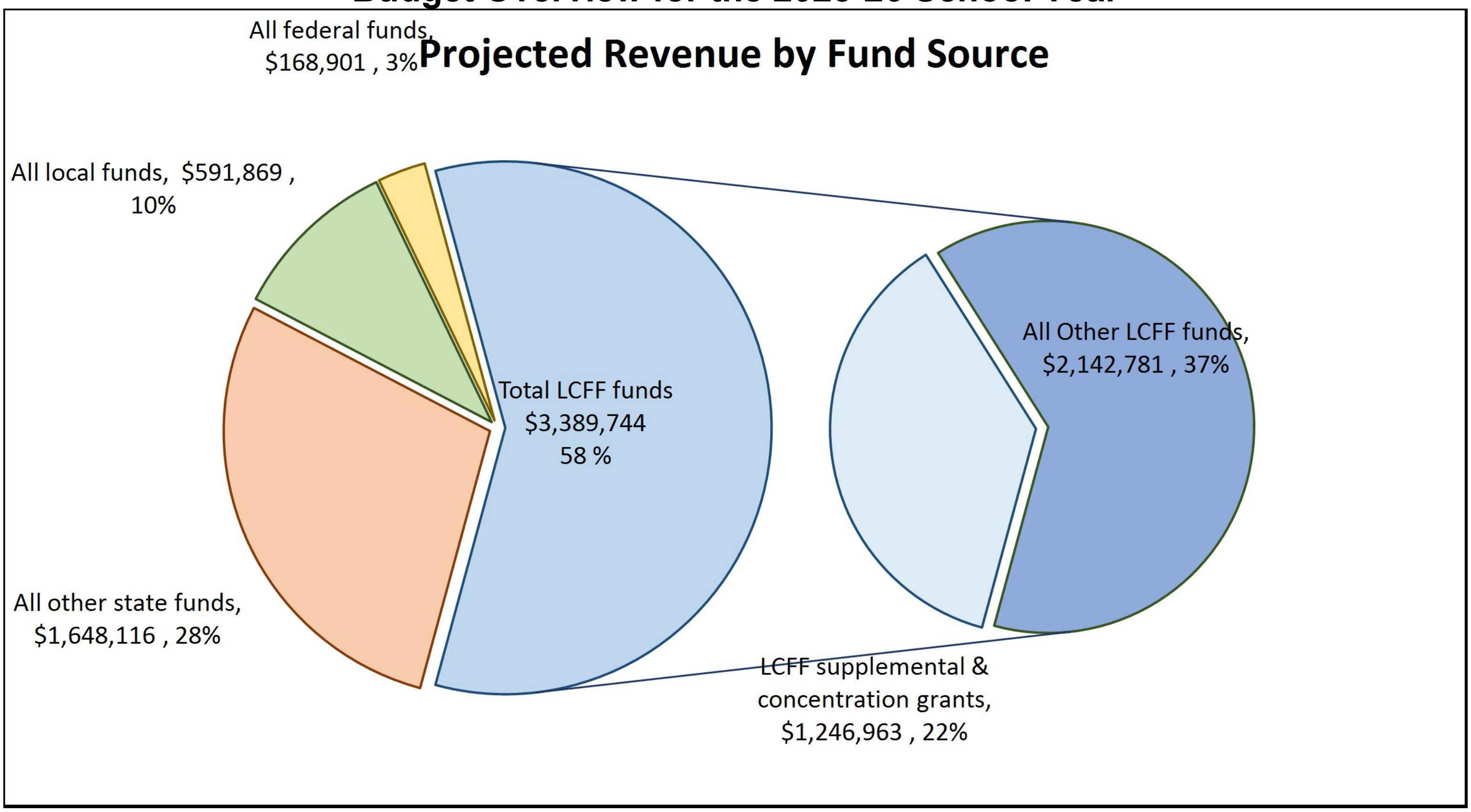
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Di Giorgio Elementary School District
CDS Code: 15634206009419
School Year: 2025-26
LEA contact information:

Jennifer Allen
Superintendent
jallen@digiorgio.k12.ca.us
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 2025-26 School Year

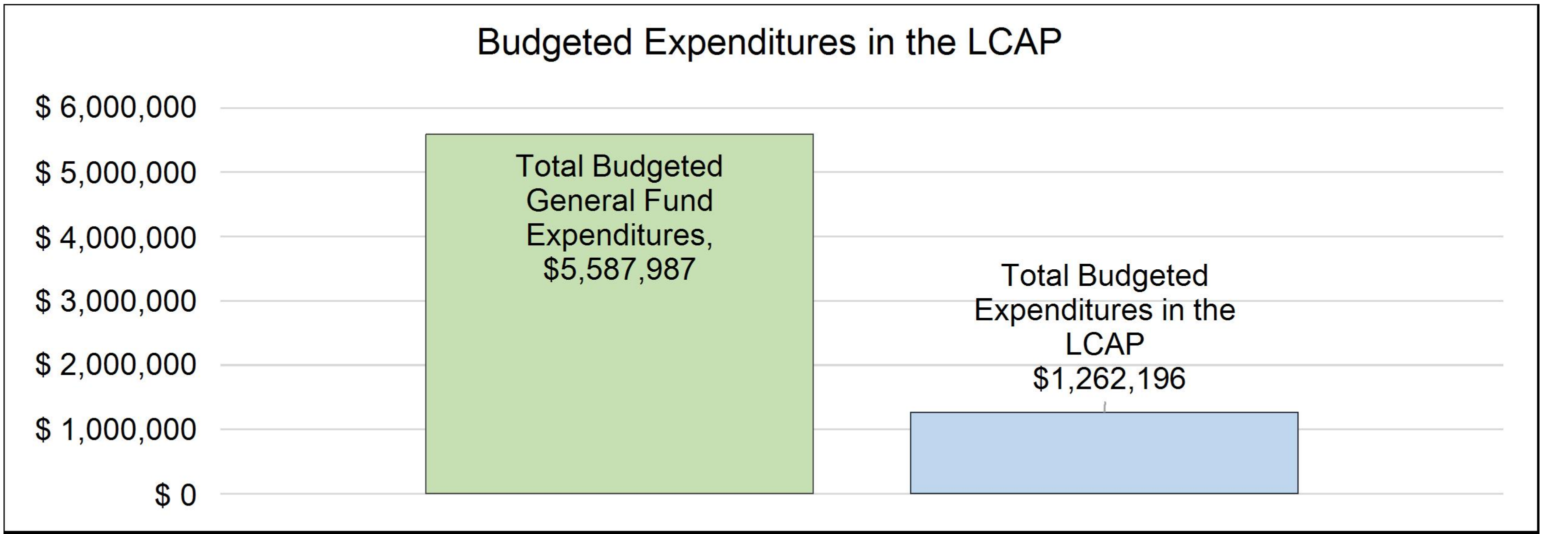


This chart shows the total general purpose revenue Di Giorgio Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Di Giorgio Elementary School District is $5,798,630, of which $3,389,744 is Local Control Funding Formula (LCFF), $1,648,116 is other state funds, $591,869 is local funds, and $168,901 is federal funds. Of the $3,389,744 in LCFF Funds, $1,246,963 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

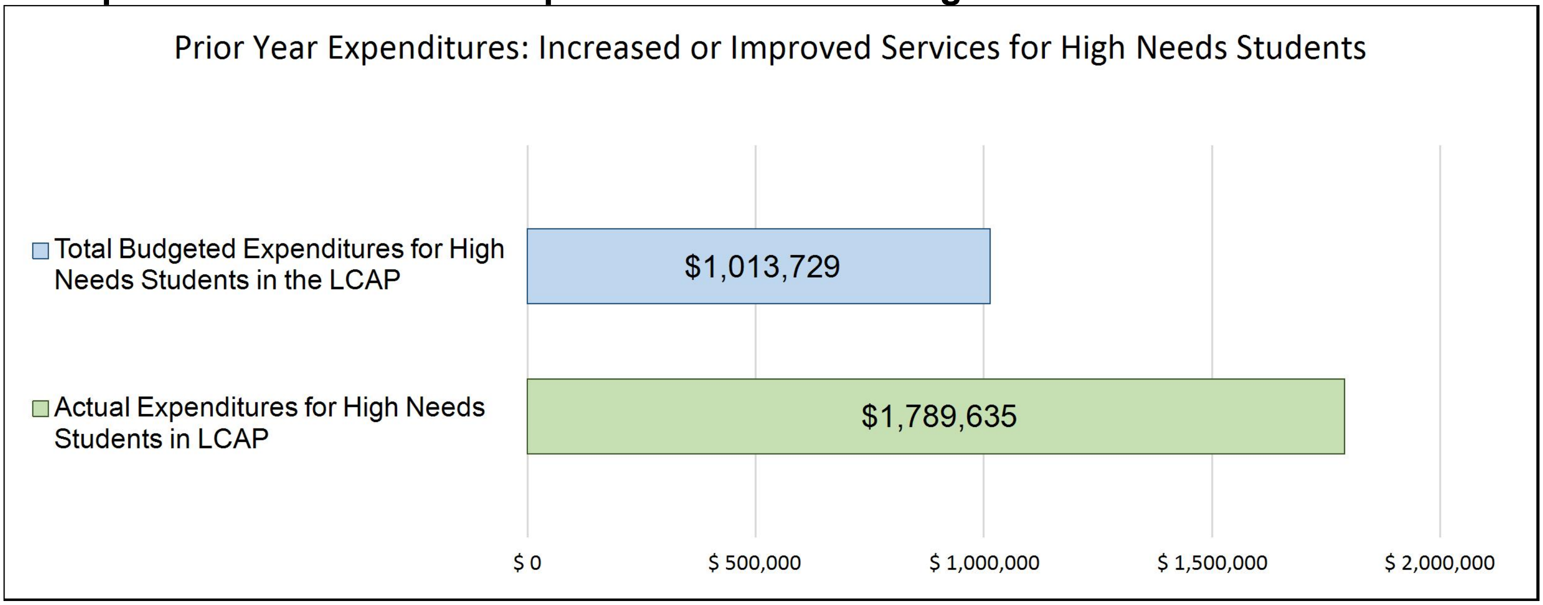
The text description of the above chart is as follows: Di Giorgio Elementary School District plans to spend $5,587,987 for the 2025-26 school year. Of that amount, $1262196 is tied to actions/services in the LCAP and $4,325,791 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Di Giorgio Elementary School District is projecting it will receive $1,246,963 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 $1070530 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2024-25, Di Giorgio Elementary School District's LCAP budgeted $1013729 for planned actions to increase or improve services for high needs students. Di Giorgio Elementary School District actually spent $1789635 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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 223 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% are SED, 96% are Hispanic, and 32.3% qualify for EL language support. All other student groups are too small to receive a color indicator on the California School Dashboard, with .5% Students with Disabilities (SWD), 0% McKinney-Vento Homeless (MV), and .9% Foster Youth (FY).

Reflections: Annual Performance

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

The DiGiorgio School District has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights schools and student groups that received the lowest performance level (Red) on one or more state indicators.

Student Groups receiving a Red Performance Indicator District-wide include:
English Learners (ELA & Math)
Hispanic (Math)
Socioeconomically Disadvantaged (Math)
"All Students" Group (Math)

Actions to Address Areas of Concern
The district is addressing the identified performance gaps in ELA and Math through the following LCAP actions:
Goal 1, Actions 1,2,4,9: To close performance gaps in math for Hispanic and socioeconomically disadvantaged students, the district is implementing a multifaceted approach that includes enhanced instructional materials, targeted professional development, and expanded intervention supports. Teachers receive training in core content areas, Universal Design for Learning (UDL), and research-based strategies to improve instruction. Students benefit from supplemental materials and manipulatives that enrich learning, as well as access to reading intervention teachers and after-school tutoring focused on both ELA and math. These supports, including Tier 2 and Tier 3 interventions, provide additional time and personalized instruction to help students meet grade-level expectations and improve academic outcomes.
Goal 2, Actions 1, 4, 5: These actions address performance gaps for English Learners by providing targeted professional development for teachers, maintaining full-time ELD paraprofessionals to support instruction, and employing an ELD coordinator to analyze data and guide program implementation. These actions work together to strengthen instructional practices, provide direct student support, and ensure data-driven decision-making to accelerate English proficiency and academic achievement.

2024 Dashboard Analysis
ELA Performance
All students are 58.1 points below standard. All students increased by 6.4 points (Yellow Performance Level).
EL students are 73.4 points below standard, and they increased by 12.6 points (Orange Performance Level).
SED students are 58.1 points below standard. SED students increased by 6.4 points (Yellow Performance Level).
Hispanic students are 58.5 points below standard. Hispanic students increased by 6.4 points (Yellow Performance Level).

Mathematics
All students are 95.4 points below standard. All students increased by 3.1 points (Orange Performance Level).
EL students are 100.1 points below standard and increased by 19.9 points (Orange Performance Level).
SED students are 95.4 points below standard. SED students increased by 3.1 points (Orange Performance Level).
Hispanic students are 96.6 points below standard. Hispanic students maintained by 2.8 points (Red Performance Level).

English Learner Progress Indicator
ELs decreased by ten percent, meaning that 50.7% of EL students are progressing toward English language proficiency. (Orange Performance Level)

Chronic Absenteeism
All students are 5.8% percent chronically absent (Green Performance Level). This is a decline of 11.8%
EL students are 3.4% chronically absent (Green Performance Level). This is a decline of 12.2%
SED students are 5.4% chronically absent (Green Performance Level). SED students declined by 12.2%.
Hispanic students are 6% chronically absent (Green Performance Level). Hispanic students declined by 11.6%.

Suspension Rate
All students are 0% suspended (Blue Performance Level). This is a decrease of .4%.
EL students were not suspended (Blue Performance Level). They maintained. 0%
SED students were 0% suspended (Blue Performance Level). SED students decreased by .4%.
Hispanics were 0% suspended (Blue Performance Level). Hispanic students decreased by .4%.

Current Status (2024) of Student Groups in the Red Performance Level (2023)
English Learners: ELA- 73.4 points below standard- Increased performance (+12.6) (Orange Performance Level); Math- 100.1 points below standard- Increased performance (19.9) (Orange Performance Level)
Hispanic: Math-96.6 points below standard- Maintained performance (+2.8) (Red Performance Level)
Socioeconomically Disadvantaged: Math-95.4 points below standard- Increased (3.1) (Orange Performance Level)

An analysis of local data reveals both strengths and some areas in need of improvement.

Strengths revealed by the STAR Reading Assessment:
-English Learners showed growth in reading performance, increasing from 8% to 12% scoring at or above grade level—a 4 percentage point gain. While the overall percentage remains low, the positive trajectory is notable and suggests early signs of impact from literacy support efforts.
-All Students and Socioeconomically Disadvantaged (SED) student groups maintained performance with only a minor 1% decrease from the prior year. This relative stability may indicate that reading interventions have helped prevent further decline despite possible learning challenges.

Areas in need of Improvement revealed by STAR Reading Assessment:
-Overall performance remains low, especially for English Learners, with only 12% scoring at or above grade level.
-The 1% decrease for All Students and SED groups, while small, signals that current strategies may not be leading to measurable gains and will be evaluated for effectiveness.

Areas in need of Improvement revealed by the STAR Math Assessment:

-There was a 13 percentage point decline in the percentage of All Students and SED students scoring at or above grade level, dropping to 33%. This is a significant decrease and indicates that the current math supports or curriculum may not be effectively addressing student needs, particularly for students in poverty.
-English Learners showed no improvement in math performance, remaining at 13% scoring at or above grade level. This stagnation highlights the need for more targeted math instruction or language-integrated supports.

Di Giorgio Elementary School District is addressing the needs of English Learners, Hispanic, and Socioeconomically Disadvantaged students through a combination of instructional support, targeted interventions, and professional development. Teachers receive training in effective strategies and language development, while students benefit from supplemental materials, intervention teachers, and after-school tutoring in ELA and math. English Learners also receive dedicated support from ELD staff and an ELD coordinator who monitors progress and guides instruction. These efforts have contributed to improved outcomes on local assessments and notable gains in ELA and math for English Learners on state assessments.

DiGiorgio School District does not currently have unexpended LREBG funds for the 2025-26 LCAP year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
The District Administrative Team (Superintendent/Principal, CBO, Executive Secretary, and Special Education Coordinator).	September 2024 Reviewed LCAP goals and actions October 2024 Administered LCAP parent, community, staff, and student survey results November 2024 Reviewed the survey results February 2025 Reviewed Mid-Year Update
Parents, community members, and secondary education partner.	September 2024 Reviewed LCAP goals and actions October 2024 Administered LCAP parent, community, staff, and student survey results November 2024 Reviewed the survey results February 2025 Reviewed Mid-Year Update
District Advisory Council	September 2024 Reviewed LCAP goals and actions October 2024 Administered LCAP parent, community, staff, and student survey results January 2025 Reviewed the survey results February 2025

Educational Partner(s)	Process for Engagement
	Reviewed Mid-Year Update May 2025 Reviewed current progress data, survey data, and input.
District English Learner Advisory Council	November 2024 District English Learner Advisory Committee (DELAC)
Di Giorgio Teachers Association	August 2024 Reviewed LCAP goals and actions with certificated staff and the Di Giorgio Teachers Association bargaining unit. October 2024 LCAP progress and data were reviewed with site staff and the local Di Giorgio Teachers Association bargaining unit. The survey results were reviewed with a focus group comprised of the school superintendent/principal, chief business official, and executive secretary. October 2024 Administered staff survey February 2025 Reviewed Mid-Year Update May 2025 Reviewed current progress data, survey data, and input.
Di Giorgio Classified School Employees Association	August 2024 Reviewed LCAP goals and actions with certificated staff and the local California School Employees Association (CSEA) bargaining unit. October 2024 LCAP progress and data were reviewed with site staff and the local CSEA bargaining unit.

Educational Partner(s)	Process for Engagement
	The survey results were reviewed with a focus group comprised of the school superintendent/principal, chief business official, and executive secretary. October 2024 Administered staff survey February 2025 Reviewed Mid-Year Update May 2025 Reviewed current progress data, survey data, and input.
Di Giorgio Board of Trustees	February 2025 Reviewed Mid-Year Update June 2025 Public Hearing was held on June 18, 2025 LCAP Approval June 25, 2025 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:

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

Throughout the 2024–25 school year, Di Giorgio Elementary School District maintained a consistent and inclusive process to engage educational partners in the development and review of the Local Control and Accountability Plan (LCAP). The district's engagement efforts were designed around two core objectives: (1) inform educational partners of progress toward meeting current LCAP goals, and (2) determine whether any changes or additions were needed to better meet these goals.

Input was gathered through multiple strategies, including stakeholder surveys, school site meetings, the Parent-Teacher-Friend Committee (PTF), and the District Advisory and English Learner Advisory Committees (DAC/DELAC). Certificated and classified bargaining units, including the recently formed Di Giorgio Teachers Association and the CSEA chapter, were actively involved through dedicated review sessions and collaborative discussions with district leadership. Students in grades 6–8 provided input through leadership meetings and surveys.

Feedback collected throughout the year consistently reaffirmed support for the district’s current LCAP goals and actions. As such, no substantive changes are planned for the 2025–26 LCAP, and the existing goals and associated actions will be maintained. The alignment between educational partner feedback and the current LCAP reflects strong community support for the district’s continued direction and priorities.

Goal 1: Academic Achievement
Educational partners emphasized the importance of continuing academic supports, including intervention services, avoidance of combination classes, and the integration of supplemental materials and software. Stakeholders also valued professional development opportunities and regular collaboration time for staff. These strategies are seen as critical to improving student access to grade-level standards and supporting growth in student achievement.

Goal 2: English Learner Progress
There was widespread agreement that efforts to improve English Learner reclassification rates should remain a district priority. Partners supported the continued provision of designated and integrated ELD, staffing of an EL Coordinator/Teacher, and instructional aide support. Feedback underscored the need for consistent monitoring of student progress and the use of supplemental materials to improve both language acquisition and academic performance.

Goal 3: Engagement and School Climate
Stakeholders strongly endorsed the continuation of efforts to foster a safe, positive, and engaging school environment. Priorities included ongoing PBIS and attendance initiatives, expansion of bus routes for after-school tutoring, and the work of the Family Community Liaison to strengthen school-home connections. Additionally, partners expressed the need for continued investment in facility upgrades to ensure a safe and welcoming environment for all 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 2024-2025 LCAP		100% of students have access to standards aligned instructional materials 100% of the day for 2026-27 LCAP	No Change
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 shows that 83% are fully credentialed and 100% assigned appropriately for the 2024-25 LCAP		Local data will reflect 100% are fully credentialed and assigned appropriately for the 2026-27 LCAP	-6%
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 2024-25 LCAP		100% of facilities are "Exemplary" as measured by FIT Report for the 2026-27 LCAP	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of California Academic and Performance Standards (CCSS) Source: Classroom Walkthroughs Priority 2A	Level of implementation of CCSS is 100% based on classroom walkthroughs for 2023-24	Level of implementation of CCSS is 100% based on classroom walkthroughs for 2024-25		Level of implementation of CCSS is 100% based on classroom walkthroughs for 2026-27	No Change
1.5	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. Source: Local Indicator Priority 2B	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 for the 2024-25 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 for the 2026-27 LCAP.	No Change
1.6	Priority 4(a): Statewide assessments ELA as measured by CAASPP and CAA Source: CA School Dashboard Priority 4A	2023 CAASPP All Students: 64.5 points below standard English Language Learners: 86 points below standard Socioeconomically Disadvantaged: 64.5 points below standard	2024 CAASPP All Students: 58.1 points below standard English Language Learners: 73.4 points below standard Socioeconomically Disadvantaged 58.1		2026 CAASPP All Students: 54 points below standard English Language Learners: 78 points below standard Socioeconomically Disadvantaged &	All Students: +6.4 points English Language Learners: +12.6 points Socioeconomically Disadvantaged +6.4 points Hispanic: +6.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 64.9 points below standard CAA: NA (Number of students tested does not meet subgroup requirements)	Hispanic: 58.5 points below standard 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: 120 points below standard Socioeconomically Disadvantaged: 98.5 points below standard Hispanic: 99.4 points below standard CAA: NA (Number of students tested does not meet subgroup requirements)	2024 CAASPP All Students: 95.4 points below standard English Language Learners: 100.1 points below standard Socioeconomically Disadvantaged: 95.4 points below standard Hispanic: 96.6 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.	All Students: +3.1 points English Language Learners: +19.9 points Socioeconomically Disadvantaged +3.1 points Hispanic: +2.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	4(a) Statewide assessment Science as measured by CAST and CAA for Science. Source: CA School Dashboard Priority 4A	2023 CAASPP Science: All Students: 7% scored met or exceeded standard English Language Learners: 0% scored met or exceeded Standard Socioeconomically Disadvantaged: 7% Scored met or exceeded standard CAA For Science: NA (Number of students tested does not meet subgroup requirements)	2024 CAASPP Science: All Students: 15.25% scored met or exceeded standard English Language Learners: 0% scored met or exceeded Standard Socioeconomically Disadvantaged: 15.25% Scored met or exceeded standard CAA For Science: NA (Number of students tested does not meet subgroup requirements)		2026 CAASPP Science: All Students: 25% will score met or exceeded standard English Language Learners: 25% scored met or exceeded Standard Socioeconomically Disadvantaged: 25% Scored met or exceeded standard CAA For Science: We do not anticipate enough students taking this assessment to receive a score.	All Students: +8.25% met or exceeded standards English Language Learners: +/- 0 SED: +8.25% met or exceeded standards
1.9	2023-2024 STAR Math assessment overall percentage of pupils that scored proficient Source: Local Indicator Priority 8	Percent of students taking the STAR Math assessment that scored "At or Above" grade level in the spring of 2024: All Students: 46% English Learners: 13%	Percent of students taking the STAR Math assessment that scored "At or Above" grade level in the spring of 2025: All Students: 33%		Percent of students taking the STAR Math assessment that scored "At or Above" grade level in the spring of 2027: All Students: 50%	All Students: -13% English Learners: No change Socioeconomically Disadvantaged: -13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 46%	English Learners: 13% Socioeconomically Disadvantaged: 33%		English Learners: 25% Socioeconomically Disadvantaged: 50%	
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 2025: All Students: 36% English Learners: 12% Socioeconomically Disadvantaged: 36%		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%	All Students:-1%% English Learners: +4% Socioeconomically Disadvantaged: -1%

Goal Analysis [2024-25]

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

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

All actions in Goal 1 were fully implemented with the exception of Action 1.8 ARMOR Academy, which was not implemented and Action 1.4 Intervention Teachers which was partially implemented. The district made strong progress in implementing a range of strategies designed to improve student achievement. While most actions were carried out as planned, there were a few substantive differences in how some were implemented, along with challenges and notable successes.

Action 1.1 Supplemental Materials: This action was fully implemented. Students had access to updated instructional materials across content areas, including manipulatives and targeted resources that supported skill development in math, ELA, science, and social studies. This improved student engagement and access to grade-level content.

Action 1.2 Professional Development: Trainings in Thinking Maps, Literacy, Achievement Teams, and Aeries were offered, primarily on-site. A key challenge was the difficulty in securing substitute teachers, which occasionally impacted teacher availability to attend sessions.

Action 1.3 Camp KEEP: All sixth-grade students participated in the science camp as planned. The action was successfully implemented and provided valuable experiential learning aligned to the science standards.

Action 1.4 Intervention Teachers: The district hired one intervention teacher to provide Tier 2 and Tier 3 support to students. Although the original plan was to hire two teachers, challenges in candidate availability made this difficult. The intervention services that were provided contributed to improved student outcomes on local assessments.

Action 1.5 Library: Implementation included updated library management software and the addition of new STEM-aligned titles, while removing outdated or worn materials. Students benefited from increased access to high-interest and informational texts.

Action 1.6 Technology: The district successfully upgraded access points, switches, servers, and devices. A new Student Information System (Aeries) was launched.

Action 1.7 Staffing: The district maintained one teacher per grade level, avoiding combination classes. This structure supported focused instruction and contributed to gains in both ELA and math on local assessments.

Action 1.8 ARMOR Academy: This action was not implemented due to scheduling conflicts caused by an earlier school start date and limited staff availability during summer. Despite these challenges, the district will retain this action for the upcoming year and work to identify and address barriers to staffing. The district recognizes the value of providing students with a dedicated day to become familiar with their teachers, classrooms, and school environment—key components of the ARMOR Academy's purpose in supporting a smooth and confident transition into the new school year.

Action 1.9 After School Tutoring: Tutoring sessions were provided by credentialed staff to support students not meeting grade-level benchmarks. While participation in early grades was strong, the district faced challenges in encouraging middle school students to attend.

Overall, implementation of Goal 1 was successful and supported improved student outcomes, particularly on local assessments, despite some staffing and scheduling challenges.

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.

Material differences occurred in the following Goal 1 actions. All other actions in this goal did not have material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 1.1 Supplemental Materials: A different funding source (LREBG) was used to purchase some instructional materials therefore, less than what was budgeted was spent.

Action 1.2 Professional Development: A different funding source (LREBG) was used to pay for PD contracts therefore, less than what was budgeted was spent.

Action 1.3 Camp KEEP: Expenditures were higher than anticipated due to an increase in class size, which raised the total cost for participation in the science program.

Action 1.4 Intervention Teachers: The district planned to hire two intervention teachers but was only able to hire one due to limited candidate availability. This resulted in lower actual expenditures than budgeted.

Action 1.5 Library: Fewer library books and materials were replaced than originally projected, which led to lower overall costs in this area.

Action 1.7 Staffing: A significant amount more than what was budgeted was spent due to an increase in health and welfare. Additionally extra expenses were incurred due to hiring several teachers at the higher end of the pay scale or receiving stipends for master's degrees.

Action 1.8 ARMOR Academy: This action was not implemented due to staff availability and scheduling conflicts. As a result, no expenditures were incurred.

Action 1.9 After School Tutoring: A different funding source (ELOP) was used to pay for tutoring.

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

The actions in Goal 1 were aimed at increasing student achievement through targeted academic supports. Based on Year 1 outcome data, most actions show effectiveness, particularly for English Learners (ELs) and Socioeconomically Disadvantaged (SED) students in ELA and Math.

Action 1.1: Supplemental Materials
-ELs: +12.6 points in CAASPP ELA, +19.9 points in CAASPP Math, +4% in STAR Reading, no change in CAASPP Science- remained at 0% met/exceeded.
-SED +6.4 points in CAASPP ELA, +3.1 points in CAASPP Math, -13% in STAR Math, -1% in STAR Reading, +8.25% increase in CAASPP Science met/exceeded
This action was effective in boosting performance in state ELA/Math assessments, though less effective for SED students in local STAR assessments and for EL students in CAASPP Science.

Action 1.2: Professional Development
-ELs: same gains as above in ELA and Math and no change in Science

-SED: mirrored the same increases and decreases as above in CAASPP and STAR metrics
This action was also effective in boosting performance in state ELA/Math assessments, though less effective for SED students in local STAR assessments and for EL students in CAASPP Science.

Action 1.3: Camp KEEP
Intended to support science learning. Results showed:
-ELs: no change—remained at 0% met/exceeded in CAASPP Science
-SED: +8.25% increase in CAASPP Science met/exceeded
This action was ineffective for ELs but moderately effective for SED students in science.

Action 1.4: Intervention Teachers
Designed to provide Tier 2/3 support. Results:
-ELs: same gains as above in ELA and Math and no change in Science
-SED: mirrored the same increases and decreases as above in CAASPP and STAR metrics
This action was also effective in boosting performance in state ELA/Math assessments, though less effective for SED students in local STAR assessments and for EL students in CAASPP Science.

Action 1.5: Library
Promoted literacy access.
-ELs: +4% in STAR Reading, +12.6 points in CAASPP ELA
-SED: -1% in STAR Reading, +6.4 points in CAASPP ELA
Suggests some effectiveness for SED students but more benefit for ELs.

Action 1.6: Technology
Supported academic access across content areas:
-ELs: +4% in STAR Reading, +12.6 points in CAASPP ELA
-SED: -1% in STAR Reading, +6.4 points in CAASPP ELA
Indicates the action was effective in supporting standards-based learning but had less impact on improving SED local assessment outcomes.

Action 1.7: Staffing
Ensured one teacher per grade level.
-ELs: +4% in STAR Reading, +12.6 points in CAASPP ELA
-SED: -1% in STAR Reading, +6.4 points in CAASPP ELA
This action was effective in structured instruction delivery, though SED outcomes were mixed.

Action 1.8: ARMOR Academy
Intended for school readiness and transition.
-ELs: +4% in STAR Reading, +12.6 points in CAASPP ELA
-SED: -1% in STAR Reading, +6.4 points in CAASPP ELA
This action was not implemented, therefore can not be evaluated for effectiveness.

Action 1.9: After School Tutoring
Targeted intervention support.
-ELs: +4% in STAR Reading, +12.6 points in CAASPP ELA
-SED: -1% in STAR Reading, +6.4 points in CAASPP ELA
The action was effective in supporting CAASPP outcomes for both groups, but less effective for improving SED performance on local benchmarks.

Effectiveness:
Goal 1 actions were largely effective in increasing ELA and Math achievement for English Learners and in improving CAASPP outcomes for Socioeconomically Disadvantaged students. However, STAR assessment results for SED students declined across reading and math, indicating a need for targeted refinements in intervention and foundational skills support. The district will be adding a KCSOS literacy coach to this goal to support this need.

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.

The following Baseline Metrics were revised, as the data used was School level data instead of LEA level data, which varies slightly.
ELA for ELs revised from 88.2 to 86 points below standard; ELA for Hispanic revised from 65.4 to 64.9 points below standard ; ELA for SED revised from 65.4 to 64.5 points below standard
Math for ELs revised from 121.9 to 120 points below standard; Math for Hispanic from 100.2 to 99.4 points below standard; Math for SED from 100.2 to 98.5 points below standard.

CAST Baseline Metrics were also revised
All Students- Revised from 0% to 7% scored met or exceeded standard (previously misreported)

The following actions have been revised from the 2024-25 LCAP:
Action 1.2 This action will have a funding increase of $47,000. The increase in funding for this action reflects an expansion of the district’s investment in high-quality professional learning. In addition to ongoing training for staff in all core content areas, Professional Learning Communities (PLCs), Universal Design for Learning (UDL), and research-based instructional strategies, the district will now fund a KCSOS literacy coach. This coach will provide targeted professional development and instructional coaching to teachers, with a specific focus on strengthening literacy instruction in grades K–3. The coach will also offer support to paraprofessionals working with early learners, ensuring cohesive instructional practices and improved student outcomes in foundational literacy skills.

Action 1.4 This action will fund one certificated staff member—rather than two as originally planned—to provide reading intervention and Tier 2 and Tier 3 support for students. Last year, the second position could not be filled, preventing full implementation of the action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Materials	Supplemental Instructional material, including science materials, manipulatives for content areas and additional literary novels will be provided to increase the learning experience. This action helps to addresses the lowest performance level for all students, Hispanic and SED in math.	$25,000.00	Yes
1.2	Professional Development	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. In addition to these professional learning opportunities, the district will add a KCSOS literacy coach to provide targeted professional development and instructional coaching to teachers, with a specific focus on strengthening literacy instruction in grades K–3. The coach will also offer support to paraprofessionals working with early learners, ensuring cohesive instructional practices and improved student outcomes in foundational literacy skills. This action helps to addresses the lowest performance level for all students, Hispanic and SED in math. Additional Funding Source: Title II $13,602	$75,602.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Camp KEEP	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.	$12,000.00	Yes
1.4	Intervention Teachers	One 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. This action helps to addresses the lowest performance level for all students, Hispanic and SED in math.	$86,282.00	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	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. 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. Additional Funding Source: Title IV, and Small Rural School Achievement (SRSA) $10,561	$50,561.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 individualized teacher to student attention and increases the teacher to student interaction ratio. Additional Funding Source: Title I $158,586	$495,751.00	Yes
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)

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	50.7% of our English Learners are making progress toward		80% of our English Learners will make progress toward English proficiency	-10.1% making 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	English proficiency as measured by the English Learner Progress Indicator (ELPI) on the 2024 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 reflects a 2024-25 reclassification rate of 15.5%		Local data will reflect a 2026-27 reclassification rate of 35% or higher.	-11.5%
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 (I) for the 2023-24 school year.	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 2024-25 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.	No Change Maintained 100%
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		Identified English Learners received appropriate supports during Integrated and Designated ELD as identified by classroom walkthrough tool	No Change Maintained 100%

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 2024-25 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 have access to and are enrolled in programs/services as determined by their IEP for the 2024-25 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.	No Change Maintained 100%

Goal Analysis [2024-25]

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

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

Most actions under Goal 2 were implemented as planned, with the exception of the initial ELPAC testing. The district remained focused on supporting English Learners in acquiring English proficiency through professional development, instructional support, and monitoring. Below is a summary of each action's implementation and associated outcomes:

Action 2.1 ELD Professional Development : This action was fully implemented with multiple training opportunities provided to staff in ELD strategies, ELPAC, and the Path to Proficiency framework. However, only about half of the staff completed the training due to the time commitment and scheduling challenges. Additionally, securing relevant training for paraprofessionals proved difficult. Despite these challenges, the training helped strengthen instructional practice among participants.

Action 2.2 Initial ELPAC Testing: This action was not implemented. The district did not administer the initial ELPAC to Transitional Kindergarten (TK) students before the start of school, as previously planned since TK students are not required to take the Initial ELPAC.

Action 2.3 Language Development/Fluent English Proficient Support: This action was fully implemented. Four paraprofessionals were retained to support ELD services during designated and integrated instruction. Although the district experienced a slight decrease in the ELPI rate, the added staff capacity ensured consistent instructional support. This contributed to stronger student engagement and improved local outcomes.

Action 2.4 and 2/5 ELD Support: These actions were fully implemented. The district successfully retained one ELD Coordinator and 2 paraprofessionals to support the implementation of our ELD Program.

Action 2.5 ELD Coordinator : This action was fully implemented. The district retained a dedicated ELD Coordinator who oversaw ELD program implementation and assessment support. While the ELPI rate decreased slightly, the coordinator provided critical leadership in analyzing student data and guiding instructional improvements.

Overall, the district successfully delivered the majority of the planned supports for English Learners. Staffing continuity and professional learning were strengths, though some challenges in training participation and assessment logistics limited full implementation of one action.

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

Material differences occurred in the following Goal 2 actions. All other actions in this goal did not have material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 2.4 ELD Support and Action 2.5 ELD Coordinator: Both actions experienced increased actual expenditures due to higher costs for health and welfare (H&W) benefits. Adjustments in staffing assignments and increases in benefit costs contributed to expenditures that exceeded initial budget projections.

Action 2.2 Initial ELPAC Testing: This action was not implemented because the district determined that initial testing before the start of the school year was unnecessary for Transitional Kindergarten students. As a result, expenditures were significantly lower than budgeted since the testing and related staffing costs were not incurred.

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

The actions in Goal 2 were aimed at improving English Learners' (ELs) language proficiency, reclassification rates, and academic outcomes. Based on Year 1 outcome data, the overall effectiveness of these actions was limited, as several key indicators declined.

Metric 2.1 (ELPI – Progress Toward English Proficiency):
The percentage of ELs making progress toward English proficiency decreased by 10.1% (from 60.8% to 50.7%).

Metric 2.2 (EL Reclassification Rate):
The EL reclassification rate declined by 11.5% (from 27% to 15.5%).

Metric 1.6 (CAASPP ELA – Distance from Standard):
ELs improved +12.6 points, indicating some effectiveness in strengthening English language arts achievement despite broader declines in language acquisition metrics.

Metric 1.7 (CAASPP Math – Distance from Standard):
ELs improved +19.9 points, a notable gain suggesting effectiveness in academic content access and instruction in mathematics.

Metric 1.8 (CAASPP Science – Percent Met/Exceeded):
No change was observed for ELs, remaining at 0% meeting or exceeding standards.

Metric 1.9 (STAR Math – Percent Proficient):
EL proficiency levels did not change, remaining at 13% from the previous year.

Metric 1.10 (STAR Reading – Percent Proficient):
EL proficiency levels increased by 4%, from 8% to 12%, showing some localized improvement in reading.

Effectiveness:
Despite moderate academic gains in CAASPP ELA (+12.6), CAASPP Math (+19.9), and STAR Reading (+4%), the decline in the percentage of ELs making progress on the ELPI (-10.1%) and a reduced reclassification rate (-11.5%) indicate that the Goal 2 actions were partially effective. While students showed growth in academic performance, the core outcomes of language proficiency and reclassification showed measurable decline, suggesting the need to strengthen targeted language development supports. The district has added additional funding to ELD professional development to strengthen follow-up coaching and support in GLAD strategies. Action 2.2 was not implemented and therefore can not be evaluated for effectiveness.

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.

Revisions will be made to the following actions:
Action 2.1 ELD Professional Development will have an increase in funding of $39,000. The additional funding will support expanded professional learning opportunities for staff. The district will invest in Project GLAD (Guided Language Acquisition Design) training. While all current teachers have previously been GLAD-trained, the additional funding will ensure that new teachers receive this foundational training and that all participating staff have access to follow-up coaching and support. These efforts aim to strengthen instructional practices and improve academic outcomes for English Learners through consistent, evidence-based strategies across classrooms.
Action 2.2 ELPAC Testing will be discontinued since it was not implemented last year. The district has found this action is no longer needed since TK students are not taking the ELPAC and there has not been a need to assess students prior to the start of the school year.
Actions 2.4 and 2.5 will have an increase in funding due to higher costs for health and welfare benefits.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Professional Development	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. In addition to the ongoing training in research-based ELD strategies, the district will fund Project GLAD (Guided Language Acquisition Design) training. While all current teachers have previously been GLAD-trained, the district will ensure that new teachers receive this foundational training and that all participating staff have access to follow-up coaching and support. These efforts aim to strengthen instructional practices and improve academic outcomes for English Learners through consistent, evidence-based strategies across classrooms. This action addresses the lowest performance level for English Learners in Math and ELA.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	ELPAC Testing- Discontinued Action	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. This action has been DISCONTINUED as of the 2025-26 LCAP	$0.00	No
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. 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.	$0.00	No
2.4	ELD Support	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 This action addresses the lowest performance level for English Learners in Math and ELA.	$195,000.00	Yes
2.5	ELD Coordinator	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.	$105,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action addresses the lowest performance level for English Learners in Math and ELA. Additional Funding Source: Title III $8,917		

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	2024-25 local survey data showed that 55% 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.	-5% participation
3.2	How district promotes participation of parents for unduplicated pupils as measured by local data. Source: Local Indicator Priority 3B	On average2023-24 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.	On average 2024-25 data showed over 80% 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.	+10% attendance
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	100% of parents of students with exceptional needs participate in the IEP process as measured by IEP notes and signature pages in 2024-25		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	No Change Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Attendance rates Source: Local Indicator (KiDS) Priority 5A	According to KiDS Data, the District's Attendance Rate for All Students was 97% as of May 2024 English Learners: 97% Socioeconomically Disadvantaged: 93% Hispanic: 96%	As of May 2025 All Students 97% English Learners: 98% Socioeconomically Disadvantaged: 97% Hispanic: 97%		According to KiDS Data, the District's Attendance Rate 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	All Students: no change English Learners: +1% Socioeconomically Disadvantaged: +4% Hispanic: +1%
3.5	Chronic absenteeism Source: CA School Dashboard Priority 5B	2023 California School Dashboard reported, the percentage of Students chronically absent as All Students 17.6%. English Learners: 15.6% Socioeconomically Disadvantaged: 17.6% Hispanic: 17.6%	2024 California School Dashboard reported, the percentage of Students chronically absent as All Students 5.8%. English Learners: 3.4% Socioeconomically Disadvantaged: 5.4% Hispanic: 6%		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	All Students: -11.8% chronically absent English Learners: -12.3% chronically absent Socioeconomically Disadvantaged: -12.2% chronically absent Hispanic: -11.6% chronically absent
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%.	According to CALPADS Report 8.1c, the Middle School dropout Rate in 2023-2024 was 0%.		CALPADS data will show that the district's Middle school dropout rate to be 0%. in 2026-27	No change Maintained 0% dropout rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Student suspension rate Source: CA School Dashboard Priority 6A	2023 CA School Dashboard 0.4% Suspension Rate	2024 CA School Dashboard All students 0% English Learners 0% Socioeconomically Disadvantaged 0%		2026 CA School Dashboard Suspension Rate will be less than 3.0%	All students -0.4 % English Learners No Change Socioeconomically Disadvantaged - 0.4 %
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 2024-2025 was 0% as of May 2025		KiDS Data reflects the District's Expulsion rate in 2026-27 at 0% as of May 2027	No change Maintained 0% expulsion rate
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)	78% of students "feel their teachers and school staff care about them." 33% 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)	Students feeling their teachers and school staff care about them +14% Students feeling they have the opportunity to participate in school sponsored activities +24

Goal Analysis [2024-25]

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

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

Most actions under Goal 3 were implemented as planned, with the exception of PBIS, College and Career Readiness, and Parent Education. Adjustments were made to these actions in response to transportation limitations, staffing shortages, and community-specific barriers. Despite these challenges, implementation was largely successful in supporting student safety, engagement, and school connectedness.

Action 3.1 PBIS: While PBIS systems and student recognition events were carried out as planned, the inability to attend certain off-site field trips due to having only one available bus driver represented a substantive change. Scheduling conflicts and limited staffing also impacted the scope and frequency of some planned schoolwide activities.

Action 3.2 College and Career Readiness: This action was also partially implemented. While students participated in a range of local field trips and workshops, including STEM, leadership, and career exploration workshops, planned field trips were limited by transportation challenges. These changes impacted the intended reach of the program but did not prevent students from engaging in meaningful experiences aligned with career readiness goals.

Action 3.3 Attendance Improvement: Attendance incentives and targeted interventions were implemented across the school year. Chronic absenteeism rates declined significantly for English learners and socioeconomically disadvantaged students. High student attendance and low chronic absenteeism reflected the success of these efforts.

Action 3.4 Parent Education: Although a series of parent workshops on topics such as literacy, internet safety, student health, and attendance were offered, some events were canceled or poorly attended. Community concerns about immigration enforcement and border patrol activity contributed to lower participation among some families, particularly those with undocumented status.

Action 3.5 Family Community Liaison: The liaison role was successfully maintained and focused on strengthening home-school connections, organizing district events, and promoting family participation. This action contributed to increased communication and improved school climate metrics.

Action 3.6 School Connectedness: Planned upgrades to the auditorium were initiated and included improvements to lighting and windows. Technology infrastructure was also enhanced, and new security systems were installed. However, some construction delays limited the completion of all planned improvements.

Action 3.7 Additional Bus Driver/Custodian: The district hired and retained an additional staff member, which allowed for the continuation of current bus routes and the addition of transportation for after-school tutoring and Saturday School. Adjustments were made midyear to increase hours and benefits in response to staffing shortages.

Overall, implementation of Goal 3 actions was effective in promoting student engagement, safety, and attendance. The district navigated staffing and community-related challenges while maintaining a high level of service and commitment to students and families.

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.

Material differences occurred in the following Goal 3 actions. No other actions in Goal 3 had material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 3.2 College & Career Readiness Activities: This action experienced lower than anticipated expenditures because the district was unable to attend all planned field trips. For most of the year, only one bus driver was available, limiting student transportation to off-site events. As a result, funds allocated for transportation, supervision, and event costs were not fully expended.

Action 3.4 Parent Education: This action experienced lower than anticipated expenditures because of the lack of staff to teach Parent Education classes, instead used CBO for this purpose at no extra costs for the most part. Many planned events were also cancelled due to fear of immigration raids.

Action 3.6 School Connectedness: This action experienced lower than anticipated expenditures because projects were pushed to summer of 2025 due to scheduling conflicts. The HVAC project was put on hold due to an unanticipated significant price increase.

Action 3.7 Additional Bus Driver/Custodian: This action exceeded initial budget estimates due to an increase in health and welfare benefits and additional hours needed to address staffing shortages. These adjustments were necessary to maintain regular bus routes and expand services to support after-school tutoring and Saturday School.

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

The actions in Goal 3 aim to improve school climate and culture as well as Parent Engagement. Based on Year 1 Outcome Data, all Goal 3 actions were effective overall, as demonstrated by measurable improvements in key metrics tied to student engagement, school climate, and family involvement.

Attendance and Chronic Absenteeism:
Attendance rates increased by 1–4 percentage points across student groups, with the most notable improvement seen in the socioeconomically disadvantaged student group (+4%).

Chronic absenteeism decreased significantly across all groups:
-All Students: -11.8%
-English Learners: -12.3%
-Socioeconomically Disadvantaged: -12.2%

-Hispanic: -11.6%
These declines indicate substantial effectiveness of attendance-related actions, including actions 3.3 Attendance, 3.5 Family Community Liaison, Action 3.6 School Connectedness, and Action 3.7 Additional Bus Driver/Custodian

School Climate:
Suspension rates decreased by 0.4 percentage points for all students and socioeconomically disadvantaged students. The rate for English Learners remained at 0% with no change.
Middle School Dropout Rate: No change; the dropout rate remained at 0%.
These reductions reinforce the effectiveness of actions aimed at maintaining a positive and supportive school climate, including Action 3.1 PBIS and Action 3.2 College and Career Readiness

School Connectedness:
Students reporting that teachers and staff care about them increased by 14 percentage points. Students reporting opportunities to participate in school-sponsored activities increased by 24 percentage points.
These gains reflect improved student perceptions of school support and engagement opportunities and further support the effectiveness of actions aimed at maintaining a positive school culture, including Action 3.1 PBIS, Action 3.2 College and Career Readiness, Action 3.3 Attendance, Action 3.5 Family Community Liaison, Action 3.6 School connectedness

Parent Engagement:
Participation among families of unduplicated students increased by 10 percentage points, while parent response to surveys declined by 5 percentage points.
This suggests strong success in event participation, with room to improve formal feedback mechanisms and supports the effectiveness of Action 3.4 Parent Education.

Effectiveness: Year-over-year gains in attendance, reductions in chronic absenteeism and suspensions, and large increases in connectedness indicators demonstrate the effectiveness of Goal 3 actions. While most indicators improved, the decrease in survey participation suggests an area for targeted improvement.

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.

The following changes have made to metrics in Goal 3:

Revised Baseline Chronic Absenteeism Metrics (Metric 3.5) which were incorrectly reported due to school level data being used rather than LEA level data.
-All students revised from 16.9% to 17.6% chronically absent
-English learners revised from 16.9% to 15.6% chronically absent
-Socioeconomically Disadvantaged revised from 16.9% to 17.6% chronically absent

-Hispanic revised from 16.9% to 17.6% chronically absent

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

Actions

Action #	Title	Description	Total Funds	Contributing
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 Chronic Absenteeism. The district's attendance plan will include the following: 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	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	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
3.5	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.	$60,000.00	Yes
3.6	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 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	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.7	Additional Bus Driver/Custodian	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.	$115,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1246963	$170904

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
49.250%	0.000%	$0.00	49.250%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Materials **Need:** 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:	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. These actions address literacy gaps for low-income and English Learners students; however, the actions will be provided on a LEA -wide basis	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

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
	English Language Learners: Red, 88.2 points below standard Socioeconomically Disadvantaged Orange, 65.4 points below standard Math: English Language Learners: Red, 121.9 points below standard Socioeconomically Disadvantaged Red, 100.2 points below standard DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard Input from English Learner & 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. This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and math.	because all students reading below grade level can benefit from opportunities to improve their reading skills at school and at home.	standards (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
	Scope: LEA-wide		
1.2	**Action:** Professional Development **Need:** 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 & 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 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	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.	We will monitor progress for English Learners and SED students using: District benchmark dat (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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need for the staff to keep utilizing the professional development oppournities provided by the school district. This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and Math. **Scope:** LEA-wide		
1.3	**Action:** Camp KEEP **Need:** 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 English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard	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.	We will use DataQuest, CAAST, CAA for Science,to monitor the effectiveness of this goal. (Goal 1 Metric 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
	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. **Scope:** LEA-wide		
1.4	**Action:** Intervention Teachers **Need:** 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 & 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:	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.	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)

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
	English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard 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. This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and Math. **Scope:** LEA-wide		
1.5	**Action:** Library **Need:** 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.	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.	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
	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 & 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 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. **Scope:**		

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	**Action:** Technology **Need:** 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. 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 & 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	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
	Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard 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. This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA. **Scope:** LEA-wide		
1.7	**Action:** Staffing **Need:** 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.	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 glasses; 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.	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
	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 & 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 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 This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** ARMOR Academy **Need:** 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. 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 & Hispanic: Orange, 65.4 points below standard Math: English Language Learners: Red, 121.9 points below standard	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.	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
	Socioeconomically Disadvantaged & Hispanic: Red, 100.2 points below standard DataQuest Science: English Language Learners: 100% Scored below standard Socioeconomically Disadvantaged: 93% Scored below standard Educational partners have communicated their appreciation for the opportunity this actions provide for welcoming both them and their students to Di Giorgio. **Scope:** LEA-wide		
1.9	**Action:** After School Tutoring **Need:** 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 & Hispanic: Orange, 65.4 points below standard Math:	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)	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
	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 With input from Educational partners, EL students parents, SED parents, and staff after school tutoring is needed to help close the achievement gap. This action addresses the lowest performance level for All Students, ELs, SED, and Hispanic students in ELA and Math. **Scope:** LEA-wide		
3.1	**Action:** PBIS **Need:** 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. According to the Spring 2024 KiDS School Connectedness Survey, 64% of students	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	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) Kern Integrated Data System's School Climate

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
	report feeling that their teachers and staff members care about them. **Scope:** LEA-wide	students can benefit from Positive Behavior Intervention and Supports.	Survey Results (Goal 3 Metric 11)
3.2	**Action:** College and Career Readiness **Need:** 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. 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. **Scope:** LEA-wide	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.	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) Kern Integrated Data System's School Climate Survey Results (Goal 3 Metric 11)
3.3	**Action:** Attendance **Need:**	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:	We will monitor progress for low-income, English Learners, and all students using:

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
	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. 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. **Scope:** LEA-wide	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.	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)
3.4	**Action:** Parent Education **Need:** 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. With input form Educational Partners, EL students' parents, SED parents, and staff parent education is needed, and appreciated, to help close the achievement gap	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 an 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)	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Family Community Liaison **Need:** 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. Using local surveys, data showed that 60% of parents participated in responding back to district surveys 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. 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.	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 an an LEA-wide basis because all students can benefit from increased communication and access to available resources.(3.5)	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.6	**Action:** School connectedness **Need:** 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. Using local surveys, data showed that 60% of parents participated in responding back to district surveys 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. 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	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)	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)

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
	particular, the District will make upgrades to the multipurpose room (auditorium) at Di Giorgio Elementary. **Scope:** LEA-wide		
3.7	**Action:** Additional Bus Driver/Custodian **Need:** 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%. 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. **Scope:** LEA-wide	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)	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)

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	**Action:** ELD Professional Development **Need:** 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 & 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 Input from English Learner parents, the District English Learner Advisory Council, and teachers identified that EL students were	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
	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. This action addresses the lowest performance level for English Learners in Math and ELA. **Scope:** Limited to Unduplicated Student Group(s)		
2.2	**Action:** ELPAC Testing- Discontinued Action **Need:** **Scope:**	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	
2.4	**Action:** ELD Support **Need:** 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 & Hispanic: Orange, 65.4 points below standard	Maintain current paraprofessional support for ELD Program to provide the needed support during small group instruction for our English Learners.	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
	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 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. This action addresses the lowest performance level for English Learners in Math and ELA. **Scope:** Limited to Unduplicated Student Group(s)		
2.5	**Action:** ELD Coordinator **Need:** 2023 Data from the California Dashboard and DataQuest in ELA, Math, and Science	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
	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 & 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 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		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
	This action addresses the lowest performance level for English Learners in Math and ELA. **Scope:** Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

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

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 certificated staff providing direct services to students	NA	1:15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2531905	$1246963	49.250%	0.000%	49.250%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,248,530.00	$0.00	$0.00	$191,666.00	$1,440,196.00	$1,078,116.00	$362,080.00

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	$75,602.00	$62,000.00			$13,602.00	$75,602.00	
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	$86,282.00	$0.00	$86,282.00				$86,282.00	
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	$495,751.00	$0.00	$337,165.00			$158,586.00	$495,751.00	
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-Discontinued Action	All	No				N/A	$0.00	$0.00	$0.00				$0.00	
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	$195,000.00	$0.00	$195,000.00				$195,000.00	
2	2.5	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$96,083.00	$8,917.00	$96,083.00			$8,917.00	$105,000.00	
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 Low Income	All Schools	Ongoing	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.4	Parent Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.5**	Family Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
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	$115,000.00	$0.00	$115,000.00				$115,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2531905	$1246963	49.250%	0.000%	49.250%	$1,248,530.00	0.000%	49.312 %	**Total:**	$1,248,530.00
								LEA-wide Total:	$947,447.00
								Limited Total:	$301,083.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	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	$62,000.00	
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	$86,282.00	
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	$337,165.00	

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	2.4	ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$195,000.00	
2	2.5	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$96,083.00	
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	$60,000.00	
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 Low Income	All Schools	$115,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,205,395.00	$1,185,389.00

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	$25,000.00	25750
1	**1.2**	Professional Development	Yes	$28,602.00	39000
1	**1.3**	Camp KEEP	Yes	$12,000.00	15466
1	**1.4**	Intervention Teachers	Yes	$172,564.00	3200
1	**1.5**	Library	Yes	$10,000.00	8500
1	**1.6**	Technology	Yes	$50,561.00	50561
1	**1.7**	Staffing	Yes	$395,751.00	490000
1	**1.8**	ARMOR Academy	Yes	$7,500.00	0
1	**1.9**	After School Tutoring	Yes	$25,000.00	2200
2	**2.1**	ELD Professional Development	Yes	$10,000.00	10000
2	**2.2**	ELPAC Testing	Yes	$2,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Language Development/FEP Support	No	$0.00	0
2	2.4	ELD Support	Yes	$120,000.00	195000
2	2.5	ELD Coordinator	Yes	$83,917.00	105000
3	3.1	PBIS	Yes	$15,000.00	14500
3	3.2	College and Career Readiness	Yes	$10,000.00	1200
3	3.3	Attendance	Yes	$7,500.00	7815
3	3.4	Parent Education	Yes	$10,000.00	2000
3	3.5	Family Community Liaison	Yes	$20,000.00	20000
3	3.6	School connectedness	Yes	$125,000.00	81435
3	3.7	Additional Bus Driver/Custodian	Yes	$75,000.00	113762

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1218908	$1,013,729.00	$1,789,635.00	($775,906.00)	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	$25,000.00	25750	0	0
1	**1.2**	Professional Development	Yes	$15,000.00	39000	0	0
1	**1.3**	Camp KEEP	Yes	$12,000.00	29170	0	0
1	**1.4**	Intervention Teachers	Yes	$172,564.00	3200	0	0
1	**1.5**	Library	Yes	$10,000.00	8500	0	0
1	**1.6**	Technology	Yes	$40,000.00	4300	0	0
1	**1.7**	Staffing	Yes	$237,165.00	490000	0	0
1	**1.8**	ARMOR Academy	Yes	$7,500.00	800000	0	0
1	**1.9**	After School Tutoring	Yes	$25,000.00	2200	0	0
2	**2.1**	ELD Professional Development	Yes	$10,000.00	0	0	0
2	**2.2**	ELPAC Testing	Yes	$2,000.00	0	0	0
2	**2.4**	ELD Support	Yes	$120,000.00	195000	0	0
2	**2.5**	ELD Coordinator	Yes	$75,000.00	105000	0	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)
3	**3.1**	PBIS	Yes	$15,000.00	14500	0	0
3	**3.2**	College and Career Readiness	Yes	$10,000.00	1200	0	0
3	**3.3**	Attendance	Yes	$7,500.00	7815	0	0
3	**3.4**	Parent Education	Yes	$10,000.00	2000	0	0
3	**3.5**	Family Community Liaison	Yes	$20,000.00	0	0	0
3	**3.6**	School connectedness	Yes	$125,000.00	62000	0	0
3	**3.7**	Additional Bus Driver/Custodian	Yes	$75,000.00	0	0	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2509496	1218908	0	48.572%	$1,789,635.00	0.000%	71.315%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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 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).

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