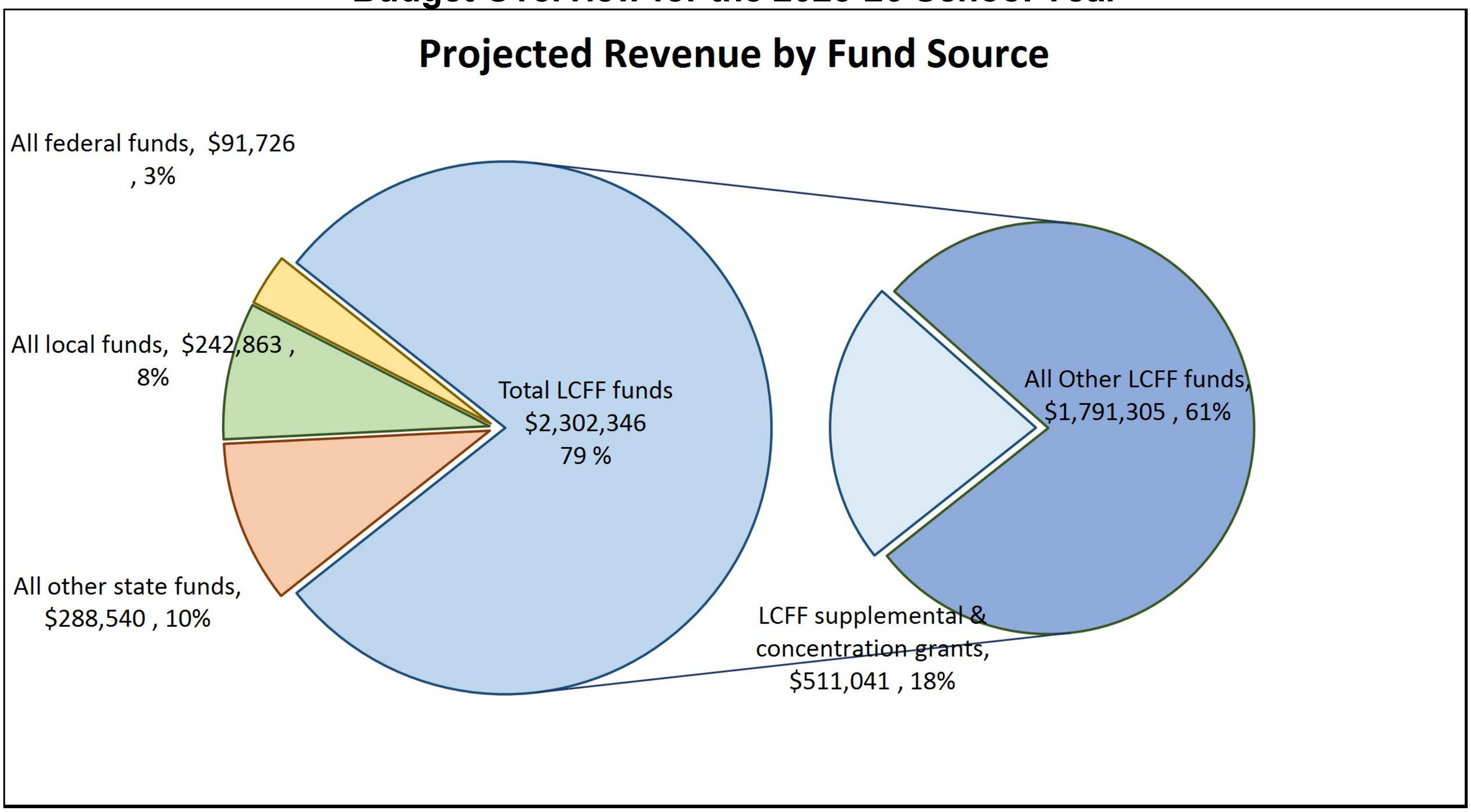
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Semitropic School District
CDS Code: 15637680000000
School Year: 2025-26
LEA contact information:
Dr. Wendy Castaneda-Leal
Superintendent/Principal
wcastanedaleal@semitropicschool.org
661-758-6412

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

Budget Overview for the 2025-26 School Year

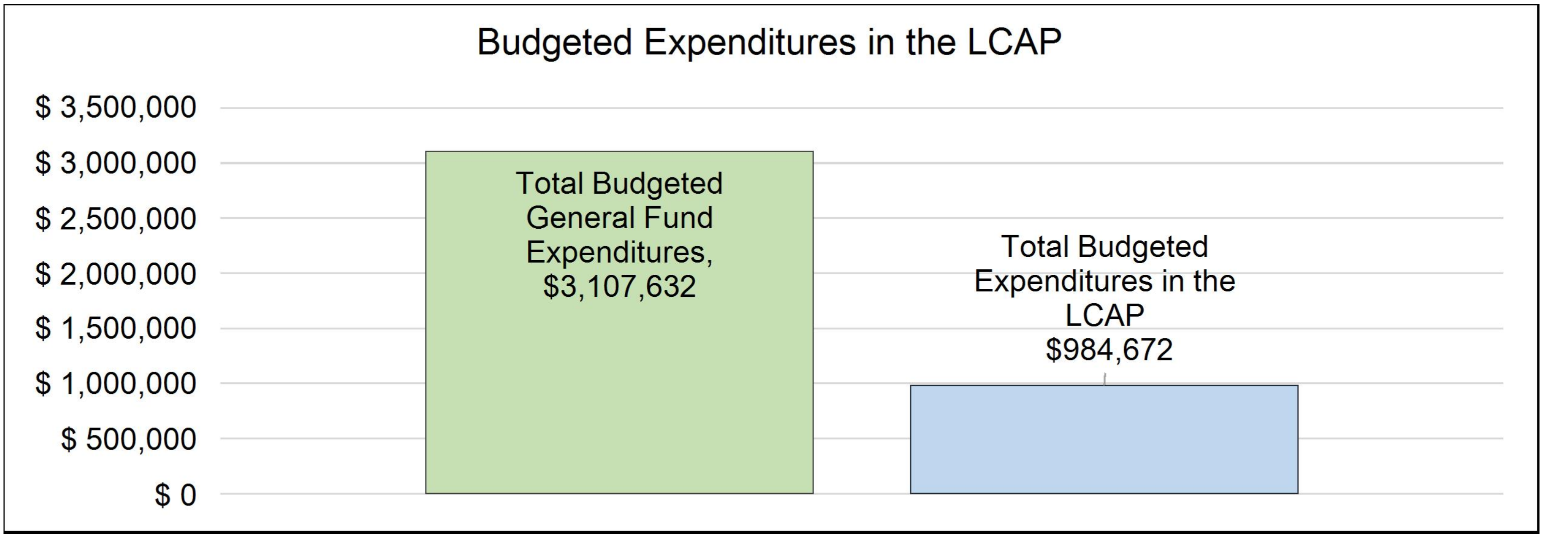


This chart shows the total general purpose revenue Semitropic School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Semitropic School District is $2,925,474.66, of which $2302346 is Local Control Funding Formula (LCFF), $288539.58 is other state funds, $242863 is local funds, and $91726.08 is federal funds. Of the $2302346 in LCFF Funds, $511041 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Semitropic School District plans to spend for 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: Semitropic School District plans to spend $3107631.75 for the 2025-26 school year. Of that amount, $984672 is tied to actions/services in the LCAP and $2,122,959.75 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

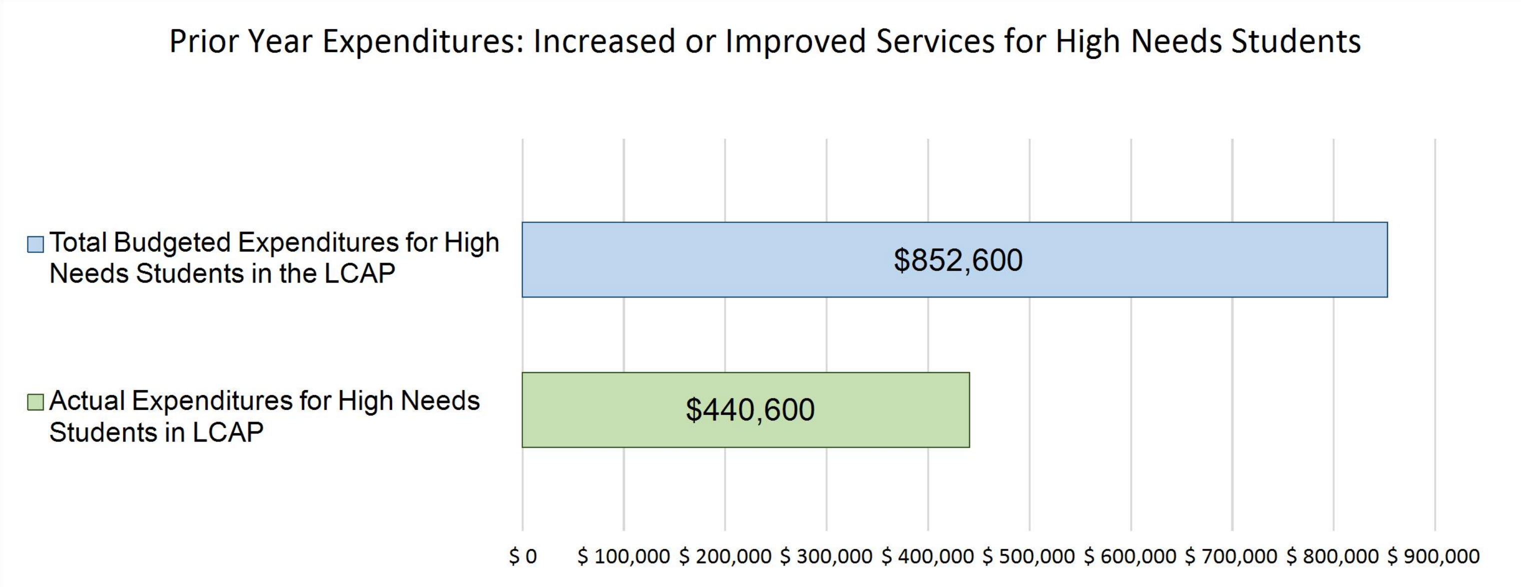
Special Ed expenses, Community Schools Coordinator funded partially through the Community Schools Implementation Grant, ELOP, Prop 28 (Art education), transportation.

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

In 2025-26, Semitropic School District is projecting it will receive $511041 based on the enrollment of foster youth, English learner, and low-income students. Semitropic School District must describe how it intends to increase or improve services for high needs students in the LCAP. Semitropic School District plans to spend $711000 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 Semitropic School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Semitropic School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Semitropic School District's LCAP budgeted $852600 for planned actions to increase or improve services for high needs students. Semitropic School District actually spent $440600 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $412,000 had the following impact on Semitropic School District's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024–25 were less than the total budgeted amount due to cost savings in contracted services, staffing vacancies, and lower-than-expected expenditures on materials and supplies. Despite the lower spending, all planned actions and services were implemented, and the quality of support for high needs students was maintained. In some cases, efficiencies allowed us to achieve the intended outcomes at a reduced cost. Therefore, the difference in expenditures did not negatively impact the overall level of increased or improved services provided to high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Semitropic School District	Dr. Wendy Castaneda-Leal Superintendent/Principal	wcastanedaleal@semitropicschool.org 661-758-6412

Plan Summary [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.

The Semitropic Elementary School District, situated 10 miles west of Wasco, California, has been a symbol of exemplary education since its establishment on April 1, 1895. The district, which began as a one-room schoolhouse taught by Mrs. C. J. Clayton with seven students, has witnessed substantial growth. It is currently home to 140 students ranging from Transitional kindergarten to eighth grade. As a District of Choice, according to education code statute, opportunities to learn are extended to students beyond its geographic boundaries. With the vision statement, "Success Now for a Brighter Tomorrow," at its core, the district aims to enable its students to be productive constituents of the community. Efforts are continuously made to create an amicable academic environment that encourages students to reach their utmost potential. The district prioritizes the creation of an accommodating and engaging academic setting. Emphasis is placed on improving aspects like health, safety, security, and the overall well-being of students and staff. Simultaneously, the district strives to minimize the adverse effects of poverty on students and their families. The district's commitment to maintaining consistently high academic achievement and tangible character development is upheld by a highly qualified faculty who exemplify the behavior expected of students. The curriculum, designed to be rigorous, logically ordered, and age- appropriate, encourages high standards of personal dignity and respect for authority at all levels. The district aims to increase student enrollment by maintaining a financially prudent budget and providing students with facilities that reflect the core values and philosophy of the school. The district's success in its mission is evidenced by recognition such as being ranked among the top three school districts in Kern county for improvements in both English Language Arts (ELA) and Mathematics according to the CAASPP. The Semitropic Elementary School District is committed to fostering an environment that stimulates both character and academic growth. Simultaneously, it ensures continual professional development opportunities for its teaching staff to maintain their skills and expertise. Upholding a fiscally sound budget, the district is devoted to fulfilling the educational needs of its students, both within and beyond its immediate region.

For the 2025-2026 school year, our district does not have any schools identified for the Equity Multiplier. The 2025-2026 LCAP serves as the district's strategic plan.

Reflections: Annual Performance

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

2023-24 Analysis
The annual performance of the school district is reported to have displayed a mix of commendable achievements and identified challenges. It is documented that Semitropic Elementary was the least performing school for that year in the district. The CAASPP results for the academic year 2022-23 indicate that 17% of students met or exceeded standards in Math, and 26% did so in English Language Arts (ELA). In ELA students were -68 DFS, which was an improvement of 6 points. Our EL students scored DFS of -102 (increase of 3 points). Our SWD students scored DFS of -143 (increase of 7 points). Our Hispanic students scored -67 DFS (improvement of 2 points). In math over all our students scored a DFS of -95 (an improvement of 20 points). In Math our EL students improved to a DFS of -117 (from -140). However, our SWD students dropped to a DFS of -214 (from -198). Again in Math our Hispanic students improved to -93 DFS (from -112). A 3% growth target set by the district for improvement in both Math and ELA standards was successfully accomplished, however, marked disparities in performance were noted among specific student groups. English learners and special education students are reported to have demonstrated significantly low performance, particularly in meeting or exceeding ELA and Math standards. Despite these identified hurdles, the district did manage to record key milestones. The procurement of the School Climate Grant and Full Service Community Grant in conjunction with minor districts is documented, and this cooperative action allowed for the employment of a consultant with the goal of pinpointing Problems of Practice in ELA and Mathematics through the utilization of the Data Wise process. Significant progress was reported in Mathematics, with ALEKS Math indicating an almost 20% growth in Benchmark proficiency. The implementation of an After School program partnered with Youth to Leaders and a STEM-focused Summer School in collaboration with the Kern County Superintendent of Schools (KCSOS), marked significant strides in the progression of the district's educational goals.

2023 CAASPP ELA:
All Students- Yellow Performance Color (-64.8 DFS)
English Learners- Red Performance Color (-89.3 DFS)
Socioeconomic Disadvantaged-Orange Performance Color (-67.3 DFS)
Hispanic- Orange Performance Color (-63.5 DFS)

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

2023 CAASPP Math:

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

2023 CA Dashboard Chronic Absenteeism Rate
All Students- Orange Performance Color (23.8%)
English Learners- Yellow Performance Color (13.2%)
Socioeconomic Disadvantaged-Orange Performance Color (23.9%)
Hispanic- Orange Performance Color (22.5%)

2023 CA Dashboard Suspension Rate
All Students- Blue Performance Color (0%)
English Learners- Blue Performance Color (0%)
Socioeconomic Disadvantaged-Blue Performance Color (0%)
Hispanic- Blue Performance Color (0%)

2023-24 STAR Reading
All Students
Winter-936 Avg. Scale Score
Spring-949 Avg. Scale Score

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

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

Semitropic's Red Indicators on the 2023 CA Dashboard were as follows:

English Language Arts:
English Learners (-89.3 DFS, Red Indicator)

English Learner Progress:
English Learners (43.5% making Progress, Red Indicator)

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

• 1.4 Intervention Teacher
• 1.6 Updating Technology for students/staff
• 1.7 Implementing Classroom Assistants
• 1.8 Curriculum Based Software
• 1.9 Schoolwide AVID program
• 1.10 CAASPP Achievers Field Trip

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2024-25 Analysis
The annual performance of the school district is reported to have displayed a mix of commendable achievements and identified challenges. It is documented that Semitropic Elementary was the least performing school for that year in the district. The CAASPP results for the academic year 2023-24 indicate that 18% of students met or exceeded standards in Math, which is a 1% increase from 2022-23. 21% of students met/exceeded standard in English Language Arts (ELA), which is a 5% decrease. In ELA students were -60 DFS, which was an improvement of 5 points. Our EL students scored DFS of -76 (increase of 13.8 points). Our Socioeconomically disadvantaged students scored DFS of -61 (increase of 6 points). Our Hispanic students scored -62 DFS (improvement of 2 points).

In Math, all students scored a DFS of -92 (a decrease of 2.7 points). In Math, our EL students improved to a DFS of -101 (increased 3 points). In Math, our Hispanic students improved to -87 DFS (maintained with a slight increase of .3 points). Our Socioeconomically disadvantaged students scored DFS of -92 (maintained with a slight increase of .4 points). Our Students with Disabilities are such a small subgroup (6 students) that they do not receive a performance color due to there being fewer than 11 students so the data is not displayed for privacy.

For the English Learner Progress Indicator (ELPI) 47.6% of our ELs are making progress which is an increase of 4.1% (Green Level). Long-term ELs (LTEL) are a new subgroup but are a small group for us that includes on 12 students. 16.7% of LTELS made progress which is a decline of 22.2%

Our Chronic Absenteeism Rate is 17.1% which is a decline of 6.7% (Yellow Level). All student subgroups improved in this area. We are very proud of the work we have done around PBIS and creating a school environment that encourages regularly daily attendance. We have also hired a Community School Coordinator to help with family community and student engagement to further our efforts.

Our Suspension Rate has maintain at 0% for all students (Blue Level). While we see this as a positive indicator, we do realize that every year is different and may have fluctuations in this data point. We will continue to put in preventative measures such as PBIS, clear student expectations and communication, and consistent disciplinary measures.

For all students we saw a decline in the STAR Reading Winter administration for all students with a decrease of 4 points. We have also seen a decrease of 11 points for our Socioeconomically Disadvantaged students. Alternatively, we have seen a 4 point growth for our English Learners.

While we have seen growth in almost every area, there is still work to be done to meet our LCAP metric goals. Some of the initiatives, programs, and services that have helped student achievement, engagement, and school climate performance levels are:
-ELD professional learning in all grades
-About 47% of students attend the after-school program
-Scope and Sequence of Essential Standards
-AVID Elementary
-Monthly MTSS and PLC meetings where data (including Dashboard data) is shared, analyzed, and reflected upon
-Community Events: Host meetings with the School Site Council, Board, and parents to discuss findings and recommendations, providing a forum for questions and suggestions.
-Workshops and Surveys: Use workshops to engage parents in learning about the data and its implications, while online surveys can gather specific feedback about areas of concern.
-Digital Communication: Share results via email, text messages, and social media to reach a wider audience and ensure transparency.
-Drop-in Visits and Meetings: For more personalized feedback, offer opportunities for parents and community members to drop in or meet with staff at accessible locations.
-Community Locations: If necessary, hold face-to-face meetings at community locations to ensure that all parents, especially those who may not be able to attend school events, are informed and involved.
-District English Learner Advisory Committee (DELAC): DELAC can provide specialized insights into the needs and challenges faced by English learners. They can offer valuable perspectives on the effectiveness of language support services, and help identify strategies for improving outcomes for these students.
-Student Council Meetings: Hold regular Student Council meetings to involve student leaders in the conversation about the outcomes. They can provide valuable insights into student perspectives and act as intermediaries for sharing information with their peers.

2024 CAASPP ELA:
All Students- Yellow Performance Color (-59.8 DFS)
English Learners- Orange Performance Color (-75.6 DFS)
Socioeconomic Disadvantaged-Yellow Performance Color (-61.2 DFS)
Hispanic- Orange Performance Color (-61.7 DFS)

2024 ELPI Rate:
California Dashboard Data for 2024 shows that 48% of our EL students made progress toward English proficiency.
The ELPI Rate is in the “Green” Performance Level

2024 CAASPP Math:
All Students- Orange Performance Color (-92.3 DFS)
English Learners- Orange Performance Color (-101.3 DFS)
Socioeconomic Disadvantaged-Orange Performance Color (-92.2 DFS)
Hispanic- Orange Performance Color (-87.3 DFS)

2024 CA Dashboard Chronic Absenteeism Rate
All Students- Yellow Performance Color (17%)
English Learners- Yellow Performance Color (10.7%)
Socioeconomic Disadvantaged-Yellow Performance Color (18.1%)
Hispanic- Yellow Performance Color (17.9%)

2024 CA Dashboard Suspension Rate
All Students- Blue Performance Color (0%)
English Learners- Blue Performance Color (0%)
Socioeconomic Disadvantaged-Blue Performance Color (0%)
Hispanic- Blue Performance Color (0%)

2024-25 STAR Reading

Winter 932 Avg. Scale Score
Spring 943 Avg. Scale Score

Socioeconomic Disadvantaged
Winter 931 Avg. Scale Score
Spring 941 Avg. Scale Score

English Learners
Winter 901 Avg. Scale Score
Spring 919 Avg. Scale Score

Indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”
- None

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:
- None

Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:
- 1.2 ELD Professional Development: We are continuing to build the capacity of our teachers for "best first instruction" of English Learners to continue increasing our EL achievement in ELA, Math, and ELPI.
- 1.4 Intervention Support: We are updating our intervention program to include instructional assistants so we can serve more students that are below grade level.

- 1.7 Classroom Assistants: We are continuing to provide classroom assistants to support the classroom teachers with differentiation and meeting the needs of all students.
- 1.11 LTEL Support Services: This new action item will aide in the professional development of specifically addressing the needs of LTELs.
- 2.1 MTSS/PBIS: We are continuing to use MTSS to ensure that all students who need services are identified and served. PBIS will continue to help build a positive school culture where students can fully attend to learning.
- 3.2 Parent Communication & Engagement: Families are an integral part of educating students. We will continue to bridge the gap between school and home through community events, conferences, advisory committees.

The following local indicators were at the "standard met" level.
-Basic Services
-Implementation the Academic Standards
-Parent and Family Engagement
-Local Climate Survey
-Access to Broad Course of Study

Reference
-https://www.caschooldashboard.org/reports/15637680000000/2024

LREBG funds have been expended during the 2024-25 school year and no actions will have any LREBG funds.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	• Regular meetings with faculty were conducted on a monthly basis to assess student performance and deliberate on effective educational strategies. • Efforts were made throughout the year to engage with underrepresented groups within the teaching staff through telephonic conversations and local meetings, thereby ensuring a comprehensive representation of all educational partners. • In March, surveys were conducted among the teaching staff, soliciting their views on student requirements, feasible action plans, and potential modifications to the LCAP. • The feedback provided by teachers was systematically analyzed, leading to the implementation of actions based on their suggestions to enhance student outcomes and educational processes on a continuous basis.
Bargaining Unit (Semitropic Teachers' Association)	• Ongoing meetings were held with STA members to discuss items to effect change around campus. • STA members regularly provided feedback on the functions around campus and strategies for support of certificated staff.
Other School Personnel	

Educational Partner(s)	Process for Engagement
	• Conducted monthly meetings with other school personnel to review data, identify underrepresented groups, and establish improved communication channels. This process occurs every month. • Distributed and analyzed surveys among staff to evaluate student needs, consider potential actions, and update the LCAP, thereby fostering an environment of shared perspectives. • Participated with school personnel in relevant regional meetings throughout various months of the year to ensure all educational partners have the opportunity to provide input • Employed analytical tools on an ongoing basis to evaluate the inclusivity of representation, thereby facilitating a fair and comprehensive dialogue within the school district.
Parents	- Monthly parent meetings to facilitate consistent communication and collaboration with parents. - Regularly scheduled parent conferences to enable individual discussions regarding student progress and feedback. - Organized parent events to foster engagement and partnership between parents and the school district. - Administered surveys as required to assess parental feedback, preferences, and suggestions for improvements within the school district.
Community Members	• Facilitated community meetings to foster dialogue and comprehend the requirements of community members. These interactions served as a conduit for the school district to articulate its objectives and gather feedback from educational partners. • Undertook comprehensive efforts to connect with all segments of the community. This was carried out to ensure inclusive representation and consideration in the decision-making processes.

Educational Partner(s)	Process for Engagement
	• LCAP mid year review was done at February board meeting. Process included an update to the progress with metrics and budget expenditures. • Every community event has a booth where we solicit feedback from community members.
Students	-Collaborated as part of a four-member Student Council, which included at least two middle school students, to represent the student body across grade levels. -Conducted surveys among students to gather data on their educational needs, preferences, and experiences within the school district throughout the academic year. -Participated in classroom dialogues with peers to better understand their perspectives on existing educational programs and initiatives. -Analyzed feedback from both surveys and discussions to help guide improvements to district strategies and inform future planning. -Contributed to decision-making processes that led to changes based on student input, aiming to enhance educational outcomes and address student needs. -Routinely assessed the effectiveness of implemented strategies to ensure changes aligned with the school district's goals and had a meaningful impact. -Many students, including four middle school students, engaged in regular Student Council meetings to discuss findings, evaluate progress, and propose further action to support continuous improvement within the district.
SELPA Advisor	• Monthly meetings were conducted with the SELPA advisor to discuss and devise strategies for achieving the school district's goals. • SELPA advisor input was analysed to identify areas of improvement. • The SELPA advisor was contacted via both phone and local meetings to gain more comprehensive input.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	• Meetings quarterly were conducted to discuss LCAP progress through examination of metrics and budget expenditures. • Facilitated consistent communication and collaboration
District English Language Advisory Committee	• Meetings monthly prior to board meetings to discuss progress at school site • generated plan for professional development geared toward English Learners. • Provided input to English Learner parent nights.
Principal/Administrator	• Monthly evaluation of LCAP metrics progress and budget expenditures • Quarterly meet with KCSOS fiscal analyst to ensure budget expenditures match projected expenditures. • Collaborate monthly at KCSOS Superintendents' meetings.
Community (Public Notification)	The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed) (March 2025)
Governing Board/Community (Public Hearing)	The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (May 2025) Comments and Influence: No changes were requested

Educational Partner(s)	Process for Engagement
Governing Board (Adoption: Public Meeting)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (June 2025) Comments and Influence: No changes were requested

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

LCAP engagement supported 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 and locally identified priorities. Significant revisions were made during the 2023-2024 school year (for the 2024-2025 LCAP). During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. Some overall trends from the educational partner feedback that were increased need for intervention, staying up-to-date with LCAP requirements, and overall student support support services.

Based on educational partner feedback we plan to continue our goals of:

- Achievement & Support
- Safe Environment
- Relationships & Engagement

Based on the availability of data, the following metrics have been updated:

- Metric 1.1 was updated to use local data and CA Dataquest (TAMO). The most recent TAMO report is from 2022-23 and we want to gauge how we are doing on this metric as of this year (2024-25). We have also included the TAMO link for reference.

The following action items have been added:

- Based on updated requirements and clarity from DELAC, Action 1.2 updated name of action to include services for ELs and added the following subactions:

-- Implement EL Master Plan, which includes professional development, a detailed description of our language acquisition programs, and supports for Long-term ELs.
-- Provide additional staff, services, & materials for Multilingual Learners
-- Provide newcomer support services
-- For Redesignated English Proficient (RFEP) Pupils, monitor students’ progress towards proficiency in the Common Core State Standards for four years.
-- Implement new ELD curriculum

-- Support successful implementation of ELD curriculum with ongoing staff collaboration time to review standards, discuss instructional strategies, and monitor student progress.

- Based on not being able to hire a certificated teacher for the whole year and all educational partners noting the importance of support struggling students, Action 1.4 was updated to hiring of three instructional aides in place of one intervention teacher so we can meeting the needs of more students. Based on the 95% curriculum data, we have found that it is more effective to group students in proficiency-alike groups.
- Parents, staff, and students requested the continued support for students that were not meeting grade level standards so Action 1.7 was updated from five instructional assistants to three. We did increase the number of instructional assistants in 1.4 from zero to three so we will have a total of six.
- Due to updated requirements, we have added Action Item 1.11 Long-Term English Learner Support.
- Additionally, we have added Action Item 2.6 Improved Class Sizes Maintained for Enhanced Student Support and Equity has been added to maintain improved class sizes directly addresses the unique needs of the district's unduplicated students by allowing for personalized attention and support. Survey data shows a positive trend in student contentedness, with an increased sense of belonging across various grade levels.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed Source: 2022-2023 Data Quest	2022-2023: teachers are 43.7% cleared, 0% out of field, 8.5% intern and 47.7 ineffective.	2022-23 TAMO data Clear 43.7% Out of Field 9 0% Intern 8.5% Ineffective 47.7%		2026-27: teachers will be 65% cleared, 0% out of field, 2% intern and 25% ineffective.	TAMO data has remained the same. 56.3% improvement from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 1A: Teachers are appropriately assigned and fully credentialed in the subject area and for the subject area and for the pupils they are teaching as measured by staffing reports.		Source: https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=1563768&year=2022-23 2024-2025: teachers are 100.00% cleared, 0% out of field, 0.0% intern and 0.0% ineffective. Source: 2024-2025 Local data			baseline to year 1 outcome.
1.2	% of teachers implementing grade level standards and % of teachers implementing Professional Development strategies Source: 2023-24 Local Data State Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the	2023-2024: Teachers have implemented academic standards to appropriate grade level and rigor 85% of the time as evidenced in classroom observation 80% of teachers implement strategies acquired through professional development/coaching provided as	Teachers have implemented academic standards to appropriate grade level and rigor 85% of the time as evidenced in classroom observation 85% of teachers implement strategies acquired		2027-28 100% of teachers will implement grade level rigor as evidenced by classroom observations 100% of teachers will implement strategies acquired through professional development/coaching as evidenced by classroom observations.	Standards: Maintained at 85% Strategies: Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.	evidenced in classroom observation	through professional development/coaching provided as evidenced in classroom observation			
1.3	CAASPP ELA & Math (DFS) Science (% met or exceeded), CAA Source: 2023 CA Dashboard State Priority 4A: Student performance on Statewide Assessments (CAASPP)	2022-23 CAASPP results ELA All Students- Yellow Performance Color (-64.8 DFS) English Learners- Red Performance Color (-89.3 DFS) Socioeconomic Disadvantaged-Orange Performance Color (-67.3 DFS) Hispanic- Orange Performance Color (-63.5 DFS) 25% of all students met or exceeded standards in ELA 22.78% of SED students met or exceeded standards in ELA	2023-24 CAASPP results ELA All Students- Yellow Performance Color (-59.8 DFS) English Learners- Orange Performance Color (-75.6 DFS) Socioeconomic Disadvantaged- Yellow Performance Color (-61.2 DFS) Hispanic- Orange Performance Color (-61.7 DFS) LTEL - No Performance Color (-107.5) 20.79% of all students met or		2027-28 CAASPP results ELA All Students- Yellow Performance Color (-10 DFS) English Learners- Orange Performance Color (-60 DFS) Socioeconomic Disadvantaged- Yellow Performance Color (-10 DFS) Hispanic- Yellow Performance Color (-10 DFS) 35% of all students met or exceeded standards in ELA 35% of SED students met or	ELA All Students- Yellow, increase 5 points English Learners- Orange Increased 13.7 Points Socioeconomic Disadvantaged- Yellow Increased 6.1 Points Hispanic- Orange Maintained 1.8 Points 4.2% decrease of all students met or exceeded standards in ELA 4.5% decrease of SED students met or exceeded standards in ELA 6.6% decrease% of EL students met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.62% of EL students met or exceeded standards in ELA Math All Students- Yellow Performance Color (-89.6 DFS) English Learners- Orange Performance Color (-104.5 DFS) Socioeconomic Disadvantaged-Yellow Performance Color (-92.5 DFS) Hispanic- Yellow Performance Color (-87 DFS) 16.34% of all students met or exceeded standards in Math 15.18% of SED students met or exceeded standards in Math 10.35% of EL students met or exceeded standards in Math Science 15.63% of All students met or exceeded standards in Science (CAST).	exceeded standards in ELA 18.31% of SED students met or exceeded standards in ELA 2% of EL students met or exceeded standards in ELA Math All Students- Orange Performance Color (-92.3 DFS) English Learners- Orange Performance Color (-101.3 DFS) Socioeconomic Disadvantaged- Orange Performance Color (-92.2 DFS) Hispanic- Orange Performance Color (-87.3 DFS) LTEL - No Performance Color (-176.8) 17.82% of all students met or exceeded standards in Math		exceeded standards in ELA 25% of EL students met or exceeded standards in ELA Math All Students- Yellow Performance Color (-25 DFS) English Learners- Yellow Performance Color (-25 DFS) Socioeconomic Disadvantaged- Yellow Performance Color (-25 DFS) Hispanic- Yellow Performance Color (-25 DFS) 25% of all students met or exceeded standards in Math 25% of SED students met or exceeded standards in Math 20% of EL students met or exceeded standards in Math	or exceeded standards in ELA Math All Students- Orange Maintained -2.7 Points English Learners- Orange Increased 3.2 Points Socioeconomic Disadvantaged- Orange Maintained 0.3 Points Hispanic-Orange Maintained -0.3 Points 1.5% increase of all students met or exceeded standards in Math Maintained % of SED students met or exceeded standards in Math 6.35% decrease of EL students met or exceeded standards in Math Science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14.81% of of SED students met or exceeded standards in Science (CAST). 0% of of EL students met or exceeded standards in Science (CAST). CA Alternative Assessment: 0 students assessed	15.49% of SED students met or exceeded standards in Math 4% of EL students met or exceeded standards in Math Science 22% of All students met or exceeded standards in Science (CAST). 22% of SED students met or exceeded standards in Science (CAST). 0% of EL students met or exceeded standards in Science (CAST). CA Alternative Assessment: 0 students assessed		Science 20% of All students met or exceeded standards in Science (CAST). 20%% of of SED students met or exceeded standards in Science (CAST). 10% of of EL students met or exceeded standards in Science (CAST). CA Alternative Assessment: 0 students assessed	6% increase for all students 7% increase of SED students met or exceeded standards in Science (CAST). Maintained 0% of EL students met or exceeded standards in Science (CAST). CA Alternative Assessment: Maintained 0 students assessed
1.4	% of ELs who make progress toward English proficiency as per ELPAC level	2023-2024: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress	ELPI 2024 48% (Green)		2027-28 Increase to 65% of EL students make progress	ELPI improved by 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023 CA Dashboard State Priority 4E: Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate)	toward English proficiency. The ELPI Rate is in the "Red" Performance Level			toward English proficiency as measured by ELPAC level. ELPI Rate will not be in the "Red" Performance Level	
1.5	% of students with access to a broad course of study Source: 2023-24 Local Data State Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught as per master schedule review.	2023-2024: 100% of our grades 6th-8th students have access to a broad course of study including: digital literacy, Ag Science, and AVID as measured by our Master Schedule.	2024-2025: 100% of our grades 6th-8th students have access to a broad course of study including: digital literacy, Ag Science, and AVID as measured by our Master Schedule.		2027-28 Maintain 100% of our 6th-8th students have access to a broad course of study including: digital literacy, Ag. Science, and AVID.	Maintained at 100%
1.6	% of students at or above benchmark Source: 2023-24 Local Data State Priority 8a: Other local measures, Local	2023-2024: Local Curriculum based measurements (Acadience Data) K = 15% at or above benchmark 1st = 62% at or above benchmark	2024-2025: Local Curriculum based measurements (Acadience Data) K = 36% at or above benchmark 1st =58% at or above benchmark		2027-28 K= 50% at grade level 1st= 75% at grade level 2nd= 50% at grade level 3rd=50% at grade level	K = Increased 21% 1st = Decreased 4% 2nd = Increased 10% 3rd = Increased 8% 4th = Increased 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Curriculum based measurements	2nd = 17% at or above benchmark 3rd = 22% at or above benchmark 4th = 15% at or above benchmark 5th = 34% at or above benchmark 6th = 15% at or above benchmark 7th = 12% at or above benchmark 8th = 19% at or above benchmark	2nd = 27% at or above benchmark 3rd = 30% at or above benchmark 4th = 30% at or above benchmark 5th = 9% at or above benchmark 6th = 23% at or above benchmark 7th = paper test not available 8th = paper test not available		4th=50% at grade level 5th=50% at grade level 6th=50% at grade level 7th=50% at grade level 8th=50% at grade level	5th = Decreased 25% 6th = Increased 8% 7th = not available this year 8th = not available this year
1.7	% of English Learners who have access to CCSS and ELD Standards Source: 2023-24 Local Data State Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency.	2023-2024: We have 100% of our El students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our El students whose data shows are in the highest need.	2024-2025: We have 100% of our El students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our El students whose		2027-28 Maintain 100% of unduplicated students getting access to CCSS materials and ELD standards materials. In addition, maintain 100% of unduplicated students having access to highly qualified teachers to provide instruction (one teacher per grade level at lower student numbers per class) during	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.		data shows are in the highest need.		all instruction including 30 minutes of ELD instruction daily	
1.8	% of students with exceptional needs who have access to programs and services Source: 2023-24 Local Data State Priority 7C: Programs and services for pupils with exceptional needs based on CBM and IEP review data.	2023-2024: 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews as measured by our local data.	2024-2025: 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews as measured by our local data.		2027-28 Maintain 100% programs and services offered are offered to all students including those with exceptional needs, which include AVID, AG Science, Digital Library and all of our sports programs. This includes CBM and IEP reviews	Maintained at 100%
1.9	EL Reclassification rate	2023-24 5 of our 78 of our English Learners were	2024-25 21 of our 67 of our English Learners		2027-28 30% of our EL students will be	RFEP Increased 16 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local Data State Priority 4F EL Reclassification rate	reclassified 2023-24. 52.8% of our English Learners are classified “long-term.” As measured by our local data.	were reclassified 2024-25. 32% of our English Learners are classified “long-term.” As measured by our local data.		reclassified. Our long-term EL students will decrease to 30%.	LTEL Decreased 20.8%
1.10	% of students who have access to standards-aligned textbooks Source: 2023-24 Local Data State Priority 1B: The degree every student has sufficient access to standards-aligned instructional materials	2023-24 100% of students have standards-aligned materials as measured by our textbook inventory data.	100% of students have standards-aligned materials as measured by our textbook inventory data.		2027-28 Maintain 100% of students have standards-aligned materials as measured by our textbook inventory data.	Maintained at 100%
1.11	% of services offered to unduplicated students based on mastery of CCSS Source: 2023-24 Local Data State Priority 7B: Programs and services developed and provided to low income, English	2023-24 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated students (K-5 Lexia, 3-8 ALEKS)	2024-25 100% services offered to unduplicated students being based on CCSS.		2027-28 Maintain 100% services offered to unduplicated students being based on CCSS. Intervention and the use of data, analyzed during PLC time to help unduplicated	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learner and foster youth students				students (K-5 Lexia, 3-8 ALEKS)	
1.12	Avg. Scale Score Source: 2023-24 Local Star Data State Priority 8a: Other local measures, Local Curriculum based measurements	2023-24 STAR Reading All Students Winter-936 Avg. Scale Score Spring-949 Avg. Scale Score Socioeconomic Disadvantaged Fall-942 Avg. Scale Score Spring-942 Avg. Scale Score English Learners Fall-897 Avg. Scale Score Spring-897 Avg. Scale Score	2024-25 STAR Reading All Students Winter -932 Avg. Scale Score Spring-943 Avg. Scale Score Socioeconomic Disadvantaged Winter-931 Avg. Scale Score Spring-941 Avg. Scale Score English Learners Winter 901 Avg. Scale Score Spring - 919 Ave. Scale		2027-28 STAR Reading All Students Winter-950 Avg. Scale Score Spring-1000 Avg. Scale Score Socioeconomic Disadvantaged Fall-950 Avg. Scale Score Spring-1000 Avg. Scale Score English Learners Fall-920 Avg. Scale Score Spring-960 Avg. Scale Score	Winter All Students -Declined 4 points SED -Declined 11 points EL -Improved 4 points Spring All Students -Declined 6 points SED -Declined 1 points EL -Improved 22 points

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 were implemented as described for the 2024-2025 school year.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the

year.
Successful Implementation:

- 1.2 ELD Professional Development for Staff: 5 ELD days, 10 MTSS days had an emphasis on ELD strategies. Due to all of the additional professional development, our classroom implementation of standards and strategies has increased by 5%.
- 1.4 Intervention Support: intervention teacher for 3 weeks and then had a substitute instructional aid until December. The position has gone unfilled for the remainder of the year. We will be hiring 3 instructional assistants for the 2025-26 school year for intervention support for a total of 6 instructional aids school wide. We experienced challenges this year due to staffing shortages. We look forward to filling instructional assistant positions next year to increase intervention supports for students.
- 1.5 Program Coordinator: Continued Program Coordinator position that oversees CAASPP and ELPAC testing. This position also oversees the ELPI. This continuation of services has been successful in helping to maintain systems and procedures that streamline data collection and analysis so teachers can focus on student learning. We have seen overall increases in CAASPP ELA and our ELPI. We are looking forward to focusing more on math so we can see the same gains in years to come.
- 1.6 Update/Replace Technology: This action item was successful due to the updating of all software through the KCSOS so we are consistent across our district and align with KCSOS systems.
- 1.7 Classroom Assistants: We did not employ instructional assistants with LCFF funding however we used LREBG funds to maintain 3 instructional assistant positions. This expense will move back into LCFF Sup/Con for three assistants. The other two will be funded from Action Item 1.4. This action item was somewhat successful because we could employ 3/5 of the planned instructional assistants but just used a different funding source. We have seen overall increases in CAASPP ELA and our ELPI. We are looking forward to focusing more on math so we can see the same gains in years to come.
- 1.9 AVID: Two AVID Elective classes for a total over 52 students were enrolled in AVID this school year. This action item was successful due to being able to maintain two full classes of AVID for our middle school.
- 1.10 CAASPP Achievers Field Trip: This action item was successful due to we took all the students who met or exceeded standard on the CAASPP on an engaging field trip this year.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

- 1.1 Build Capacity of staff: 7 science PD days, 10 MTSS meetings, 11 PLC meetings, 12 PBIS meetings, one full day of PBIS training, 8 days of math coaching - no PBIS coaching due to monetary constraints, all PD was cut by 9 full days when we were scheduled for 25 PD days. Due to all of the additional professional development, our classroom implementation of standards and strategies has increased by 5%.
- 1.3 Access to sufficient standards-aligned materials: math adoption will take place 2025-26 school year due to CDE's release of approved textbook lists. We have kept up-to-date with the instructional materials necessary for student learning. We look forward to convening a math curriculum adoption committee to research and choose a new, updated math curriculum in the 2025-26 school year that aligns with the updated CA Framework.
- 1.8 Curriculum Based Software: This action item was mostly implemented due to all programs were purchased except Follett, which the staff felt was not needed.
- All other actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

The Semitropic Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was $777,600. The estimated actual expenditures for 2024-25 LCAP Goal 1 was $646,600. This is a difference of $131,000.

Actions and services for this goal were generally spent as planned with some material difference noted below:
-1.1 Build Capacity of Staff: We spent $47,000 less on this action item than was planned due to financial constraints. We completed 9/25 schedule PD days.
-1.2 ELD Professional Development: No material differences
-1.3 Access to Sufficient Standards-aligned materials: We spent $30,000 less than was planned due to the math adoption being moved to 2025-26 school year due to CDE's release of approved textbook list
-1.4 Intervention Support: No material differences
-1.5 Program Coordinator: No material differences
-1.6 Update/Replace Technology: We spent $101,000 less than was planned due to having a surplus of Chromebooks that were found.
-1.7 Classroom Assistants: We spent $30,000 more due increase in staffing costs. This budget item moved to LREBG but will move back to LCFF Sup/Con for 2025-26.
-1.8 Curriculum Based Software: No material differences
-1.9 AVID: No material differences
-1.10 CAASPP Achievers Field Trip: No material differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

Action Item 1.1 Build Capacity of Staff [Contributing Action] & Action Item 1.2 ELD Professional Development for Staff [Contributing Action, Limited]
This action demonstrated strong effectiveness based on the following metrics:
-*Metric 1.1: 100% teachers and staff are fully qualified and appropriately credentialed based on their teaching assignment.
-0% mis-assignment of teachers of English Learners
-*Metric 1.2: 85% of teachers implementing grade level standards and 85% of teachers implementing Professional Development strategies improved by 5% (respectively)
-*Metric 1.3: CAASPP ELA & Math, Science (ELA All subgroups improved. Math ELs subgroups improved SED & Hispanic maintained. Science Improved by 6%)

- *Metric 1.4: English Learner Progress Indicator ELPI (improved 4%)

- Metric 1.5: 100% of students who have access to a broad course of study (local indicator)
- Metric 1.7: 100% of English Learners who have access to CCSS and ELD Standards
- *Metric 1.9: Reclassification Rate: increased 16 students
- Long Term English Learners: Decreased 20.8%
- *Metric 1.12: STAR Scores (Winter EL Improved 4 points, Spring EL Improved 22 points)

Action Item 1.3 Access to sufficient standards-aligned materials
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.5: Course Access: 100%
- Metric 1.7: English Learner Access: 100%
- Metric 1.8: Students with Disabilities Access: 100%
- Metric 1.10: 100% with access to instructional materials
- Metric 1.11: 100% of services offered to unduplicated students
- Local Indicator: Implementation of the Standards MET

Action Item 1.4 Intervention Teacher, Action Item 1.5 Program Coordinator and Action Item 1.7 Classroom Assistants
[1.4, 1.7 Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 1.12: STAR Scores (Winter EL Improved 4 points)
- *Metric 1.3: CAASPP ELA & Math, Science (ELA All subgroups improved. Math ELs subgroups improved SED & Hispanic maintained. Science Improved by 6%)
- *Metric 1.4: English Learner Progress Indicator ELPI (improved 4%)
- *Metric 1.9: Reclassification Rate: increased

Action Item 1.6 Update/Replace Technology & 1.8 Curriculum Based Software
[Contributing Actions]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.10: 100% with access to instructional materials
- Metric 1.6: The percentage of students at or above benchmark has overall increased by decreased in grades 1 and 5.

-*Metric 1.1: 100% teachers and staff are fully qualified and appropriately credentialed based on their teaching assignment.
-*Metric 1.2: 85% of teachers implementing grade level standards and 85% of teachers implementing Professional Development strategies improved by 5% (respectively)
-*Metric 1.3: CAASPP ELA & Math, Science (ELA All subgroups improved. Math ELs subgroups improved SED & Hispanic maintained. Science Improved by 6%)

- *Metric 1.4: English Learner Progress Indicator ELPI (improved 4%)
- *Metric 1.9: Reclassification Rate: increased
- *Metric 1.12: STAR Scores (Winter EL Improved 4 points, Spring EL Improved 22 points)

Action Item 1.9 AVID & Action Item 1.10 CAASPP Achievers Field Trip
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:
-*Metric 1.2: 85% of teachers implementing grade level standards and 85% of teachers implementing Professional Development strategies improved by 5% (respectively)
-*Metric 1.3: CAASPP ELA & Math, Science (ELA All subgroups improved. Math ELs subgroups improved SED & Hispanic maintained. Science Improved by 6%)

- *Metric 1.4: English Learner Progress Indicator ELPI (improved 4%)
- *Metric 1.9: Reclassification Rate: increased
- *Metric 1.12: STAR Scores (Winter EL Improved 4 points, Spring EL Improved 22 points)

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 were made to actions items:

- Action 1.2 updated name of action to include services for ELs and added the following subactions:

-- Implement EL Master Plan, which includes professional development, a detailed description of our language acquisition programs, and supports for Long-term ELs.
-- Provide additional staff, services, & materials for Multilingual Learners
-- Provide newcomer support services
-- For Redesignated English Proficient (RFEP) Pupils, monitor students' progress towards proficiency in the Common Core State Standards for four years.
-- Implement new ELD curriculum
-- Support successful implementation of ELD curriculum with ongoing staff collaboration time to review standards, discuss instructional strategies, and monitor student progress.

- Action 1.4 was updated to hiring of three instructional aides in place of one intervention teacher so we can meeting the needs of more students. Based on the 95% curriculum data, we have found that it is more effective to group students in proficiency-alike groups.
- Action 1.7 was updated from five instructional assistants to three. We did increase the number of instructional assistants in 1.4 from zero to three so we will have a total of six.
- Due to updated requirements, we have added Action Item 1.11 Long-Term English Learner Support.

The following budgetary updates were made to action items:

- 1.1 & 1.2: We are decreasing our professional learning opportunities for all staff based on budget needs and time constraints. We have changed this action item to using federal funds and not Sup/Con.

- 1.3: We are decreasing the budget for instructional materials due to only having one adoption (math) forthcoming.
- 1.4 & 1.7: The cost of additional support staff is reflected in the budget and narrative.
- 1.6: We have decreased technology needs due to locating additional Chromebooks on site. We have changed this action item to using federal funds and not Sup/Con.
- 1.8: We have decreased our spending of software based on need.
- All actions that have personnel also have adjustments to the budget due to increases or decreases in staffing, health and welfare benefits, and or decreases in overall budget allotment for each action that the district has adjusted due to decrease in LCFF funding.

The following changes were made to the metrics:
Based on the availability of data, the following metrics have been updated:
-Metric 1.1 was updated to use local data and CA Dataquest (TAMO). The most recent TAMO report is from 2022-23 and we want to gauge how we are doing on this metric as of this year (2024-25). We have also included the TAMO link for reference.

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	Build Capacity of Staff	The District will provide professional development to staff specializing in Mathematics, English Language Arts, and Science. Growth in these areas will be bolstered through mentoring practices. Additionally, the District will facilitate access to professional development trainings outside the school environment. All teachers, with a particular focus on those teaching English Learners, SED students, and Foster Youth will be trained. The professional development is designed for ongoing coaching, onsite mentoring, and collaboration data discussions with Professional Learning Communities. (Title II - $5,205 used for Professional Development) This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners. Spending Items:	$6,363.00	No

Action #	Title	Description	Total Funds	Contributing
		MOU contract with KCSOS to provide coaching and PD. Substitutes needed to attend trainings or attend planning time Attending PD opportunities Corresponding Metrics: Metric 1: Teachers fully credentialed and provided with content appropriate professional development		
1.2	EL Support Services and ELD professional Development for Staff	-Implement EL Master Plan, which includes professional development, a detailed description of our language acquisition programs -Provide additional staff, services, & materials for Multilingual Learners -Provide newcomer support services -For Redesignated English Proficient (RFEP) Pupils, monitor students' progress towards proficiency in the Common Core State Standards for four years. -Implement new ELD curriculum -Support successful implementation of ELD curriculum with ongoing staff collaboration time to review standards, discuss instructional strategies, and monitor student progress. -Provide ongoing professional development for teachers and staff on effective instructional strategies for English Learners, such as Integrated and Designated English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and culturally responsive teaching practices. Train teachers on using data to monitor EL progress and adjust instruction accordingly. (Title III- $13,000 for Professional Development) This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.	$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Access to sufficient standards-aligned materials	The responsibility of securing replacement textbooks for students lies upon the District. Additionally, they are also obligated to acquire a new Mathematics curriculum for grades K through 8. The initiative to undertake these actions aligns with the primary objective of enhancing academic rigor and boosting student proficiency in fundamental subjects. Spending Items: Replacement textbooks New Adoption Curriculum (2024-25 Math) Corresponding Metrics: Metric 2: Teachers fully implement state adopted academic content and performance standards Metric 3: Student performance on Statewide Assessments (CAASPP)	$21,000.00	No
1.4	Intervention Support	Intervention Support providing Tier II support in Math and Reading for English Learners (EL) and Long Term English Learner (LTEL) students using Read Naturally. (Title I - $31,000 for Instructional Assistants for a total of 6 instructional aids school wide.) This role is designed to provide targeted support to students who are struggling academically, particularly focusing on English Learners, SED students, and Foster Youth. The Intervention Support will work collaboratively with classroom teachers, instructional coaches, and administration to implement effective intervention strategies and monitor student progress. This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners. Spending Items: Intervention Support Personnel (6 Classified Aides) Corresponding Metrics: Metric 3: Student performance on Statewide Assessments (CAASPP)	$210,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Program Coordinator	The District provides support for teachers and students in a range of programs offered on campus. Specific staff members within the District are assigned as testing coordinators for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Alongside this, there is a system in place that monitors the progress of students who are not performing up to standard. All these actions are utilized to support the overarching goal of enhancing academic rigor and student proficiency in core subjects. Spending Items: Program Coordinator Corresponding Metrics: Metric 3: Student performance on Statewide Assessments (CAASPP) Metric 4: EL progress towards English proficiency	$75,000.00	No
1.6	Update/Replace Technology	The District is responsible for updating all staff computers, laptops, SMART boards, and printers. Similarly, it will facilitate an upgrade of student Chromebooks to bolster academic rigor and improve student proficiency in core subjects. (Title IV - $12,440 for updated technology supplies/materials (non-personnel)) This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners. Spending Items: Technology purchases (i.e. Chromebooks, Desktop, Ipads, SMART boards...) IT Support	$17,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Corresponding Metrics: Metric 5: Broad course of study		
1.7	Classroom Assistants	Three Classroom assistants (1 specific to TK/K classroom, 1 to K-8 classrooms) are expected to provide support in running small groups within classrooms. This is a strategic measure enacted to encourage improved performance in students who are currently underperforming in core subjects. Small group sizes are purposed for this initiative to result in a more focused and personalized learning experience. This aligns with the district's objective of elevating academic rigor and enhancing student proficiency in core subjects. This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.	$220,000.00	Yes
1.8	Curriculum Based Software	The District will ensure a system for providing instructional guidance to teachers. This form of guidance will inform the faculty's pedagogical tactics, subsequently leading to a significant improvement in students' aptitude in core subjects. The action focuses on the integration of technology software into the instructional and support systems school wide. By embedding technological tools and resources, this approach is designed to accelerate and enhance the teaching and learning process, meeting the specific immediate and long-term educational needs of our unduplicated student population. This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners. Spending Items: Illuminate Acadiance	$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Lexia Renaissance ALEKS Follett		
1.9	AVID	Offering AVID as an optional course in middle school contributes to efforts to elevate academic rigor and improve student mastery in fundamental subjects. The District will ensure the school-wide application of AVID strategies, such as WICOR. This arrangement and execution procedure are crucial for strengthening the academic integrity of the District's curriculum. Teachers will attend AVID summer institute as well as other various AVID professional development opportunities throughout the school year. This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.	$13,000.00	Yes
1.10	CAASPP Achievers Field Trip	Providing engaging field trips for achievers on CAASPP testing to increase motivation for student improvement/success. This action is intended to address the red indicator on the Dashboard for ELA for English Learners and English Learner Progress (ELPI Rate) for English Learners.	$7,000.00	Yes
1.11	Long-term EL Support Services	• Specific LTEL Professional Development and coaching for teachers. (Title III PD)	$4,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Suspension Rate Source: 2023 CA Dashboard State Priority 6A: Pupil Suspension	2023 CA Dashboard Suspension Rate All Students- Blue Performance Color (0%) English Learners- Blue Performance Color (0%)	2024 CA Dashboard Suspension Rate All Students- Blue Performance Color (0%) English Learners- Blue Performance Color (0%)		2026 CA Dashboard Suspension Rate All Students- Blue Performance Color (0%) English Learners- Blue Performance Color (0%)	Suspension Rate maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomic Disadvantaged-Blue Performance Color (0%) Hispanic- Blue Performance Color (0%)	Socioeconomic Disadvantaged-Blue Performance Color (0%) Hispanic- Blue Performance Color (0%)		Socioeconomic Disadvantaged-Blue Performance Color (0%) Hispanic- Blue Performance Color (0%)	
2.2	Pupil Expulsion Rate Source: 2023-24 Local Data State Priority 6B: Pupil Expulsion Rate	2023-2024: Priority 6B: Semitropic expulsion rate is 0%	2024-2025: Priority 6B: Semitropic expulsion rate is 0%		Priority 6B: Semitropic expulsion rate will be 0%	Maintained at 0%
2.3	% of student connectedness survey: feel safe, agree an adult at school cares about them, and are happy to be at school. Source: 2023-24 Local Data Priority 6C: Local measures on sense of safety and school connectedness	2023-2024: Priority 6C: 86% of students agree that they feel safe at school. 91% of students agree that there is an adult at school who cares about them. 90% of students are happy to be at school.	2004-2025: Priority 6C: 65% of students agree that they feel safe at school. 83% of students agree that there is an adult at school who cares about them. 59% of students are happy to be at school.		Priority 6C: 90% of students agree they feel safe at school. 95% of students agree that there is an adult at school who cares about them. 95% of students are happy to be at this school.	Students agree that they feel safe at school - Decreased 21% Students agree that there is an adult at school who cares about them. - Decreased 8% Students are happy to be at school. - Decreased 31%
2.4	Based on an evaluation using a rubric within the Facilities Inspection Tool (FIT).	2023-2024 Priority 1C: All facilities continue to have an overall rating of	2024-2025 Priority 1C: All facilities continue to have		Priority 1C: Maintain all facilities rating of	FIT maintained at "Good"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24 Local Data State Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report	"good" as indicated on the FIT report.	an overall rating of "good" as indicated on the FIT report.		"good" as reported on the FIT.	
2.5	Chronic absenteeism rates Source: 2023 CA Dashboard State Priority 5B: Chronic absenteeism rates	2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)	2024 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (17%) English Learners- Yellow Performance Color (11%) Socioeconomic Disadvantaged- Yellow Performance Color (18%) Hispanic- Yellow Performance Color (18%)		All Student group Chronic Absenteeism will decrease to less than 10%.	All Students- Improved 6.8% English Learners- Improved 2.2% Socioeconomic Disadvantaged- Improved 5.9% Hispanic- Improved 4.5%
2.6	Local Attendance Rates Source: 2023-24 Local Data	Attendance Rates by subgroup 23-24 School Year	24-25 School Year All Students- 97.0%		Attendance Rates by subgroup 23-24 School Year	All Students- Improved 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority 8a: Other local measures, Local Curriculum based measurements	All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%	Socioeconomic Disadvantaged- 96.14% English Learners- 96.52%		All Students- 96% Socioeconomic Disadvantaged- 96% English Learners- 96%	Socioeconomic Disadvantaged- Improved 1% English Learners- Maintained

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 were implemented as described for the 2024-2025 school year.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 MTSS (PBIS) implementation School-wide: This action item was successful due to the implementation of PBIS PD, PBIS posters and banners, ROAR incentives supplies, ROAR field trips. We did not have the PBIS coaching this year.
- 2.2 Social Worker: Fully implemented. This action item was successful due to the social worker position was maintained and implemented. Our social workers is working with 46 families, currently, helping to provide them resources for clothing, extended child care, school supplies, counseling, food security, etc.
- 2.3 Additional Supervision: This action item was successful due to fully implemented with yard supervision.
- 2.4 Campus Beautification: This action was somewhat successful due to being partially implemented due plumbing/piping issues needing to be resolved before the blacktop area can be expanded.
- 2.5 Educational building field trip per grade level: This action item was successful due to all grade levels attended educational field trips.

Implementation Challenges, Modified Implementation, Non-Implemented Actions

-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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

The Semitropic Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2024-25 LCAP Goal 2 was $272,000 . The estimated actual expenditures for 2024-25 LCAP Goal 1 was $84,000. This is a difference of $188,000.

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

2.1 MTSS: no material differences
2.2 Social Worker: no material differences
2.3 Additional Supervision: no material differences
2.4 Campus Beautification: We spent $53,000 less on this action item due to plumbing/piping issues that needed to be resolved before any blacktop expansion could be completed. The blacktop expansion was not completed and the plumbing project will continue.
2.5 Educational building field trips: $11,000 less was spent on this action item due to some classes not going on field trips

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

Action Item 2.1 MTSS/PBIS, Action Item 2.2 Social Worker and Action Item 2.3 Additional Supervision
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 2.1: 0% Suspension Rate
- Metric 2.5: 0% Expulsion Rate
- *Metric 2.2: Chronic Absenteeism (improved for all subgroups)
- *Metric 2.6: Attendance Rates All Students- Improved 2%, Socioeconomic Disadvantaged- Improved 1%, English Learners- Maintained

Action Item 2.4 Campus Beautification
This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.4: Facilities in Good Repair

Action Item 2.5 Educational building field trips

[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.3 Science (Improved by 6%)
- *Metric 2.1: 0% Suspension Rate
- *Metric 2.5: 0% Expulsion Rate
- *Metric 2.3: % of student connectedness survey: feel safe, agree an adult at school cares about them, and are happy to be at school.

-- Students agree that they feel safe at school - Decreased 21%
-- Students agree that there is an adult at school who cares about them. - Decreased 8%
-- Students are happy to be at school. - Decreased 31%

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 budgetary updates were made to action items:

- 2.1: Decreased budget for MTSS/PBIS due to many staff members have already received training so we just need to maintain the current and train new staff.
- 2.2: Increased budget to add one day per week to our school psychologist FTE to help with MTSS .
- 2.3 & 2.4: Due to budget constraints we have put these two action items on hold for the 2025-26 school year but may be reintroduced if funding becomes available.
- 2.5: Due to unused field trip funds and teacher feedback, the budget for this action item has been decreased.

The following updates were made to action items:
We have added Action Item 2.6 Improved Class Sizes Maintained for Enhanced Student Support and Equity has been added to maintain improved class sizes directly addresses the unique needs of the district's unduplicated students by allowing for personalized attention and support. Survey data shows a positive trend in student contentedness, with an increased sense of belonging across various grade levels.

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	MTSS (PBIS) implementation School-wide	The district will continue implementing Positive Behavioral Interventions and Supports (PBIS), which aim to reduce suspensions and/or expulsions. Throughout the academic year, PBIS training will be administered to all staff. To ensure visibility of the ROAR expectations, displays such as posters, banners, and signs will be placed throughout the school, in classrooms, and across the campus. Additionally, ROAR incentive activities, including the ROAR store and field trips, will be organized. Spending Items: PBIS PD PBIS posters and banners ROAR incentives supplies ROAR field trips (2 total)	$5,000.00	Yes
2.2	Social Worker	A social worker is employed to meet the emotional needs of not only the students in the district, but their families too. The central goal is improving the well being of both students and staff by implementing the multi-tiered support system. This action integrates school social worker into the educational framework at the school site in order to create a robust, supportive environment that equips every student to achieve their highest potential. They collaborate closely with other support staff, including school psychologist, teachers, and classified staff, to first and foremost address the unique needs of socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. School Social Workers implement tailored interventions that promote academic success, emotional well-being, and positive behavior. A focus on collaboration with school support teams ensures a unified approach to student support, enhancing system coherence across the district. Continuous professional development for social workers and data-driven strategies will refine practices and ensure that interventions.	$160,000.00	Yes
2.3	Additional Supervision	The district actively promotes the safety of all students on the playground and around the campus. Additional yard aide will allow a rotation of structured play activities to happen during break times both in the mornings and afternoon. Through the increase of Instructional Assistants, the	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Instructional Assistants will also play this role and continue to use all areas of the school campus to make a positive impact on the whole child approach.		
2.4	Campus Beautification	The objective is to augment the well- being of both students and staff by implementing a multilevel support system. Key actions to achieve this include expanding the blacktop areas, allowing students more space for sports like volleyball and basketball. We also prioritize installing more benches to cater to the increased seating needs of students and their families. To enhance the aesthetic appeal of the campuses, the exteriors of buildings will be repainted. For further details on the steps involved in achieving this objective, please refer to the section below.	$0.00	No
2.5	Educational building field trip per grade level	Integrating field trips with the Common Core State Standards is a transformative initiative that leverages pivotal educational experiences to significantly enhance student learning and development. By funding field trips to key educational sites such as the Calm Zoo for first graders, the Fresno Zoo for second graders, the Getty Museum for third graders, a mission field trip for fourth graders, the Aquarium of the Pacific for fifth graders, Camp KEEP By the Sea for sixth graders, the Science Center for seventh graders, and California college visits for eighth graders, we are directly addressing educational equity and enriching our curriculum. These field trips provide essential, experiential learning opportunities that many students might otherwise miss due to financial constraints. By utilizing LCAP funds to cover transportation, admission fees, and staffing costs, we ensure that every student, regardless of socioeconomic status, gains access to these enriching experiences. This initiative is a strategic effort to bridge the opportunity gap and foster a more inclusive educational environment. Our commitment is to not only level the playing field but to fundamentally transform it. This approach will promote equitable educational outcomes and create a nurturing environment where every student has the opportunity to excel. Through this initiative, we are dedicated to enhancing	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic and social development, ensuring that all students have the chance to thrive in a supportive, enriching community.		
2.6	Improved Class Sizes Maintained for Enhanced Student Support and Equity	The class size action directly addresses the unique educational needs of the district's unduplicated students by creating an environment where students can receive the personalized attention and relational support necessary to thrive at school. This action is essential for fostering equitable educational opportunities and enhancing the overall quality of instruction in environments where students face various challenges by ensuring class size maintains below contracted levels.	$90,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents who attend school events Source: 2023-24 Local Data State Priority 3A:	2023-2024: Priority 3A: 93% of parents attend parent/teacher conferences. 70% of parents/families attend a variety of family	90% of parents attended parent conferences 42% of parents/families attend a variety of		Priority 3A: 100% of parents attend parent/teacher conferences. 95% of parents/families	Decrease of 3% of parents attended parent conferences Decrease of 28% of parents/families

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Efforts to seek input in making decisions for district/school	events (i.e. family picnic, Harvest Festival, pastries with parents...)	family events (i.e. family picnic, Harvest Festival, pastries with parents...)		attend a variety of family events.	attend a variety of family events (i.e. family picnic, Harvest Festival, pastries with parents...)
3.2	Local Attendance Rates Source: 2023-24 Local Data Priority 5A: Student attendance	Attendance Rates by subgroup 23-24 School Year All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52%	24-25 School Year All Students- 97.0% Socioeconomic Disadvantaged- 96.14% English Learners- 96.52%		Attendance Rates by subgroup 26-27 School Year All Students- 96% Socioeconomic Disadvantaged- 96% English Learners- 96%	All Students- Improved 2% Socioeconomic Disadvantaged- Improved 1% English Learners- Maintained
3.3	Chronic absenteeism rates Source: 2023 CA Dashboard State Priority 5B: Chronic absenteeism rates	2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%)	2024 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (17%) English Learners- Yellow Performance Color (11%) Socioeconomic Disadvantaged- Yellow Performance Color (18%)		2026 CA Dashboard Chronic Absenteeism Rate All Students- Yellow Performance Color (13.8%) English Learners- Green Performance Color (0%) Socioeconomic Disadvantaged- Yellow Performance Color (13.9%)	All Students- Improved 6.8% English Learners- Improved 2.2% Socioeconomic Disadvantaged- Improved 5.9% Hispanic- Improved 11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic- Yellow Performance Color (11%)		Hispanic- Yellow Performance Color (12.5%)	
3.4	Middle School Dropout Rate Source: 2023-24 Local Data State Priority 5C: Middle School Dropout	2023-2024: Priority 5C: 0% as measured by local data.	2024-2025: Priority 5C: 0% as measured by local data.		Priority 5D: Maintain 0% of our middle school students dropping out	Maintain 0% dropout rate.
3.5	% of parents of our unduplicated student attendance at school events Source: 2023-24 Local Data State Priority 3B.How the LEA will promote parental participation in programs for low income, English learner and foster youth students	2023-24 96% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. 80% Parent Communication Return Rate on communication efforts with Parent Square, Class Dojo, Semitropic App, Facebook, Instagram, and Twitter.	90% of parents attended parent conferences 100% Parent Communication Return Rate on communication efforts with Parent Square, Class Dojo, Semitropic App, Facebook, Instagram, and Twitter, and personal one-on-on phone calls.		2026-27 100% of parents attended parent teacher conferences in September-October as measured by sign-in sheets. 90% Parent Communication Return Rate on communication efforts with Parent Square, Class Dojo, Semitropic App, Facebook, Instagram, and Twitter.	Declined 6% - parent attendance at conferences. Increased 20%
3.6	% of parent attendance of students with	2023-24 100% of our parents of students with IEP	2024-25 100% of our parents of students		Maintain 100% of our parents of students with IEP	Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	disabilities at school events Source: 2023-24 Local Data State Priority 3C: How the LEA will promote parental participation in programs for students with disabilities.	receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone or in person.	with IEP receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone or in person.		receive written notification and a phone call prior to IEP meetings to ensure attendance at scheduled meetings either via Zoom, phone or in person.	

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 were implemented as described for the 2024-2025 school year.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.
Successful Implementation:

- 3.1 School Community Coordinator: Fully implemented. This action item was successful due to the hiring of the School Community Coordinator who builds, reinforces, and maintains connections between the school and the local community.
- 3.2 Parent Communication & Engagement: Fully implemented. This action item was successful due to the implementation of Parent Square and Aeries, which are digital platforms used to foster engagement.
- 3.3 Attendance Incentives: Fully implemented. This action item was successful due to offering motivating rewards and recognitions.
- 3.4 Parent/Community Events: Fully implemented. Fully implemented. This action item was successful due to holding events such as: parent conferences, back to school night, open house, cafecitos with Directora, DELAC, SSC, family picnics, birthday celebrations, movie nights, dances, concerts, monthly and quarterly awards, and family recognition days.

Implementation Challenges, Modified Implementation, Non-Implemented Actions
-All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.
-added personal, 1:1 phone calls to Metric 3.5

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

The Semitropic Elementary School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2024-25 LCAP Goal 3 was $120,000. The estimated actual expenditures for 2024-25 LCAP Goal 1 was $77,500. This is a difference of $42,500.

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

3.1 School Community Coordinator: CCSPP pays for 75% of salary so we spent less here
3.2 Parent Communication & Engagement: no material differences
3.3 Attendance Incentives: no material differences
3.4 Parent/Community Events: no material differences

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

The overall effectiveness of each action towards making progress toward the goal can be demonstrated by the following quantitative or qualitative outcomes:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

Action Item 3.1 School Community Coordinator
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- Family Involvement Local Indicator: Met
- *Metric 3.2 Attendance Rates All Students- Improved 2%, Socioeconomic Disadvantaged- Improved 1%, English Learners- Maintained
- *Metric 3.3 Chronic Absenteeism (All subgroups have improved.)
- Metric 3.4 MS Dropout Rate (Maintained 0%)

Action Item 3.2 Parent communication/Engagement & 3.4 Parent/Community Events
This action demonstrated strong effectiveness based on the following metrics:

- Metric 3.1: 90% of parents who attended parent-teacher conferences
- Metric 3.6: 100% of parent attendance of students with disabilities at school events

Action Item 3.3 Attendance Incentives
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 3.2 Attendance Rates - Improved 2%, Socioeconomic Disadvantaged- Improved 1%, English Learners- Maintained
- *Metric 3.3 Chronic Absenteeism (All subgroups have improved.)

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 budgetary updates were made to action items:

- 3.3: We have seen an increase in our attendance so we have decreased the budget for Attendance Incentives.
- 3.4: Due to budget constraints, we have slightly decreased the budget for parent/community events.
- Actions that have personnel costs have increased costs due to increase in salaries and health 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
3.1	School Community Coordinator	The school community coordinator will be responsible for building, reinforcing, and maintaining connections between the school and the local community. Their role will involve facilitating collaboration and partnerships with community organizations, businesses, and groups to foster a sense of shared responsibility for student success. Additionally, the community coordinator will provide guidance and information to families and community members regarding various services and resources available outside of the school setting. This may include connecting them with appropriate social services, healthcare providers, community-based organizations, or other relevant resources that can address their specific needs beyond the academic realm.	$81,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Parent communication/Engagement	The District prioritizes incorporating Parent Square and Aeries, digital platforms designed to foster engagement. We are developing a web-based app and an interactive website to ensure a robust system for community and family involvement throughout the academic year. These platforms will act as comprehensive tools to strengthen communication between school, students, and their families. In doing so, we aim to enhance community and family engagement effectively.	$20,000.00	No
3.3	Attendance Incentives	The District firmly believes that regular student attendance throughout the academic year is absolutely vital. Consistent attendance is considered a crucial element in achieving the goal of enhancing community and family engagement. To emphasize this importance, the District has implemented a comprehensive attendance incentive program. By offering motivating rewards and recognitions for improved or exemplary attendance records, the District aims to actively encourage students and families to prioritize consistent school participation. These incentives serve as a powerful tool to foster a culture of engagement, where families and the community are motivated to support and celebrate students' regular attendance. The District recognizes that such incentives play an integral role in cultivating strong school-community connections, as they promote accountability and reinforce the value of education beyond the classroom setting.	$5,000.00	Yes
3.4	Parent/Community Events	The District has taken significant steps to improve Community and Family Engagement throughout the academic year. These steps include hosting events designed to encourage family involvement on campus and offering targeted training sessions specifically designed for parents and families.	$5,000.00	No

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
$511041	$61233

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.766%	5.608%	$86,035.00	39.374%

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
1.4	**Action:** Intervention Support **Need:** Here are some key needs of unduplicated students (low-income, English learners, and foster youth) that intervention instructional assistants can address: Identified Need:	Hiring an intervention teacher can directly address the needs of unduplicated students (low-income, English learners, and foster youth) in several ways within the context of the goal "Utilize high-quality, culturally sound teaching strategies to improve student proficiency in all core subjects": 1. Targeted Academic Support: An intervention teacher can provide targeted, individualized support to unduplicated students who may be struggling academically in core subjects. These	Teacher Credentialing: Metric 1.1 Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12

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
	Teacher Credentialing and Assignment: Ensure 95% of teachers are appropriately assigned and fully credentialed. Academic Standards Implementation: Achieve 85% implementation of academic standards at appropriate grade levels and rigor. Professional Development Utilization: Reach 80% of teachers implementing strategies acquired through professional development/coaching. Student Achievement: ELA: Improve CAASPP results, where only 25% of students met or exceeded standards (all students, -64.8 DFS, Yellow Color). Math: Improve CAASPP results, where only 7% of students met or exceeded standards (all students, -89.6 DFS, Yellow Color). Science: Improve results, where 16% of students met or exceeded standards (CAST). Subgroups Performance: ELA: English Learners (-89.3, Red Color), SED (-67.3, Orange Color), Hispanic (-63.5, Orange Color). Math: English Learners (-104.5, Orange Color), SED (-92.5, Yellow Color), Hispanic (-87, Yellow Color). 1. Academic Gaps: Many unduplicated students may have gaps in their foundational knowledge or skills due to various factors such as inconsistent schooling, language barriers, or limited access to educational resources. An intervention teacher can identify and address these gaps through targeted instruction and remediation.	students often require additional assistance and personalized instruction to overcome academic gaps or learning challenges. 2. Small Group Instruction: The intervention teacher can work with small groups of unduplicated students, allowing for more focused attention and tailored teaching strategies. Small group settings enable the teacher to adapt the pace, instructional methods, and content to better meet the specific needs of these students. 3. Differentiated Learning: Unduplicated students often have diverse learning needs and backgrounds. An intervention teacher can employ differentiated learning strategies, adjusting the content, process, and products to cater to the individual needs of each student, ensuring that they can access and master the core subject matter. 4. English Language Development: For English learners, the intervention teacher can provide targeted English language development support, focusing on building their language proficiency and academic vocabulary, which is crucial for their overall academic success in core subjects. By having an intervention teacher specifically dedicated to supporting unduplicated students, all students who struggle academically can also benefit from providing this action LEA-wide. Semitropic can provide a comprehensive, multi-leveled support system tailored to the unique needs of all students who might need academic	

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	2. Language Support: English learners require additional support in developing their English language proficiency, including academic vocabulary and language skills needed for success in core subjects. An intervention teacher can provide specialized English Language Development (ELD) instruction and strategies. By addressing these specific needs, an intervention teacher can provide a comprehensive and tailored support system to help unduplicated students overcome barriers and achieve academic proficiency in core subjects. Parents have expressed concerns about their children struggling academically, particularly in core subjects like ELA, Math, and Science. They have highlighted the necessity for additional support to help these students catch up to grade-level standards. Parents have indicated the need for more regular communication about their children's academic progress and the strategies being used to support their learning at home. Teachers have reported a need for additional resources and personnel to provide targeted interventions for students who are performing below grade level. They have emphasized that having an intervention teacher would allow them to focus more on delivering quality instruction while ensuring that all students receive the support they need.	support, ultimately contributing to their academic proficiency in all core subjects.	

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	Scope: LEA-wide		
1.7	**Action:** Classroom Assistants **Need:** 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math Science 16% of our students met or exceeded standards in Science (CAST). ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards 2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency.	Having classroom assistants can help address the needs of unduplicated students (English learners, low-income students, and foster youth) in several ways: 1. Providing individualized attention and support: Classroom assistants can work closely with unduplicated students, offering one-on-one or small group support tailored to their specific needs. This individualized attention can help address academic gaps, language barriers, or social-emotional challenges that might otherwise be difficult to address in a larger classroom setting. 2. Assisting with language acquisition: For English learners, classroom assistants can provide targeted language support, such as reinforcing vocabulary, helping with reading and writing tasks, and facilitating peer interactions in English. They can also assist in implementing bilingual instructional strategies or translating materials when needed. 3.Offering academic interventions and tutoring: Classroom assistants can work with unduplicated students who are struggling academically by providing targeted interventions, tutoring, and reinforcement of concepts covered in class. This additional support can help close achievement gaps and ensure these students are progressing toward grade-level standards.	Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12

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	The ELPI Rate is in the “Red” Performance Level Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded 95% of teachers are appropriately assigned and fully credentialed, therefore not all of our staff are not providing the most up to date pedagogy from staff who are not fully credentialed. School staff expressed the need for enhanced classroom support to enrich the learning experience for students in small groups. The feedback underscores the importance of having classroom assistants who can manage small groups, allowing for targeted instruction that addresses the specific needs of underperforming students. Feedback highlighted the necessity of providing Tier II support in Math and Reading for students who require additional help. The use of classroom assistants in small group settings directly responds to this need, ensuring that students who struggle in core subjects receive the focused attention they need to improve. The staff’s desire for improved learning experiences for students, particularly in small groups, aligns with the strategic use of	4.Facilitating small group instruction: With the help of classroom assistants, teachers can divide the class into smaller groups for more focused and differentiated instruction. This can benefit unduplicated students by allowing for more tailored teaching approaches, more opportunities for participation, and a supportive learning environment. Why it is being provided on LEA-wide basis: By deploying classroom assistants across the entire LEA, the district ensures that all students, regardless of their specific school or classroom, have access to additional support. This approach promotes equity, ensuring that resources are distributed fairly and that all students, especially those who are underperforming, receive the assistance they need to succeed. Implementing classroom assistants on an LEA-wide basis allows the district to maintain consistency in instructional strategies and interventions. By providing classroom assistants LEA-wide, the district offers uniform support to all teachers, enabling them to effectively implement small group instruction and other personalized learning strategies. Deploying classroom assistants across the LEA allows the district to optimize the use of resources. By centralizing the allocation and management of these assistants, the district can ensure that they are placed where they are most needed and can have the greatest impact.	

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	classroom assistants. This approach is intended to create a more personalized and supportive learning environment, which is essential for helping underperforming students succeed. **Scope:** LEA-wide		
1.8	**Action:** Curriculum Based Software **Need:** 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math Science 16% of our students met or exceeded standards in Science (CAST). ELA Student groups; English Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards	Curriculum-based software can help unduplicated students (English learners, low-income students, and foster youth) in several ways: 1.Personalized and adaptive learning: Many curriculum-based software programs use adaptive algorithms to personalize the learning experience based on each student's strengths, weaknesses, and progress. This can be particularly beneficial for unduplicated students who may have varying levels of academic proficiency or specific learning gaps. 2.Differentiated instruction: Curriculum-based software often provides differentiated instruction by offering content and activities at various levels of complexity, allowing students to work at their appropriate level. This can ensure that unduplicated students receive instruction tailored to their needs, without being held back or overwhelmed. 3.Engaging and interactive content: Well-designed curriculum-based software often incorporates engaging multimedia elements, such as videos, animations, and interactive simulations.	Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12

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	2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the “Red” Performance Level Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded 95% of teachers are appropriately assigned and fully credentialed, therefore not all of our staff are not providing the most up to date pedagogy from staff who are not fully credentialed. The feedback from parents and teachers emphasized the need for systems that help track student progress, particularly for underperforming students. Curriculum-based software is a direct response to this need, as it provides data-driven insights and instructional support that enable teachers to monitor and address student learning gaps more effectively. The feedback also highlighted the role of technology in supporting testing coordination (such as CAASPP and ELPAC) and in providing targeted interventions for students requiring additional support. Curriculum-based software can streamline these processes, offering teachers the	These features can help capture and maintain the interest of unduplicated students, promoting increased engagement and motivation. Why it is being provided on LEA-wide basis: By implementing Curriculum-Based Software across the entire LEA, the district ensures that all students, regardless of their specific school or classroom, have access to the same high-quality instructional tools. This approach promotes equity, making sure that every student, including those in underserved or lower-performing schools, benefits from the software's capabilities. Providing this software on an LEA-wide basis standardizes the instructional resources and strategies used throughout the district. This consistency helps ensure that all teachers are equipped with the same tools and guidelines, which can lead to more uniform implementation of district-wide educational goals and strategies, such as improving student proficiency in core subjects.	

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	resources needed to implement timely interventions. School staff requested more robust support systems in the classroom, particularly for small group instruction and personalized learning. Curriculum-based software supports this need by offering adaptive learning tools that cater to the diverse needs of students, including those who are underperforming, ensuring that every student has access to personalized learning experiences. **Scope:** LEA-wide		
1.9	**Action:** AVID **Need:** 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math Science 16% of our students met or exceeded standards in Science (CAST). ELA Student groups;	Here are some ways in which AVID can help unduplicated students: 1.Academic skills development: AVID provides explicit instruction in essential academic skills, such as note-taking, organization, critical thinking, and study strategies. These skills are crucial for unduplicated students to navigate the rigors of a college-preparatory curriculum and develop the habits necessary for academic success. 2.College and career readiness: AVID focuses on preparing students for college and career by exposing them to college-level coursework, providing guidance on the college application process, and fostering a college-going mindset. This can be particularly beneficial for unduplicated students who may lack access to college knowledge and resources.	Implementation of Professional Development Strategies: Metric 1.2 CA Dashboard Assessments: Metric 1.3 ELPI Rate: 1.4 Reclassification Rate: 1.9 Local Assessments: Metric 1.12

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 Learners (-89.3, Red Color) SED (-67.3, Orange Color), 21% met or exceeded standard in ELA Hispanic (-63.5, Orange Color), 25% met or exceeding standards 2023 ELPI Rate: California Dashboard Data for 2023 shows that 43.5% of our EL students made progress toward English proficiency. The ELPI Rate is in the “Red” Performance Level Math Student groups; English Learners (-104.5, Orange Color) SED (-92.5, Yellow Color), 12% met or exceeded in Math Hispanic (-87, Yellow Color), 16% met or exceeded These students often face unique challenges and barriers to academic success, and it is crucial to address their specific needs to ensure they receive an equitable and high-quality education. Here are some of the key needs of unduplicated pupils: 1.Language acquisition support: English learners need specialized instruction and support to develop proficiency in English, including English language development (ELD) programs, bilingual education, and language support services.	3.Peer support and mentorship: AVID creates a supportive learning community through small group tutorials, where students collaborate and support each other's learning. Unduplicated students can benefit from the peer support, mentorship, and sense of belonging fostered by AVID. 4. Teacher support and advocacy: AVID trains teachers to become advocates for unduplicated students, providing them with strategies to support their academic, social, and emotional needs. This support system can be invaluable for unduplicated students who may face various challenges. 5.Family engagement: AVID recognizes the importance of family involvement and provides resources to help families understand and navigate the college preparation process. This can empower families of unduplicated students to play an active role in their child's education. 6.Culturally relevant pedagogy: AVID emphasizes the importance of culturally relevant teaching practices, encouraging teachers to incorporate students' diverse backgrounds and experiences into the curriculum. This can promote engagement and a sense of belonging for unduplicated students. 7.Motivation and self-confidence: AVID's focus on high expectations, goal-setting, and developing a growth mindset can help unduplicated students build self-confidence and resilience, motivating them to pursue higher education and future success.	

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	2.Academic interventions: Unduplicated pupils may need additional academic interventions and support services to address achievement gaps and help them meet grade-level standards. This could include tutoring, small group instruction, extended learning opportunities, and targeted remediation programs. 3. Access to resources: Unduplicated pupils may have limited access to resources that support their learning, such as technology, educational materials, and enrichment opportunities. Schools should work to provide these resources or connect families with community resources. Ed Partner Feedback: Feedback from parents, teachers, and other educational stakeholders likely emphasized the importance of raising academic standards to better prepare students for high school and beyond. Offering AVID as an optional course is a direct response to this need, as AVID programs are specifically designed to increase academic rigor and help students develop skills essential for academic success. The feedback also likely pointed out the need for additional support for underperforming and underserved students, including those who may not traditionally see themselves as college-bound. AVID programs are known for their focus on supporting students who are in the academic middle, helping them to develop the skills and confidence needed to succeed in	By providing AVID and its associated strategies LEA-wide, the district ensures that all students, regardless of which school they attend, have access to the same high-quality academic opportunities. This promotes equity across the district, giving every student the chance to benefit from AVID's proven methods for enhancing academic rigor and preparing for college and career success. Implementing AVID strategies across the entire LEA ensures a consistent approach to teaching and learning throughout the district. Consistency in applying AVID's WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) helps create a cohesive educational experience for all students, making it easier to measure and compare progress across different schools and grade levels. Offering AVID professional development opportunities, such as the summer institute and ongoing training throughout the school year, on an LEA-wide basis ensures that all teachers across the district receive the same level of training and support. This consistency in professional development helps ensure that AVID strategies are implemented effectively in every classroom, leading to better student outcomes across the district. Implementing AVID across the entire LEA allows the district to streamline resources, such as professional development, materials, and support services. This centralized approach can lead to cost savings and ensures that all schools are equally equipped to implement AVID strategies effectively.	

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	rigorous coursework and ultimately pursue higher education. Stakeholders, including parents and community members, may have expressed the desire for programs that better prepare students for college and careers. AVID's focus on college and career readiness, combined with its emphasis on skill development through WICOR, aligns with this feedback by ensuring that students are not only mastering fundamental subjects but are also developing the skills needed to succeed in post-secondary education and beyond. **Scope:** LEA-wide		
1.10	**Action:** CAASPP Achievers Field Trip **Need:** 2022-23 CAASPP results ELA All Students (-64.8 DFS, Yellow Color) 25% met or exceeded standards in ELA Math All Students (-89.6 DFS, Yellow Color) 7% of our students met or exceeded standards in math Science 16% of our students met or exceeded standards in Science (CAST).	Providing engaging and enriching field trip experiences can benefit unduplicated students (English learners, low-income students, and foster youth) in several ways: 1.Exposure to new experiences and environments: Many unduplicated students may have limited opportunities to explore new places and environments due to financial constraints, language barriers, or other challenges. Field trips can expose them to diverse settings, such as museums, historical sites, cultural centers, or natural environments, broadening their horizons and sparking their curiosity. 2.Hands-on and experiential learning:	CA Dashboard Assessments: Metric 1.3 Local Assessments: Metric 1.12

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

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	successes to build students' confidence and motivation. Field trips for CAASPP achievers provide a tangible reward for hard work and success, reinforcing the idea that academic effort leads to meaningful rewards. This positive reinforcement can be particularly impactful for English Learners who may need additional encouragement to persist in their studies. **Scope:** LEA-wide	connections can foster a sense of belonging and support academic success. 6.Exposure to potential career pathways: Field trips to professional settings, such as businesses, research facilities, or cultural institutions, can introduce unduplicated students to potential career paths they may not have been aware of or considered. This exposure can broaden their perspectives and inspire them to pursue higher education and future goals. 7.Creating lasting memories and positive associations: Engaging field trips can create lasting positive memories and associations with learning, school, and education for unduplicated students. These positive experiences can counteract negative perceptions or challenges they may face and reinforce the value and enjoyment of education. By offering these field trips on an LEA-wide basis, the district ensures that all students have an equal opportunity to benefit from the motivational rewards associated with achieving success on the CAASPP tests. This equity is crucial for ensuring that no student is left out of the recognition and rewards system, particularly English Learners who may require additional encouragement. Implementing this action LEA-wide allows for a consistent approach to tackling the academic challenges faced by English Learners across the district. A uniform incentive system ensures that all schools are aligned in their efforts to motivate students, improve CAASPP scores, and address	

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		the red indicators for ELA and ELPI Rate. This consistency helps create a cohesive strategy that can be more effectively managed and evaluated at the district level. Offering these field trips LEA-wide helps foster a culture of academic achievement throughout the district. When all schools participate in this incentive program, it reinforces the message that academic success is valued and celebrated across the entire district. This district-wide emphasis on achievement can lead to a more motivated and engaged student body, particularly among English Learners who may benefit from the additional recognition.	
2.1	**Action:** MTSS (PBIS) implementation School-wide **Need:** 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%) Attendance Rates by subgroup 23-24 School Year All Students- 95.19% Socioeconomic Disadvantaged- 95.19%	Chronic Absenteeism: The 2023 CA Dashboard indicates that chronic absenteeism is a significant concern for several student groups, with Orange Performance Color for All Students, Socioeconomically Disadvantaged, and Hispanic students. PBIS can play a crucial role in reducing chronic absenteeism by fostering a positive school climate, improving student engagement, and making school a more welcoming and supportive environment. Attendance Rates: The attendance rates for the 23-24 school year show that English Learners have a higher attendance rate (96.52%) compared to All Students and Socioeconomically Disadvantaged students (both at 95.19%). PBIS can help elevate the attendance rates across all groups by creating a school culture that encourages regular attendance through positive reinforcement and incentive-based strategies like	Suspension Rates-Metric 2.1 Chronic Absenteeism Rate- Metric 2.2 Local Attendance Rates- Metric 2.3

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	English Learners- 96.52% Feedback from parents, staff, and board members likely emphasized the necessity of maintaining a safe and positive school environment. The implementation of PBIS directly addresses this need by promoting positive behavior, reducing suspensions and expulsions, and creating a more supportive and respectful school culture. The visibility of ROAR expectations reinforces this positive environment by consistently reminding students of the behavior standards expected throughout the school. The feedback from parents, staff, and board members emphasized the necessity of maintaining a safe and secure campus. PBIS is directly aligned with this goal by promoting positive behavior, reducing suspensions and expulsions, and fostering a respectful and supportive school climate. The ROAR expectations and related activities help create a structured and positive environment that contributes to overall campus safety. Feedback from students played a significant role in shaping the types of rewards included in the PBIS incentive scheme. The ROAR incentive activities, such as the ROAR store and field trips, are designed to motivate students to follow the behavioral expectations and remain engaged in positive activities. This alignment with student feedback ensures that the incentives are meaningful and effective in encouraging good behavior.	the ROAR store and field trips. • Social-emotional and mental health support: Students from low-income families or in foster care may face additional social-emotional challenges related to poverty, trauma, or instability in their home environments. They may benefit from counseling services, mentorship programs, and strategies to build resilience and self-confidence. • Access to resources and enrichment opportunities: Unduplicated students may have limited access to resources that support their learning, such as technology, educational materials, and enrichment activities. Schools should work to provide these resources or connect families with community resources. By implementing PBIS with a focus on creating a positive, inclusive, and supportive school climate, teaching and reinforcing essential skills, providing tailored interventions, and promoting culturally responsive practices, schools can better address the diverse needs of unduplicated students and support their academic, social, and emotional development. Implementing PBIS LEA-wide ensures that all students are held to the same behavioral expectations (such as the ROAR expectations). This consistency helps create a coherent and unified school culture across the district, making it easier for students to understand and adhere to behavioral norms no matter what grade level they are within the district. By providing PBIS training to all staff LEA-wide,	

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	Scope: LEA-wide	the district ensures that every teacher, administrator, and support staff member is equipped with the same strategies and tools to manage student behavior effectively. This uniformity helps in maintaining consistent discipline practices and reinforcing positive behavior throughout the district. PBIS is designed to improve the overall school climate by promoting positive behavior and reducing disciplinary issues such as suspensions and expulsions. Implementing PBIS LEA-wide ensures that all schools contribute to a district-wide culture of respect, safety, and positivity, which can lead to better academic outcomes and student well-being across the entire district.	
2.2	**Action:** Social Worker **Need:** 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%) Attendance Rates by subgroup 23-24 School Year All Students- 95.19%	Having a social worker on campus can significantly benefit unduplicated students (English learners, students from low-income families, and foster youth) in several ways: 1. Addressing non-academic barriers: Social workers are trained to identify and address various non-academic barriers that may hinder a student's ability to learn and succeed in school. These barriers could include poverty, homelessness, food insecurity, mental health issues, or family challenges. By addressing these issues, social workers can help unduplicated students focus on their education. 2.Providing counseling and mental health support: Unduplicated students often face additional challenges and stressors that can impact their mental health and well-being. Social workers can	Suspension Rates-Metric 2.1 Chronic Absenteeism Rate- Metric 2.2 Local Attendance Rates-Metric 2.3

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	Socioeconomic Disadvantaged- 95.19% English Learners- 96.52% Feedback from parents, teachers, and staff has highlighted the necessity of providing robust social-emotional learning (SEL) and mental health support for students. The need for a dedicated social worker is particularly critical in addressing the emotional and psychological challenges faced by students, which can impact their academic performance and overall well-being. This feedback underscores the importance of integrating SEL into the educational framework to create a supportive environment for all students. The feedback recognizes that socioeconomically disadvantaged students often face additional challenges outside the classroom that can affect their academic success and emotional well-being. Employing a social worker who can provide targeted interventions and support for these students aligns with the feedback that calls for more focused attention on their needs. The central goal of improving both student and staff well-being through a multi-tiered support system is supported by feedback that emphasizes the connection between emotional health and academic performance. The integration of a social worker into the educational framework aligns with this goal by providing the necessary support to help students overcome barriers to learning, thereby enhancing their ability to achieve their highest potential.	offer counseling services, crisis intervention, and support to help these students cope with trauma, anxiety, depression, or other mental health concerns. 3.Connecting families with resources: Social workers can serve as a bridge between families of unduplicated students and various community resources. They can help families access services such as healthcare, housing assistance, food banks, or legal aid, which can alleviate some of the stressors and challenges these families face. 4.Facilitating family engagement: Social workers can play a crucial role in engaging families of unduplicated students in their child's education. They can help build trust, provide translation services, and facilitate communication between families and the school, ensuring that language barriers or cultural differences do not hinder family involvement. 5.Advocating for student needs: Social workers can advocate for the specific needs of unduplicated students, both within the school system and in the community. They can help ensure that these students receive the necessary support services, accommodations, and resources to succeed academically and personally. 6.Fostering positive relationships: Social workers can build positive relationships with unduplicated students, serving as a trusted adult and mentor. This can be particularly important for students who may not have a stable support system at home or	

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	Scope: LEA-wide	who may feel disconnected from the school community. 7.Collaborating with school staff: Social workers can collaborate with teachers, administrators, and other school staff to provide training and guidance on addressing the unique needs of unduplicated students. This collaborative approach can create a more supportive and inclusive school environment. By having a dedicated social worker on campus, schools can better identify and address the multifaceted needs of unduplicated students, ensuring that they receive the necessary support and resources to overcome challenges and achieve academic success. An LEA-wide approach guarantees that the social-emotional and mental health support provided by social workers is consistent across all grade spans in the district. This uniformity is crucial for maintaining high standards of care and ensuring that all students benefit from the same quality of support. The integration of social workers into the district’s Multi-Tiered Support System (MTSS) ensures that students at different levels of need (universal, targeted, and intensive) receive appropriate interventions. Implementing this LEA-wide allows the district to create a cohesive and comprehensive system of support that can be adapted to the specific needs of students across all grade spans. The action supports the district’s broader goals of improving student well-being and academic success across all schools. By addressing the emotional and social needs of students on a	

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
		district-wide level, the social workers contribute to creating a positive and supportive learning environment that can enhance academic performance and reduce behavioral issues district-wide.	
2.5	**Action:** Educational building field trip per grade level **Need:** 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%) Attendance Rates by subgroup 23-24 School Year All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52% Feedback from parents, teachers, and community members highlights concerns about the opportunity gap faced by students from low-income families, English learners, and other marginalized groups. These students often lack access to enriching experiences like field trips, which can significantly enhance their learning and	Providing educational field trips can benefit unduplicated students (English learners, students from low-income families, and foster youth) in several ways: 1.Exposure to new experiences and environments: Field trips offer unduplicated students the opportunity to explore new places, cultures, and environments that they may not have access to otherwise due to financial constraints or limited resources. This exposure can broaden their perspectives and spark their curiosity, enhancing their overall learning experience. 2.Building background knowledge: Many unduplicated students, especially those from disadvantaged backgrounds, may lack the background knowledge and experiences that their peers possess. Field trips can help build this essential background knowledge by providing hands-on, real-world experiences that contextualize classroom learning and facilitate better comprehension of academic content. 3.Engaging and interactive learning: Field trips often involve hands-on activities, interactive exhibits, and real-world applications of classroom concepts. This experiential and engaging learning approach can be particularly effective for unduplicated students, as it allows them to	Suspension Rates-Metric 2.1 Chronic Absenteeism Rate- Metric 2.2 Local Attendance Rates-Metric 2.3

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
	broaden their perspectives. By funding these experiences, the district is responding to feedback that calls for actions to ensure all students have equal opportunities to benefit from educational experiences beyond the classroom. Educational stakeholders provided feedback on the need for more engaging and interactive ways to teach the Common Core State Standards. Field trips that are directly linked to CCSS can make abstract concepts more tangible and relevant for students, thereby deepening their understanding and retention of the material. This feedback supports the integration of field trips into the curriculum as a strategy to enhance student engagement and learning outcomes. Educational feedback emphasized the importance of social and emotional learning (SEL) and the role that field trips play in fostering these skills. Field trips offer students opportunities to collaborate with peers, interact with different environments, and develop important social skills in real-world contexts. These experiences contribute to students' overall well-being and help them build the confidence and resilience needed to succeed both academically and socially. Feedback from educational stakeholders also emphasized the need to better prepare students for future academic and career success. Field trips to places like colleges, museums, and science centers expose	connect with the material in a more concrete and meaningful way, enhancing their understanding and retention. 4.Developing language and communication skills: For English learners, field trips can provide valuable opportunities to practice and develop their language skills in authentic settings. Engaging with docents, guides, or peers during the field trip can reinforce vocabulary, conversational abilities, and comprehension. 5.Fostering motivation and engagement: Well-designed and engaging field trips can capture the interest and imagination of unduplicated students, increasing their motivation and engagement with the subject matter. When students are excited and invested in the learning experience, they are more likely to retain information and develop positive attitudes towards education. 6.Exposure to potential career pathways: Field trips to professional settings, such as businesses, research facilities, or cultural institutions, can introduce unduplicated students to potential career paths they may not have been aware of or considered. This exposure can broaden their perspectives and inspire them to pursue higher education and future goals. 7.Building social connections: Field trips often involve group activities and interactions, providing opportunities for unduplicated students to develop social skills, collaborate with peers, and build connections with classmates and teachers. These	

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
	students to potential career paths and higher education opportunities, helping them envision their future and understand the relevance of their education. This exposure is particularly valuable for students who may not have role models in their immediate environment who have pursued higher education or professional careers. **Scope:** LEA-wide	social connections can foster a sense of belonging and support academic success. By carefully planning and facilitating educational field trips, schools can provide unduplicated students with opportunities to learn in authentic and meaningful ways, fostering their academic, social, and personal growth, and creating lasting positive memories and associations with learning. By providing these field trips on an LEA-wide basis, the district ensures that every student has equal access to these enriching experiences. This is crucial for closing the opportunity gap, particularly for students from socioeconomically disadvantaged backgrounds who might not otherwise have the chance to participate in such activities. An LEA-wide approach guarantees that all students receive the same opportunities for experiential learning. This prevents disparities between schools in the district and ensures that students in all schools can benefit from these educational trips, fostering a more equitable learning environment across the district. By offering these field trips to all students, the district aims to enhance academic rigor and social development on a larger scale. This LEA-wide implementation aligns with the district's broader goal of improving educational outcomes for all students, regardless of their individual circumstances.	
2.6	**Action:** Improved Class Sizes Maintained for Enhanced Student Support and Equity	This action is designed to maintain class sizes below the maximum contracted caseload, principally directed toward unduplicated students who will benefit from increased individualized	Attendance Rate, Chronic Absenteeism Rate

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: Maintaining improved class sizes directly addresses the unique needs of the district's unduplicated students by allowing for personalized attention and support. Smaller class sizes can allow teachers to better address individual learning needs, provide targeted interventions, and create a more inclusive and supportive learning environment. By improving class size, we will decrease the number of combination classes. Additionally, significant attendance challenges reveal the need for smaller class sizes coupled with more individualized attention, as 52% of students missed school due to illness, and 48% were due to unexcused, personal day, tardy more than 30 minutes, out of town or funeral. We need to set up more personalized attention to monitor student's physical and mental health needs. High rates of chronic absenteeism, particularly 18.1% for SED students further highlight the need for more personalized support. Smaller class sizes enable teachers to address these academic and personal challenges more effectively, ensuring unduplicated students feel supported and connected, ultimately enhancing their academic success and well-being. Parents, staff, and students report that improved class size provides for additional relational support between teachers and students.	attention and support. By ensuring teaching and learning can thrive in this maintained or smaller than-contracted student-to-teacher ratio, teachers can better understand and address each student's unique learning needs, providing targeted interventions and personalized instruction. This is especially crucial for students facing language barriers, socio-emotional challenges, and resource limitations. By ensuring class sizes remain below contracted levels, this action creates a more supportive and effective learning environment, promoting equitable access to high-quality education and helping unduplicated students thrive academically. Smaller class sizes allow teachers to provide more individualized attention and support to each student, enhancing overall academic performance and engagement. Due to the large number of unduplicated pupils, this additional funding will significantly reduce the need for combination classes. With smaller class sizes and a focus on individual grade levels, teachers will have more time and space to foster meaningful connections with students and their families. At Semitropic School, we take pride in being a small, close-knit community where personalized learning is not just a goal, but a daily practice. We are deeply committed to serving the whole child—academically, socially, and emotionally—while also supporting the unique dynamics of each family. Our school’s strength lies in these strong, personal connections that uplift not only our students, but the entire Semitropic community.	

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		
3.1	**Action:** School Community Coordinator **Need:** 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%) Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%) Attendance Rates by subgroup 23-24 School Year All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52% Feedback from parents, staff, and community members emphasizes the importance of fostering strong connections between the school and the local community. These stakeholders advocate for increased collaboration with local businesses, organizations, and community groups to create a supportive environment that extends beyond the school's walls. By hiring a community coordinator, the district responds to	A school community coordinator plays a vital role in addressing the needs of unduplicated students (English learners, students from low-income families, and foster youth) in several ways: 1. Facilitating communication and building relationships: Acting as a liaison between the school, families, and community organizations. Conducting home visits and connecting with families in their native languages Building trust and establishing open lines of communication. 2. Coordinating support services and resources: Identifying and connecting students and families with appropriate academic, social, and health services Collaborating with community organizations and agencies to provide wraparound services. Facilitating access to basic needs (food, clothing, healthcare) for low-income families 3. Promoting family engagement and empowerment: Organizing parent workshops, classes, and events to educate and empower families. Encouraging family involvement in school activities and decision-making processes. Providing resources and training to help families support their children's academic success.	Attendance Rates- Metric 3.2 Chronic Absenteeism Rates- Metric 3.3

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
	this feedback by dedicating resources to actively build and maintain these crucial partnerships. The school community's feedback highlighted the need for a shared responsibility model, where student success is seen as a collective effort involving not only educators but also families, and community organizations. The community coordinator's role in facilitating these partnerships supports this collaborative approach, ensuring that all community stakeholders are engaged in supporting students' academic and personal development. Feedback from families indicate a desire for more opportunities to be involved in their children's education and to have a stronger connection with the school. Feedback from the school community also emphasized the need for a positive and supportive school culture, where students, families, and community members feel connected and valued. Feedback also indicated a need for more targeted support for vulnerable populations, such as socioeconomically disadvantaged students, English learners, and foster youth. The community coordinator's work in connecting these students and their families with external resources ensures that they receive the additional support they need to overcome barriers and succeed in school. **Scope:**	4.Advocating for students' rights and needs: Ensuring that unduplicated students receive appropriate accommodations and support services. Representing the interests and needs of these student groups in school and district meetings. Providing guidance and assistance in navigating educational systems and processes. 5.Coordinating mentorship and enrichment opportunities: Facilitating mentorship programs and connections with role models and community leaders. Organizing extracurricular activities, field trips, and enrichment experiences. Providing college and career guidance, especially for foster youth and low-income students. 6.Monitoring student progress and providing intervention: Tracking academic performance and identifying students in need of additional support. Coordinating interventions and tutoring services to address academic gaps. Collaborating with teachers and counselors to develop individualized support plans. By serving as a bridge between the school, families, and community resources, a school community coordinator can play a crucial role in addressing the multifaceted needs of unduplicated students, promoting their academic success, and fostering a supportive and inclusive school environment.	

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	By offering the role of the school community coordinator across the entire LEA, the district ensures that every school site has consistent access to the same level of support and resources. This uniformity helps maintain high standards in the support provided to students and families, regardless of the specific school they attend. The need for stronger connections between schools, families, and the broader community is not limited to just one or a few schools within the district. It’s a district-wide issue that affects student outcomes at all levels. By implementing this role LEA-wide, the district acknowledges that family and community engagement is critical to student success across all schools. As students move from one grade level to another, having a consistent support system across the LEA ensures that their transition is smooth and that they continue to receive the same level of support. The community coordinator helps ensure that all families remain connected and engaged throughout these transitions.	
3.3	**Action:** Attendance Incentives **Need:** 2023 CA Dashboard Chronic Absenteeism Rate All Students- Orange Performance Color (23.8%) English Learners- Yellow Performance Color (13.2%)	Adding attendance incentives at a school can help unduplicated students (English learners, students from low-income families, and foster youth) in several ways: 1. Motivation and encouragement: Incentives can provide a positive reinforcement and motivation for students to attend school regularly.	Attendance Rates- Metric 3.2 Chronic Absenteeism Rates- Metric 3.3

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
	Socioeconomic Disadvantaged-Orange Performance Color (23.9%) Hispanic- Orange Performance Color (22.5%) Attendance Rates by subgroup 23-24 School Year All Students- 95.19% Socioeconomic Disadvantaged- 95.19% English Learners- 96.52% Educational feedback highlights regular attendance is crucial for academic success. Consistent attendance is linked to better academic performance, improved grades, and higher graduation rates. The district's emphasis on attendance through incentives aligns with feedback stressing that keeping students in school is fundamental to their educational outcomes. Feedback also reveal concerns about high rates of chronic absenteeism among certain student groups. Implementing an attendance incentive program directly addresses these concerns by actively encouraging students and families to prioritize school attendance, aiming to reduce absenteeism and its negative impact on learning. Educational Feedback highlights the various non-academic barriers that can affect student attendance, such as transportation issues, family responsibilities, and health problems. The attendance incentive program is part of a	For students facing challenges at home or lacking parental support, incentives can serve as an external motivator to prioritize school attendance. The incentive program helps build connections by encouraging families and community members to actively support and celebrate students' attendance, creating a shared commitment to student success. 2. Recognition and sense of achievement: Unduplicated students may feel marginalized or disconnected from school, and attendance incentives can help them feel recognized and valued for their efforts. Receiving rewards or recognition for good attendance can boost self-esteem and foster a sense of accomplishment. 3.Addressing economic barriers: For low-income families, incentives such as gift cards, school supplies, or food items can help alleviate some of the economic challenges that may contribute to absenteeism. These incentives can provide practical support and address basic needs, making it easier for students to attend school consistently. 4.Fostering a positive school culture: Attendance incentives can contribute to creating a positive and supportive school environment that values and celebrates student attendance. This can help unduplicated students feel more connected and engaged with the school community. 5. Involving families and building partnerships:	

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
	broader strategy to address these barriers by motivating families to overcome challenges and prioritize school attendance. **Scope:** LEA-wide	Attendance incentive programs often involve communicating with families and recognizing students' achievements. This can encourage family engagement and strengthen the partnership between the school and families, which is particularly important for unduplicated students. By applying the attendance incentive program LEA-wide, the district ensures that all schools have access to the same motivational tools and rewards. This consistency helps to create a uniform standard of encouragement for regular attendance, leading to a more equitable experience for all students across the district. Implementing the program across all schools fosters a shared commitment to regular attendance and student success. It helps to build a district-wide culture where families and communities are collectively engaged in supporting and celebrating students' attendance. A LEA-wide approach helps in fostering a consistent and positive school culture related to attendance. It ensures that all schools within the district share a common focus on the importance of regular attendance and the benefits of incentives, contributing to a more supportive and engaging school environment.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Long-term EL Support Services **Need:** A Long-Term English Learner (LTEL) is an English learner (EL) who has been enrolled in U.S. schools for six years or more without achieving reclassification as Reclassified Fluent English Proficient (RFEP)). LTEL students have unique needs that must be addressed to support their language acquisition and academic success. According to the CA Dashboard, we have 12 LTEL students. Here are some key needs of LTEL students: 1. Academic Language Development: LTELs often plateau in their English acquisition, especially with academic language. They need explicit instruction in academic vocabulary, syntax, and discourse practices used in content areas like science, social studies, and math. 2. Bridging Gaps in Core Content Knowledge: Because they may have missed foundational concepts while learning English, LTELs often struggle with subject-area content. Scaffolding, differentiated instruction, and integrated language-content approaches are essential. 3. Literacy Skills:	AVID (Advancement Via Individual Determination) can be highly beneficial for Long-Term English Learners (LTELs) because its structure and strategies directly address many of their unique needs. Here's how AVID helps: 1. Focus on Academic Language and Literacy Explicit instruction in academic vocabulary and writing through AVID's WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) helps LTELs strengthen their literacy. LTELs often struggle with academic discourse, and AVID activities such as Socratic Seminars and Philosophical Chairs give them structured opportunities to practice speaking and listening. 2. Support with Organization and Study Skills Many LTELs benefit from direct instruction in note-taking (Cornell Notes), time management, and goal setting, all core parts of AVID's curriculum. This structured approach builds the executive function skills that LTELs may not have fully developed due to inconsistent academic support. 3. College and Career Readiness AVID builds college-going identity and motivation by exposing LTELs to college visits, guest speakers, and post-secondary planning.	CA Dashboard Academic Indicators for LTELs: Metric 1.3 (ELA & Math) ELPI Rate for LTELs: Metric 1.4 Reclassification Rate: Metric 1.9

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Many LTELs have underdeveloped reading and writing skills in both English and their home language. Intensive literacy interventions, including guided reading and structured writing support, are crucial. 4. Language Reclassification Support: LTELs often remain classified as English learners due to missing one or two reclassification criteria. Tailored support to meet these criteria (e.g., test-taking strategies, focused language development) can help them exit EL status.e Our Data for LTEL include: 2024 CA Dashboard ELA LTEL (107.5 points below standard) Math LTEL (176.8 points below standard) ELPI Rate for LTEL(16.7% making progress) Due to the small number of LTELs, we do not receive a color on the Dashboard. Additionally, due to the small number we can see large swings in percentages from year to year. From the KCSOS Comprehensive Needs Assessment Tool, we have found that collaborating with teachers to identify specific language barriers and gaps in English proficiency will help us target the most pressing areas of need. Ongoing professional development will be crucial for teachers,	This helps combat the disengagement and low expectations LTELs often face. 4. Positive Peer Culture and High Expectations AVID classes are rigorous but supportive, placing LTELs in a college-prep environment with peers who are also striving for success. This can raise their academic confidence and sense of belonging in school. Additionally, providing English Language Development (ELD) specific professional development to teachers can greatly help address the needs of LTEL students in several ways: 1. Improve Instructional Strategies: ELD professional development equips teachers with research-based strategies and techniques specifically designed for teaching English to non-native speakers. This includes methods for scaffolding instruction, integrating language and content learning, and creating opportunities for meaningful language practice. 2. Enhance Language Acquisition: Through professional development, teachers gain a deeper understanding of second language acquisition theories and the linguistic needs of LTELs at different proficiency levels. This knowledge enables them to plan lessons that effectively support language development and academic language proficiency. 3. Differentiate Instruction: ELD professional development provides teachers with tools and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	specifically in English Language Development (ELD) strategies, to ensure they are equipped with the tools and knowledge to support English learners effectively. In addition, we will focus on providing specialized programs like ELPAC boot camps for students to help them prepare for the English Language Proficiency Assessments for California (ELPAC), which will give us more insight into their language development progress. By offering Saturday school, winter break school, and spring break school, we can provide additional learning time for students to strengthen their language skills in an immersive and supportive environment. **Scope:**	skills to differentiate instruction based on LTELs' language proficiency levels, learning styles, and cultural backgrounds. This ensures that instruction is tailored to meet the unique needs of LTEL students within the same classroom. 4. Promote Cultural Responsiveness: Professional development can raise teachers' awareness of cultural differences and the importance of creating an inclusive learning environment. It can equip them with strategies to incorporate students' cultural backgrounds into instruction, build positive relationships, and foster a sense of belonging. 5. Assess and Monitor Progress: Teachers learn how to effectively assess LTELs' language proficiency using appropriate assessments and how to monitor their progress over time. This data-driven approach allows teachers to identify areas of strength and weakness, and adjust instruction accordingly. 6. Encourage Collaboration: ELD professional development often facilitates collaboration among teachers, allowing them to share best practices, resources, and strategies for supporting LTELs. This collaborative approach fosters a school-wide culture of support for LTEL students. 7. Build Confidence and Expertise: Ongoing professional development empowers teachers with the knowledge, skills, and confidence to effectively teach LTEL students. This expertise contributes to improved instruction, better student engagement, and ultimately, higher academic achievement for LTELs.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		By investing in ELD-specific professional development for teachers, schools can better equip their educators to meet the unique linguistic, academic, and cultural needs of English learner students, creating a more inclusive and supportive learning environment for their success.	

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

N/A

Additional Concentration Grant Funding

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

To enhance and expand the services we offer to our unduplicated students, we are making additions to our student support personnel.

Action Item 1.7 Classroom Assistants
Three Classroom assistants (1 specific to TK/K classroom, 1 to K-8 classrooms) are expected to provide support in running small groups within classrooms. This is a strategic measure enacted to encourage improved performance in students who are currently underperforming in core subjects. Small group sizes are purposed for this initiative to result in a more focused and personalized learning experience. This aligns with the district's objective of elevating academic rigor and enhancing student proficiency in core subjects.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:14

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	N/A	1:16

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	1513493	511041	33.766%	5.608%	39.374%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$716,000.00	$177,309.00	$0.00	$91,363.00	$984,672.00	$836,309.00	$148,363.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Build Capacity of Staff	All	No			All Schools	2025-26	$0.00	$6,363.00				$6,363.00	$6,363.00	
1	1.2	EL Support Services and ELD professional Development for Staff	All	No			All Schools	2025-26	$0.00	$18,000.00				$18,000.00	$18,000.00	
1	1.3	Access to sufficient standards-aligned materials	All	No			All Schools	2025-26	$0.00	$21,000.00		$21,000.00			$21,000.00	
1	1.4	Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$210,000.00	$0.00	$179,000.00			$31,000.00	$210,000.00	
1	1.5	Program Coordinator	All	No			All Schools	2025-26	$75,000.00	$0.00		$75,000.00			$75,000.00	
1	1.6	Update/Replace Technology	All	No			All Schools	2025-26	$0.00	$17,500.00				$17,500.00	$17,500.00	
1	1.7	Classroom Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$220,000.00	$0.00	$206,000.00			$14,000.00	$220,000.00	
1	1.8	Curriculum Based Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.9	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$0.00	$13,000.00	$13,000.00				$13,000.00	
1	1.10	CAASPP Achievers Field Trip	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$0.00	$7,000.00	$7,000.00				$7,000.00	

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
1	**1.11**	Long-term EL Support Services	All	No			All Schools	2025-26	$0.00	$4,500.00				$4,500.00	$4,500.00	
2	**2.1**	MTSS (PBIS) implementation School-wide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.2**	Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$160,000.00	$0.00	$160,000.00				$160,000.00	
2	**2.3**	Additional Supervision	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	**2.4**	Campus Beautification	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.5**	Educational building field trip per grade level	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	2025-26	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	**2.6**	Improved Class Sizes Maintained for Enhanced Student Support and Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$90,000.00	$0.00	$90,000.00				$90,000.00	
3	**3.1**	School Community Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	ongoing	$81,309.00	$0.00	$20,000.00	$61,309.00			$81,309.00	
3	**3.2**	Parent communication/Engagement	All	No			All Schools	ongoing	$0.00	$20,000.00		$20,000.00			$20,000.00	
3	**3.3**	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.4**	Parent/Community Events	All	No			All Schools	ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

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
1513493	511041	33.766%	5.608%	39.374%	$711,000.00	0.000%	46.977 %	**Total:**	$711,000.00
								LEA-wide Total:	$711,000.00
								Limited Total:	$0.00
								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	**1.4**	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$179,000.00	
1	**1.7**	Classroom Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$206,000.00	
1	**1.8**	Curriculum Based Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$16,000.00	
1	**1.9**	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$13,000.00	
1	**1.10**	CAASPP Achievers Field Trip	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$7,000.00	
2	**2.1**	MTSS (PBIS) implementation School-wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$5,000.00	
2	**2.2**	Social Worker	Yes	LEA-wide	English Learners Foster Youth	All Schools K-8	$160,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	Educational building field trip per grade level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$10,000.00	
2	**2.6**	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
3	**3.1**	School Community Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$20,000.00	
3	**3.3**	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-8	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,169,600.00	$940,100.00

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**	Build Capacity of staff	Yes	$87,000.00	40000
1	**1.2**	ELD professional Development for Staff	Yes	$28,000.00	25000
1	**1.3**	Access to sufficient standards-aligned materials	No	$80,000.00	50000
1	**1.4**	Intervention Teacher	Yes	$85,000.00	92000
1	**1.5**	Program Coordinator	No	$115,000.00	125000
1	**1.6**	Update/Replace Technology	Yes	$106,000.00	5000
1	**1.7**	Classroom Assistants	Yes	$220,000.00	250000
1	**1.8**	Curriculum Based Software	Yes	$36,600.00	36600.00
1	**1.9**	AVID	Yes	$13,000.00	15000
1	**1.10**	CAASPP Achievers Field Trip	Yes	$7,000.00	8000
2	**2.1**	MTSS (PBIS) implementation School-wide	Yes	$18,000.00	20000

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	2.2	Social Worker	Yes	$130,000.00	135000
2	2.3	Additional Supervision	No	$30,000.00	30000
2	2.4	Campus Beautification	No	$68,000.00	15000
2	2.5	Educational building field trip per grade level	Yes	$26,000.00	26000
3	3.1	School Community Coordinator	Yes	$80,000.00	20000
3	3.2	Parent communication/Engagement	No	$15,000.00	20000
3	3.3	Attendance Incentives	Yes	$16,000.00	18000
3	3.4	Parent/Community Events	No	$9,000.00	9500

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)
526635	$852,600.00	$440,600.00	$412,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Build Capacity of staff	Yes	$87,000.00	40000		
1	1.2	ELD professional Development for Staff	Yes	$28,000.00	25000		
1	1.4	Intervention Teacher	Yes	$85,000.00	92000		
1	1.6	Update/Replace Technology	Yes	$106,000.00	5000		
1	1.7	Classroom Assistants	Yes	220000	0		
1	1.8	Curriculum Based Software	Yes	$36,600.00	36600		
1	1.9	AVID	Yes	$13,000.00	15000		
1	1.10	CAASPP Achievers Field Trip	Yes	$7,000.00	8000		
2	2.1	MTSS (PBIS) implementation School-wide	Yes	$18,000.00	20000		
2	2.2	Social Worker	Yes	$130,000.00	135000		
2	2.5	Educational building field trip per grade level	Yes	$26,000.00	26000		
3	3.1	School Community Coordinator	Yes	$80,000.00	20000		
3	3.3	Attendance Incentives	Yes	$16,000.00	18000		

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)
1534122	526635	0	34.328%	$440,600.00	0.000%	28.720%	$86,035.00	5.608%

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).

California Department of Education
November 2024