	1:15

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,361,163	\$1,013,729	42.933%	0.000%	42.933%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,013,729.00	\$0.00	\$0.00	\$191,666.00	\$1,205,395.00	\$890,315.00	\$315,080.00

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	Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$28,602.00	\$15,000.00			\$13,602.00	\$28,602.00	
1	1.3	Camp KEEP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$12,000.00	\$12,000.00				\$12,000.00	
1	1.4	Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$172,564.00	\$0.00	\$172,564.00				\$172,564.00	
1	1.5	Library	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$50,561.00	\$40,000.00			\$10,561.00	\$50,561.00	
1	1.7	Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$395,751.00	\$0.00	\$237,165.00			\$158,586.00	\$395,751.00	
1	1.8	ARMOR Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$2,500.00	\$7,500.00				\$7,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	After School Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
2	2.1	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.2	ELPAC Testing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
2	2.3	Language Development/FEP Support	Redesignated English Learners	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	ELD Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$120,000.00	\$0.00	\$120,000.00				\$120,000.00	
2	2.5	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$75,000.00	\$8,917.00	\$75,000.00			\$8,917.00	\$83,917.00	
3	3.1	PBIS	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	
3	3.2	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.3	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.4	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.5	Family Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00	
3	3.6	School connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
3	3.7	Additional Bus Driver/Custodian	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$75,000.00	\$0.00	\$75,000.00				\$75,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,361,163	\$1,013,729	42.933%	0.000%	42.933%	\$1,013,729.00	0.000%	42.933 %	<b>Total:</b>	\$1,013,729.00
								<b>LEA-wide Total:</b>	\$806,729.00
								<b>Limited Total:</b>	\$207,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
1	1.3	Camp KEEP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
1	1.4	Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,564.00	
1	1.5	Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.6	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
1	1.7	Staffing	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$237,165.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	ARMOR Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
1	1.9	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.1	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
2	2.2	ELPAC Testing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
2	2.4	ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$120,000.00	
2	2.5	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$75,000.00	
3	3.1	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.2	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.3	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	
3	3.4	Parent Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.5	Family Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.6	School connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
3	3.7	Additional Bus Driver/Custodian	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$75,000.00	

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			

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,147,266.00	\$1,921,121.00

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	Supplemental Materials	Yes	\$15,000.00	\$39,114.00
1	1.2	Professional Development	Yes	\$25,402.00	\$12,268.00
1	1.3	Camp KEEP	Yes	\$12,000.00	\$11,809.00
1	1.4	Intervention Teachers	Yes	\$172,564.00	\$171,930.00
1	1.5	Library	Yes	\$33,000.00	\$11,094.00
1	1.6	Technology	Yes	\$107,905.00	\$65,637.00
1	1.7	Language Development	No	\$0.00	\$0.00
1	1.8	Staffing	Yes	\$1,170,189.00	\$1,170,189.00
1	1.9	Parent Training	Yes	\$15,000.00	\$2,204.00
1	1.10	ARMOR Academy	Yes	\$7,500.00	\$0.00
1	1.11	After School Tutoring	Yes	\$25,000.00	\$25,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	ELD Professional Development	Yes	\$19,206.00	\$10,320.00
2	2.2	ELPAC Testing	Yes	\$2,000.00	\$0.00
2	2.3	Web based supplemental materials	Yes	\$10,000.00	\$10,000.00
2	2.4	ELD Support	Yes	\$120,000.00	\$123,690.00
2	2.5	ELD Coordinator	Yes	\$75,000.00	\$75,000.00
2	2.6	FEP support	No	\$0.00	\$0.00
3	3.1	PBIS	Yes	\$30,000.00	\$30,000.00
3	3.2	College and Career Readiness	Yes	\$17,500.00	\$8,735.00
3	3.3	Attendance	Yes	\$15,000.00	\$2,142.00
3	3.4	School Psychologist	Yes	\$55,000.00	\$24,562.00
3	3.5	Parent Education	Yes	\$5,000.00	\$0.00
3	3.6	Family Community Liaison	Yes	\$20,000.00	\$20,000.00
3	3.7	School connectedness	Yes	\$125,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Additional Bus Driver/Custodian	Yes	\$70,000.00	\$107,427.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,004,787	\$1,962,999.00	\$1,921,121.00	\$41,878.00	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	Supplemental Materials	Yes	\$15,000.00	\$39,114.00	0	
1	1.2	Professional Development	Yes	\$15,000.00	\$12,268.00	0	
1	1.3	Camp KEEP	Yes	\$12,000.00	\$11,809.00	0	
1	1.4	Intervention Teachers	Yes	\$172,564.00	\$171,930.00	0	
1	1.5	Library	Yes	\$33,000.00	\$11,094.00	0	
1	1.6	Technology	Yes	\$80,000.00	\$65,637.00	0	
1	1.8	Staffing	Yes	\$1,035,935.00	\$1,170,189.00	0	
1	1.9	Parent Training	Yes	\$15,000.00	\$2,204.00	0	
1	1.10	ARMOR Academy	Yes	\$7,500.00	\$0.00	0	
1	1.11	After School Tutoring	Yes	\$25,000.00	\$25,000.00	0	
2	2.1	ELD Professional Development	Yes	\$7,500.00	\$10,320.00	0	
2	2.2	ELPAC Testing	Yes	\$2,000.00	\$0.00	0	
2	2.3	Web based supplemental materials	Yes	\$10,000.00	\$10,000.00	0	



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)
2	2.4	ELD Support	Yes	\$120,000.00	\$123,690.00	0	
2	2.5	ELD Coordinator	Yes	\$75,000.00	\$75,000.00	0	
3	3.1	PBIS	Yes	\$30,000.00	\$30,000.00	0	
3	3.2	College and Career Readiness	Yes	\$17,500.00	\$8,735.00	0	
3	3.3	Attendance	Yes	\$15,000.00	\$2,142.00	0	
3	3.4	School Psychologist	Yes	\$55,000.00	\$24,562.00	0	
3	3.5	Parent Education	Yes	\$5,000.00	\$0.00	0	
3	3.6	Family Community Liaison	Yes	\$20,000.00	\$20,000.00	0	
3	3.7	School connectedness	Yes	\$125,000.00	\$0.00	0	
3	3.8	Additional Bus Driver/Custodian	Yes	\$70,000.00	\$107,427.00	0	

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,358,271	1,004,787	29.89	72.497%	\$1,921,121.00	0.000%	81.463%	\$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.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

# Engaging Educational Partners

## Purpose

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

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

## Requirements

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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



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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

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

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

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

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

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

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

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

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <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

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

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

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

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

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

### **Limited Actions**

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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



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

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

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

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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

## LCFF Carryover Table

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

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

### **Contributing Actions Annual Update Table**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **LCFF Carryover Table**

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

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

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

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

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

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

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

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

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