

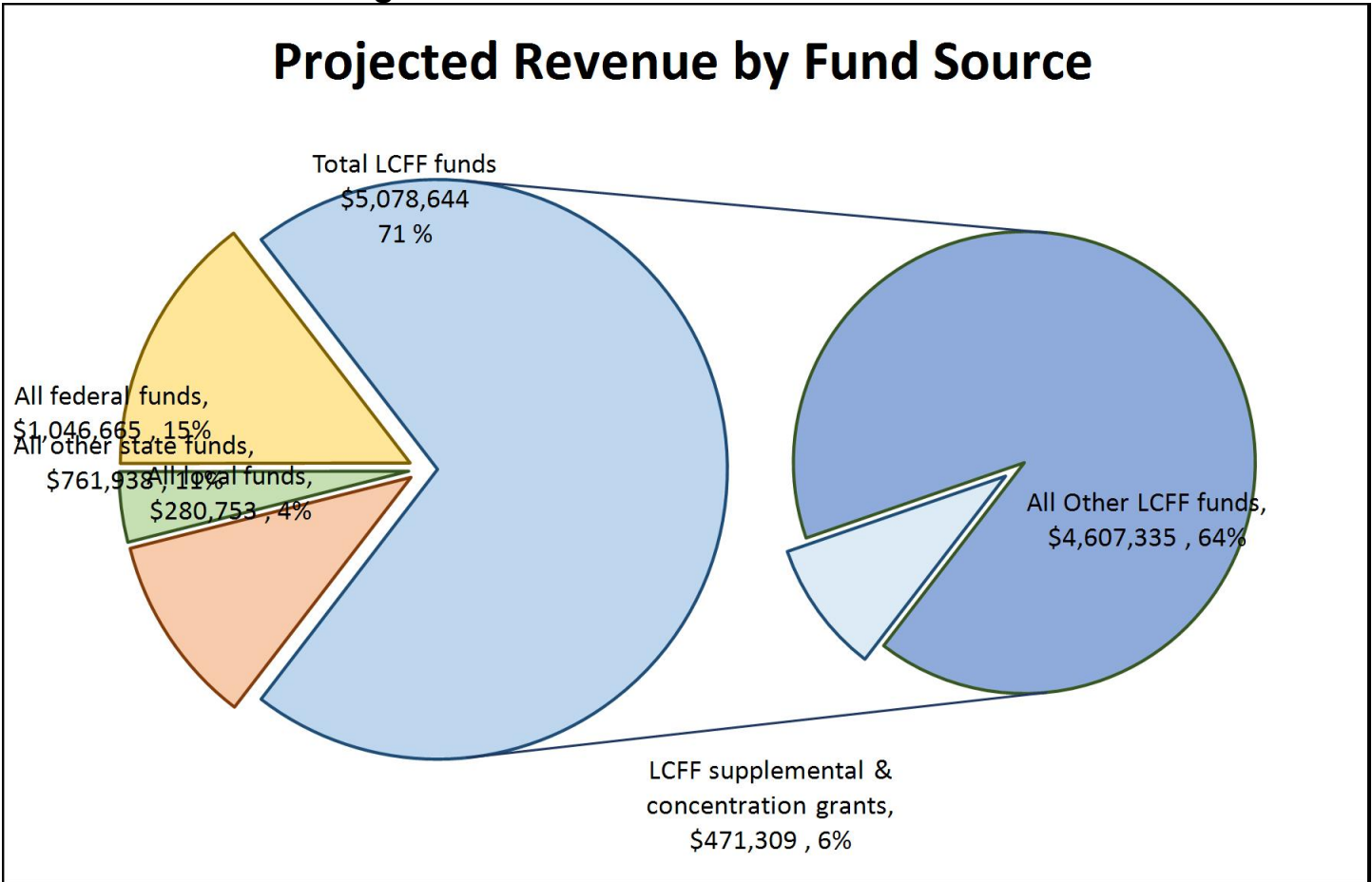


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summerville Elementary School District
 CDS Code: 55724056054936
 School Year: 2024-25
 LEA contact information:
 Ben Howell, EdD
 Superintendent
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 (209) 928-4291

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

Budget Overview for the 2024-25 School Year

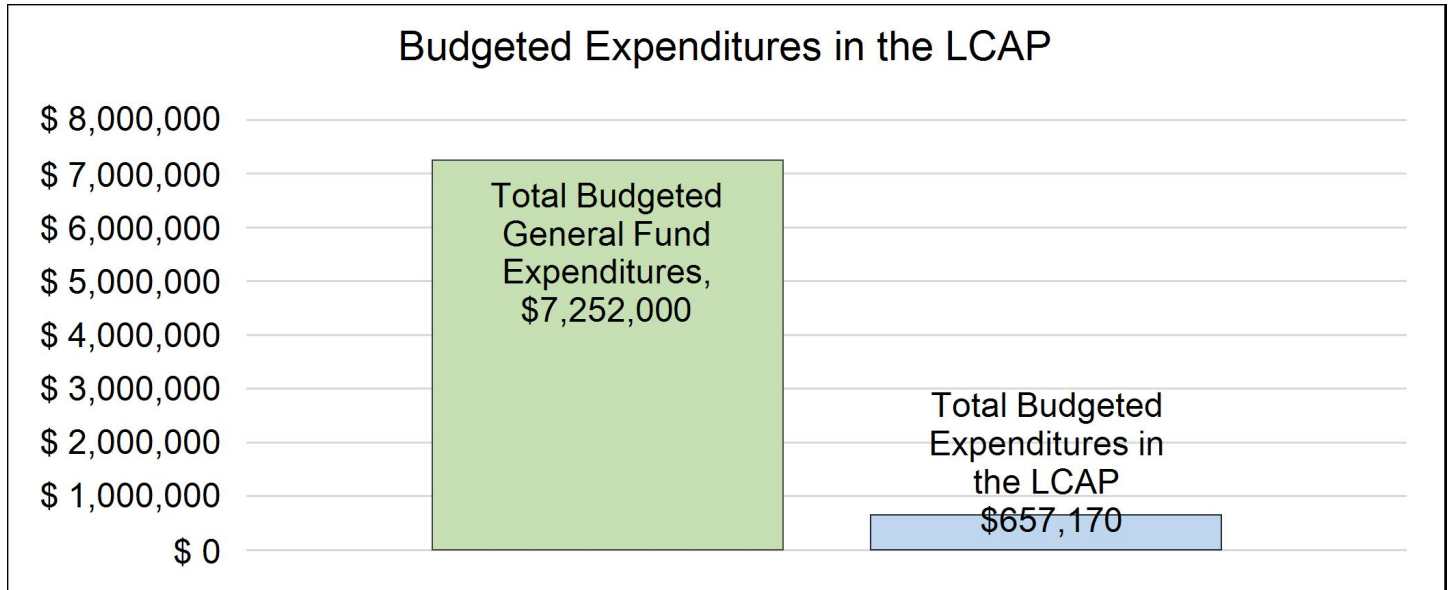


This chart shows the total general purpose revenue Summerville Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summerville Elementary School District is \$7,168,000, of which \$5,078,644 is Local Control Funding Formula (LCFF), \$761,938 is other state funds, \$280,753 is local funds, and \$1,046,665 is federal funds. Of the \$5,078,644 in LCFF Funds, \$471,309 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Summerville Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summerville Elementary School District plans to spend \$7,252,000 for the 2024-25 school year. Of that amount, \$657,170 is tied to actions/services in the LCAP and \$6,594,830 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

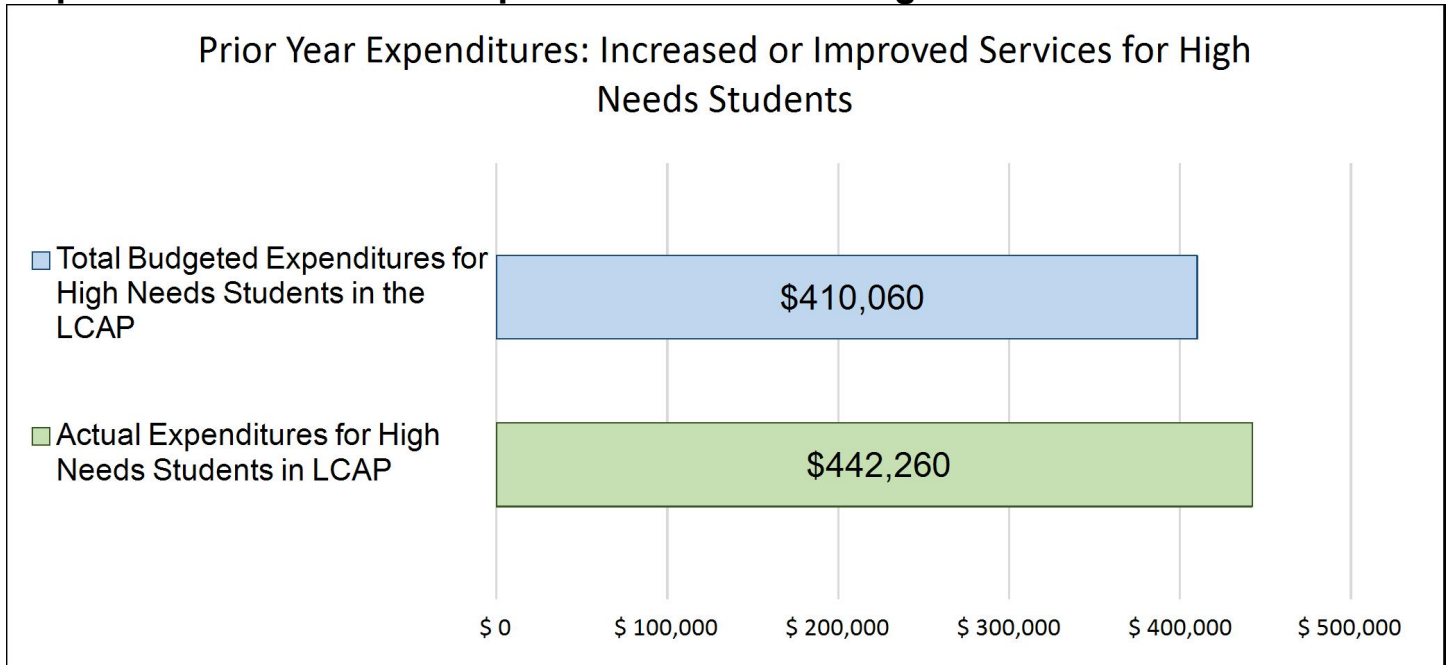
The Local Control Accountability Plan Supplemental Funding represents approximately 7% of the total General Fund Budget. The other 93% not included in the LCAP are the routine operational costs, such as the remainder of salaries for teachers, support staff, and administrative staff, facility maintenance costs, student transportation, utilities, service contracts, textbooks, classroom and operational supplies, bus leases, county-served special needs students, etc., which are accounted for outside of the Local Control Accountability Plan.

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

In 2024-25, Summerville Elementary School District is projecting it will receive \$471,309 based on the enrollment of foster youth, English learner, and low-income students. Summerville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Summerville Elementary School District plans to spend \$471,309 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Summerville Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Summerville Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Summerville Elementary School District's LCAP budgeted \$410,060 for planned actions to increase or improve services for high needs students. Summerville Elementary School District actually spent \$442,260 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summerville Elementary School District	Ben Howell, EdD Superintendent	DistrictOffice@sumel.org (209) 928-4291

Goals and Actions

Goal

Goal #	Description
1	Student Support: Each student will receive sufficient access to standards-aligned instructional materials, targeted instruction, learning support, and social-emotional resources to connect them to the school's learning process. Together, these supports will help promote learners on target to achieve grade-level learning and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Engagement Measured by Attendance Student Annual Average Daily Attendance as locally calculated by Attendance Clerk.	2020-2021 School Year: 90.50% annual school-wide average daily attendance.	2021-2022 School Year: 89.65% annual school-wide average daily attendance as locally calculated.	2022-2023 School Year: 90.96% annual school-wide average daily attendance as locally calculated.	For the 2023-2024 school year, school-wide average daily attendance was locally calculated at 92.45%. This is a 1.07% from the 2022-2023 school year and a 1.95% increase from the baseline data.	2% annual improvement school-wide over three years: 96%.
Student Engagement Measured by Chronic Absenteeism School-wide Chronic Absenteeism rate as reported on the California School Dashboard	2019-2020 School Year: 15.3% of all students were reported as chronically absent (California School Dashboard).	2020-2021: 32.3% of all students were reported as chronically absent as locally calculated.	2021-2022: 53.4% of all students were reported as chronically absent (California School Dashboard).	For the 2022-2023 school year, 28.9% of all students were reported as chronically absent or in the yellow on the California School Dashboard.	1% annual improvement in school-wide chronic absenteeism rate attendance over three years: 12%.
Homeless Student Engagement	2019-2020 School Year: 36.4% of homeless students	2020-2021 School Year: 37.5% of homeless students	2021-2022 School Year: 90.9% of homeless students	For the 2022-2023 school year, 40% of homeless students	1% annual improvement in homeless student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measured by Chronic Absenteeism</p> <p>Homeless Student Chronic Absenteeism rate as reported on the California School Dashboard</p>	were reported as chronically absent (California School Dashboard).	were reported as chronically absent.	were reported as chronically absent (California School Dashboard).	were reported as chronically absent (no color) on the California School Dashboard.	attendance over three years: 33%.
<p>SED Student Engagement Measured by Chronic Absenteeism</p> <p>Socially Economically Disadvantaged Student Chronic Absenteeism rate as reported on the California School Dashboard</p>	2019-2020 School Year: 22.2% of SED students were reported as chronically absent (California School Dashboard).	2020-2021 School Year: 42.1% of SED students were reported as chronically absent.	2021-2022 School Year: 66.8% of SED students were reported as chronically absent (California School Dashboard).	For the 2022-2023 school year, 37.3% of socially economically disadvantaged students were reported as chronically absent or in the yellow on the California School Dashboard.	1% annual improvement in SED student attendance over three years: 19%.
<p>SED Student Achievement in English as Measured by CAASPP Scores</p> <p>Socially Economically Disadvantaged Student English Language Arts Summative Assessment Score rate as reported on</p>	2019-2020 School Year: 31.9 points below standard (orange - California School Dashboard)	2020-2021 School Year: 39.56% of SED students met or exceed standards for ELA as locally calculated.	2021-2022 School Year: 41.5 points below standard (California School Dashboard). -- School-wide, all students were 9.6 points below standard (California School Dashboard).	2022-2023 School Year: 37.50% of SED students met or exceeded standards for ELA as reported by the state, ~27 points below-standard (yellow).	5-point annual improvement in SED student achievement in English: ~16 points near-standard (yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the California School Dashboard					
Students with Disabilities Achievement in English as Measured by CAASPP Scores Student with Disabilities English Language Arts Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 96.2 points below standard (California School Dashboard).	2020-2021 School Year: 8.57% of SPED students met or exceed standards for ELA as locally calculated using district data aggregation.	2021-2022 School Year: 83.5 points below standard (California School Dashboard).	2022-2023 School Year: 20.41% of SPED students met or exceeded standards for ELA as reported by the state, ~26.4 points below-standard (yellow).	5-point annual improvement in Student with Disabilities achievement in English: ~85 points below standard (orange)
Student Achievement in Math as Measured by CAASPP Scores School-wide Math Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 38.4 points below standard (orange - California School Dashboard).	2020-2021 School Year: 33.7% met or exceed standards for Math as locally calculated using district data aggregation.	2021-2022 School Year: 42.3 points below standard (California School Dashboard).	2022-2023 School Year: 27.69% of all students met or exceeded standards for Math as reported by the state, ~41.9 points below standard (orange).	3 point annual improvement in student achievement in Math: ~28 points below standard (yellow)
Student Suspension Rate as Measured by Suspension Rate	2019-2020 School Year: 1.6% suspended at least once (orange -	2020-2021 School Year: 1% suspended at least once, as locally calculated	2021-2022 School Year: 2% suspended at least once	For the 2022-2023 school year, 2% of students were suspended at least	0.6% decrease in suspension rate over three years: 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School-wide Suspension rate as reported on the California School Dashboard	California School Dashboard).	using district data aggregation.	(California School Dashboard).	once, as reported on the California School Dashboard.	
Student Enrollment Rate as Measured by Student Count in the School's Student Information System at the annual census date (CBEDS date)	2020-2021 School Year: 403 students	2021-2022 School Year: 409 students	2022-2023 School Year: 415 students	For the 2023-2024 school year, 457 students.	Maintain an average of 400 students over the next three years.
Student Counselor Referral Rate as Measured by tracked Referral County	2020-2021 School Year: 0 - No Counselor	2021-2022 School Year: 175 referrals - 1 Counselor (42% of student enrollment)	2022-2023 School Year: 21 referral - No Counselor	2023-2024 School Year: 0.2 FTE counselor (one counselor, 1 day a week).	Increase student counselor referral rate to a case load of 30 student receiving services the first year and maintain this rate for the following two years.
Number of Expanded Learning Opportunities as Measured by New Opportunity Counts	2020-2021 School Year: 0 - No additional Expanded Learning Opportunities Offered	2021-2022 School Year: 1 - One additional Expanded Learning Opportunities Offered	2022-2023 School Year: 4 - Four additional Expanded Learning Opportunities Offered	For the 2023-2024 school year, 6 additional expanded learning opportunities offered to date.	Increase expanded learning opportunities by one new opportunity for students per year each year.
Number of Students Expelled per year as Measured by students expelled	2020-2021 School Year: 1 students expelled	2021-2022 School Years: 0 students expelled	2022-2023 School Years: 0 students expelled	For the 2023-2024 school year, 0 students were expelled.	Maintain a trend of 0 students expelled per school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Student Engagement as Measured by Middle School Drop Out Rate</p> <p>Student Annual drop out rate percentage as locally calculated by the school registrar</p>	2020-2021 School Year: 0 middle school student dropouts	2021-2022 School Year: 0 middle school student dropouts	2022-2023 School Year: 0 middle school student dropouts	For the 2023-2024 school year, 1 middle school student has been marked as a dropout to date.	Maintain a trend of 0 middle school student dropouts per year.
<p>Student Sufficient Access to standards-aligned Curriculum and Instructional Materials</p> <p>Sufficient Access to standards-aligned Curriculum and Instructional Materials as measured by annual textbook and material counts as gathered by school administration.</p>	2020-2021 School Year: All students had sufficient access to standards-aligned Curriculum and Instructional Materials	2021-2022 School Year: All students had sufficient access to standards-aligned Curriculum and Instructional Materials	2022-2023 School Year: All students had sufficient access to standards-aligned Curriculum and Instructional Materials	2023-2024 School Year: All students have sufficient access to standards-aligned Curriculum and Instructional Materials	Maintain sufficient access to standards-aligned Curriculum and Instructional Materials for all students at the school.
<p>Student Sufficient Access to standards-aligned Curriculum and Instructional Materials</p> <p>Sufficient Access to standards-aligned</p>	2020-2021 School Year: No Williams Complaints or Violations filed with the school district office.	2021-2022 School Year: No Williams Complaints or Violations filed with the school district office.	2022-2023 School Year: No Williams Complaints or Violations filed with the school district office.	For the 2023-2024 school year, no Williams Complaints or violations were filed with the school district office.	Maintain sufficient access to standards-aligned Curriculum and Instructional Materials for all students at the school to ensure no Williams Complaints and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Curriculum and Instructional Materials as measured by filed Williams Complaints and Violations as received by the school district office.					Violations are filed with the district office.

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these actions for the 2023-2024 local control accountability plan.

Goal 1, a broad goal, encompassed a variety of metrics and a large number of actions that spanned across the school, attempting to reach most grade levels and student groups. As a student-centered support goal, the aim was to increase student support in literacy tools and math support tools while providing engagement opportunities and social and emotional support. The school attempted to implement all of the planned actions as outlined in the plan. Because the goal was written in a very broad and open manner, it proved to be very difficult to decipher if the goal was met or not, though overall, individual metrics that were tracked as a part of this goal showed slight growth in all measured categories over the three-year LCAP cycle. The district can report that all actions were implemented as planned for this goal, though each at varying degrees based on the amount of staff resources available. All technological supports were implemented as planned.

Many of the actions that were included in this broad student support goal will be utilized in the 2024-2027 LCAP document included under revised goals that are more specific and measurable.

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.

Three main categories of actions were implemented to support this goal: staff resources/time, technological support, and tangible initiatives. All technological supports and tangible incentives met their budgeted amounts. Slight variation occurred between the budgeted items and estimated actuals for staff resources. The largest variances are as follows.

*School counselor/Foster and Homeless Youth Liaison: The district hired a part-time counselor during the 2023-2024 school year, though a full-time counselor was budgeted. The remaining funds were used to implement additional classroom staff time to help with reading and math support functions.

The following material differences existed between budgeted expenditures and Estimated Actuals for actions implemented under Goal 1:

*Action 1.1 - After School Remediation: ELA & Math, ~\$3,456 over budget, personnel costs exceeded estimates.

*Action 1.2 - Instructional Assistants: Primary and Elementary Grades: \$41,325 over budget, as personnel costs exceeded estimates.

*Action 1.3 - District Assessment Tools, ~\$2,396 over budget, contract costs exceed estimates.

*Action 1.4 - Site Reading Support: Accelerated Reader was \$4,227 under budget, and contract costs were less than budgeted.

*Action 1.5 - Universal Behavior Supports, PBIS Incentives, \$8,001 under budget. Money was used from separate one-time funding to fund this action item. The action was implemented as planned.

*Action 1.6 - Universal Behavior Supports, Think about it Lunch, ~\$2,318 over budget, personnel costs (and time) exceeded estimates.

*Action 1.7 - Expanded Learning Engagement Opportunities, ~\$4,821 over budget, field trip, materials, and other expenditures exceed estimates.

*Action 1.8 - Reading Supplemental Support: FastForward was \$3,400 under budget, and contract costs were less than estimated due to the multiyear agreement.

*Action 1.9 - Reading and Math Engagement Tools, \$8,538 under budget. Contract costs were less than estimated due to multiyear agreements.

*Action 1.10 - School Counselor/Foster & Homeless Youth Liason: \$59,229 under budget. A part-time counselor was hired during the year, but the action budgeted for a full-time counselor.

*Action 1.11 - English Language Learning Coordinator, ~\$100 over budget, personnel costs exceeded estimates.

During the 2023-2024 school year, the district utilized a large amount in one-time funds. For action items where costs were exceeded (and greatly exceeded), excess costs were offset by using one-time funds.

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

All actions planned to be implemented with Goal 1 were significant parts of the student experience during the 2023-2024 school year.

Data suggest that student engagement with the school increased compared to previous years when attendance and participation rates in school activities and events were analyzed. Since taking baseline data, some areas of state assessment have increased.

Analysis of the goal during the engagement process indicated that the actions were effective in supporting students in making progress on the outlined metrics during the LCAP cycle. Though gains across all metrics were slight, not fully meeting the desired end outcome after three years, increases were seen in all student metric categories.

Breaking actions into categorical types (Technological resources, tangible incentives, staff resources), the following analysis resulted in the following: Technological resources were used to track, support, and monitor. Tangible incentives were reported by students to be effective and engaging resources and were reported to be contributing factors in increasing engagement metrics. Analysis indicated that staff resources are the most fundamental and important resource the school deployed through this goal by placing trained, qualified, and caring adults around students.

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

Upon reflection of this goal, the district and community partners have expressed that the goal is far too broad and lacks specific targets within the goal to be able to track measurable results over time. Though the goal includes a number of great elements that the school has diligently esteemed towards over the past three years, after careful tracking, it is difficult to determine if the goal has been met or not. Based on feedback received during the engagement process, it is recommended that this goal be revised to be more targeted and measurable for the next LCAP cycle.

For the 2024-2027 LCAP, the district has drafted a complete revision of its goals to ensure that they are measurable and targeted specifically toward identified student needs within the district.

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

Goals and Actions

Goal

Goal #	Description
2	Staff Support: Provide all staff with targeted professional learning that emphasizes collaboration, grade-level alignment, standards-based achievement, and social-emotional learning to maximize student learning while providing a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement in Math as Measured by CAASPP Scores School-wide Math Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 38.4 points below standard (orange - California School Dashboard).	2020-2021 School Year: 33.7% met or exceed standards for ELA as locally calculated using district data aggregation.	2021-2022 School Year: 42.3 points below standard (California School Dashboard).	2022-2023 School Year: 27.69% of all students met or exceeded standards for Math as reported by the state, ~41.9 points below standard (orange).	3 point annual improvement in student achievement in Math: ~28 points below standard (yellow)
SED Student Achievement in English as Measured by CAASPP Scores Socially Economically Disadvantaged Student English Language Arts Summative Assessment Score rate as reported on	2019-2020 School Year: 31.9 points below standard (orange - California School Dashboard).	2020-2021 School Year: 39.56% met or exceed standards for ELA as locally calculated using district data aggregation.	2021-2022 School Year: 41.5 points below standard (California School Dashboard). -- School-wide, all students were 9.6 points below standard (California School Dashboard).	2022-2023 School Year: 37.50% of SED students met or exceeded standards for ELA as reported by the state, ~27 points below-standard (yellow).	5 point annual improvement in SED student achievement in English: ~16 points near-standard (yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the California School Dashboard					
Students with Disabilities Achievement in English as Measured by CAASPP Scores Student with Disabilities English Language Arts Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 96.2 points below standard (red - California School Dashboard).	2020-2021 School Year: 8.57% met or exceed standards for ELA as locally calculated using district data aggregation.	2021-2022 School Year: 83.5 points below standard (California School Dashboard).	2022-2023 School Year: 20.41% of SPED students met or exceeded standards for ELA as reported by the state, ~26.4 points below-standard (yellow).	5 point annual improvement in Student with Disabilities achievement in English: ~85 points below standard (orange)
Student Engagement Measured by Attendance Student Annual Average Daily Attendance as locally calculated by Attendance Clerk.	2020-2021 School Year: 90.50% annual school-wide average daily attendance.	2021-2022 School Year: 89.65% annual school-wide average daily attendance.	2022-2023 School Year: 90.96% annual school-wide average daily attendance.	For the 2023-2024 school year, school-wide average daily attendance was locally calculated at 92.45%. This is a 1.07% from the 2022-2023 school year and a 1.95% increase from the baseline data.	2% annual improvement school-wide over three years: 96%.
Teacher Attendance at In-Service Training Measured by Meeting Sign-in Documents	2020-2021 School Year: General Professional Development	2021-2022 School Year: General Professional Development	2022-2023 School Year: General Professional Development	For the 2023-2024 school year, general professional development	Maintain 100% attendance at staff trainings and targeted professional development trainings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attendance was 100% throughout the year.	attendance was 100% throughout the year.	attendance was 100% throughout the year.	attendance was 100% throughout the year.	over three years: 100%.
Teachers Assigned and Fully Credentialed as Measured by Credential Counts and Positions Filled During each School Year Teacher Assignments and Credentials as documented in CalSAAS	2020-2021 School Year: Zero reported missassignment.	2021-2022 School Year: Zero reported missassignment.	2022-2023 School Year: Zero reported missassignment.	For the 2023-2024 school year, Zero reported missassignment.	Maintain missassignment rate at zero.

Goal Analysis

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

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

Similar to Goal 1, Goal 2 was written as a broad goal. Though it focused specifically on staff support and encompassed a variety of metrics and actions to equip staff members, the vast expanse made the goal difficult to track over the three-year LCAP cycle.

As a staff-centered support goal, the aim was to provide professional development, tools, and staff resources to help teachers effectively implement state standards and meet students' needs in the classroom. Throughout the 2023-2024 school year, the school attempted to implement all of the planned actions as outlined in the plan. The school was successful in this pursuit except for material differences between the budgeted and actual amounts. This was primarily due to the availability of staff time and the ability to staff some positions due to staffing shortages.

Planned action 2.5, Instructional math coach, was only partially completed due to staffing. Comprehensively, because the goal was written in a very broad and open manner, at the end of the three-year cycle, it proved to be very difficult to decipher if the goal was met or not, though overall, individual metrics that were tracked as a part of this goal showed slight growth in all measured categories over the three-year LCAP

cycle. The district can report that all actions were implemented as planned for this goal, though each at varying degrees based on the amount of staff resources available. All technological supports and staff training were implemented as planned.

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 following material differences existed between budgeted expenditures and Estimated Actuals for actions implemented under Goal 2:

- *2.1 - Professional Development: ELA, Math, NGSS Implementation, ~\$3,754 over the budgeted amount. Seeking to provide as many staff training opportunities as possible, the district exceeded the budgeted amount.
- *2.2 - Grade-Level Collaboration, ~\$3,538 over the budgeted amount. Personnel costs and time exceeded original estimates.
- *2.3 - [This action was written out during the 2023-2024 LCAP Revision] - No expenditures
- *2.4 - Universal Behavior Support Training, \$1,200 under budget. Contracted costs were less than the budgeted amount.
- *2.5 - Instructional Math Coach, \$16,739 under budget due to a lack of staff time and hiring difficulties during the 2023-2024 school year.

Similar to the material differences described in goal 1, during the 2023-2024 school year, the district utilized a large amount of one-time funds. For action items where costs were exceeded (and greatly exceeded), excess costs were offset by using one-time funds.

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

All actions listed under goal 2 were significant parts of the planned staff training and teacher preparation during the 2023-2024 school year. The district was able to provide a spectrum of professional learning opportunities for school staff, and all staff training was reported to be helpful in meeting this goal. Feedback from school staff, teacher training opportunities, and charted credentialing metrics suggest that the school successfully implemented teacher training as planned in the 2023-2024 LCAP.

Data for state testing metrics suggest a slight increase from baseline data school-wide and in some groups. Though not a correlate by itself, these slight increases, paired with teacher feedback and connected school partner feedback, suggest that these actions did help to create gains in the planned metrics. In future LCAP cycles, further analysis is needed to understand if this trend will continue. Based on the very broad nature of this goal, feedback has recommended that this goal be revised to be more specific, measurable, and actionable to provide more robust student support.

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

Upon reflection of this goal, the district and community partners have expressed that the goal is far too broad and lacks specific targets within the goal to be able to track measurable results over time. Though the goal includes a number of great elements for staff support that have been successfully implemented over the past three years, at the end of this LCAP cycle it is difficult to determine if the goal has been met or not. Based on feedback received during the engagement process, it is recommended that this goal be revised to be more targeted and measurable for the next LCAP cycle.

For the 2024-2027 LCAP, the district has drafted a complete revision of its goals to ensure that they are measurable and targeted specifically toward identified student needs within the district.

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

Goals and Actions

Goal

Goal #	Description
3	Parents: Develop and implement systems that support and grow two-way communication between the school and its community to increase awareness about the school and increase participation in the classroom, on committees, and in other parent-school groups including parents of unduplicated students and students with exceptional needs. This will be done to help shape and refine the district goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Engagement Measured by Attendance Student Annual Average Daily Attendance as locally calculated by Attendance Clerk.	2020-2021 School Year: 90.50% annual school-wide average daily attendance.	2021-2022 School Year: 89.65% annual school-wide average daily attendance.	2022-2023 School Year: 90.96% annual school-wide average daily attendance as locally calculated.	For the 2023-2024 school year, school-wide average daily attendance was locally calculated at 92.45%. This is a 1.07% from the 2022-2023 school year and a 1.95% increase from the baseline data.	2% annual improvement school-wide over three years: 96%.
Parent Engagement Measured by School Information Access Parent Engagement with school communication and newsletters as calculated by the aggregate average of school communication engagements.	2020-2021 School Year: 39% annual average of parent engagement with school communications.	2021-2022 School Year: 37% annual average of parent engagement with school communications.	2022-2023 School Year: 87% annual average of parent engagement with school communications.	For the 2023-2024 school year, school communication metrics have sustained at 88% with school communication systems.	2% annual improvement school-wide over three years: 45%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent Involvement Measured by Monthly School Events and School Connected Organization Events</p> <p>Parent Engagement, including parents of unduplicated pupils and students with exceptional needs, with events like Coffee with the Principal, Parent Tech Events, PTSA meetings as calculated by the aggregate average of the school offered engagements.</p>	2020-2021 School Year: 5% annual average of parent engagement with monthly school events.	2021-2022 School Year: 4% annual average of parent engagement with monthly school events.	2022-2023 School Year: 8% annual average of parent engagement with monthly school events.	For the 2023-2024 school year, parent engagement with monthly school events has sustained at 9%.	1% annual improvement school-wide over three years: 8%.

Goal Analysis

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

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

All actions planned under goal 3 for the 2023-2024 LCAP were implemented as planned. As the school has learned how to engage with parents, and as avenues of trust have been established between the parent community and the school, two-way communication has remained consistent over the three-year period of this LCAP cycle. Many of the technological tools purchased with this action, like the parent communication system and the school website, have proved to be important and valuable additions to the school in supporting parents, staff, and the school community's communication and engagement during the school year. Digital communication tools will continue to be a valuable asset to the school as the staff continues to learn how to communicate efficiently and effectively with parents to help foster and

improve engagement. Data from this school year suggests that the tools being used were effective and appreciated, though large gains in communication and parent engagement were not reported.

Similar to goal 1 and goal 2, feedback gathered during the input process expressed that goal 3 is a broad and difficult to determine if it has been achieved or not. Though qualitative feedback gathered during the input process indicated that communication and parent engagement has increased, revising this goal to include specific and measurable metrics will help to create targets in future LCAP cycles for the school and school community to strive toward.

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 following material differences existed between budgeted expenditures and Estimated Actuals for actions implemented under Goal 3:

*3.2 - School Website, \$1,000 under budget. The service contract was less than estimated.

*3.3 - Parent Engagement Opportunities, ~\$1,294 over the budgeted amount. Services costs were exceeded when compared to the budgeted amount.

Similar to the material differences described in goals 1 and 2, during the 2023-2024 school year, the district utilized a large amount of one-time funds. For action items where costs exceeded, excess costs were offset by using one-time funds.

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

Based on an analysis of the metrics tracked for goal 3, data suggest that overall parent involvement stayed relatively the same during the three-year LCAP cycle. Small fluctuation was experienced at the beginning of the LCAP cycle, though the few percentage points seem nominal when compared to the expected outcomes drafted for the three-year plan. Based on feedback received during the engagement process, further work is needed to understand how to communicate with and engage more parent groups beyond the groups that have historically actively communicated with the school. Feedback indicated that parents appreciate the new communication tools and systems implemented, as the tools have made communication more convenient, streamlined, and productive for parents. Based on the feedback, the district plans to continue using the new communication tools and learn how to use them to create better usage, consistency, and opportunities for engagement. Feedback from parents and members of the school community supported the actions implemented in this goal.

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

Reflecting on this goal, the district and community partners found it too broad, making it hard to track measurable results over time. While the tools implemented have improved school communication and engagement, the goal's vague drafting makes it difficult to determine its success. Based on engagement feedback, it is recommended to revise this goal to be more targeted and measurable for the next LCAP cycle.

For the 2024-2027 LCAP, the district has completely revised its goals to ensure they are measurable and specifically address identified student needs within the district.

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

Goals and Actions

Goal

Goal #	Description
4	School: Develop, manage, and maintain resources, including facilities and technology, to provide students access to traditional and innovative learning methods to promote student achievement and grade-level success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Achievement in Math as Measured by CAASPP Scores School-wide Math Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 38.4 points below standard (orange - California School Dashboard)	2020-2021 School Year: 33.7% met or exceeded standards for Math as locally calculated using district data aggregation.	2021-2022 School Year: 42.3 points below standard (California School Dashboard).	2022-2023 School Year: 27.69% of all students met or exceeded standards for Math as reported by the state, ~41.9 points below standard (orange).	3 point annual improvement in student achievement in Math: ~28 points below standard (yellow)
SED Student Achievement in English as Measured by CAASPP Scores Socially Economically Disadvantaged Student English Language Arts Summative Assessment Score rate as reported on	2019-2020 School Year: 31.9 points below standard (orange - California School Dashboard)	2020-2021 School Year: 39.56% met or exceeded standards for ELA as locally calculated using district data aggregation.	2021-2022 School Year: 41.5 points below standard (California School Dashboard). -- School-wide, all students were 9.6 points below standard (California School Dashboard).	2022-2023 School Year: 37.50% of SED students met or exceeded standards for ELA as reported by the state, ~27 points below-standard (yellow).	5 point annual improvement in SED student achievement in English: ~16 points near-standard (yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the California School Dashboard					
Students with Disabilities Achievement in English as Measured by CAASPP Scores Student with Disabilities English Language Arts Summative Assessment Score rate as reported on the California School Dashboard	2019-2020 School Year: 96.2 points below standard (red - California School Dashboard)	2020-2021 School Year: 8.57% of SPED students met or exceed standards for ELA as locally calculated using district data aggregation.	2021-2022 School Year: 83.5 points below standard (California School Dashboard).	2022-2023 School Year: 20.41% of SPED students met or exceeded standards for ELA as reported by the state, ~26.4 points below-standard (yellow).	5 point annual improvement in Student with Disabilities achievement in English: ~85 points below standard (orange)
Student Access to Technology and Tech Tools Number of Chromebooks available to students in grade 2-8 that are not past their end of life cycle (EOL) and able to be used on all school and state systems.	2020-2021: 330 Chromebook devices (145 devices exceed EOL, 475 total devices).	2021-2022: 440 Chromebook devices (40 devices exceed EOL, 480 total devices).	2022-2023: 450 Chromebook devices (35 devices exceed EOL, 485 total devices).	For the 2023-2024 school year, 600 Chromebook devices are available for student use.	75 new devices per year: ~450 devices total

Goal Analysis

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

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

All planned actions for Goal 4 were successfully implemented during the 2023-2024 school year. As the school continues to grow and enhance its technology offerings and support systems, expanding and refining this goal remains a priority. This commitment ensures that all students, including those with specific learning needs, have access to relevant and up-to-date tools to support their learning.

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 following material differences existed between budgeted expenditures and Estimated Actuals for actions implemented under Goal 4:

*IT Support, ~\$22,716 over the budgeted amount. Estimated costs were exceeded by additional staffing time and resources during the school year.

*Student Technology: \$38,453 over the budgeted amount. The school decided to purchase more Chromebooks and iPad devices for students during the school year than was originally budgeted.

Similar to the material differences described in goals 1, 2, and 3, during the 2023-2024 school year, the district utilized a large amount of one-time funds. For action items where costs exceeded, excess costs were offset by using one-time funds.

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

Data indicates that technology acquisition and maintenance were successfully sustained during the 2023-2024 school year. Ensuring students have access to technology and support is crucial for connecting to learning, completing digital assessments, and participating in state testing. Based on data gathered for the LCAP revision and feedback received during the engagement process, it is assumed that the technological support for this goal contributed to the gains that resulted in student assessment. Access to technology, access to modern and relevant tools, and access to IT support help students and staff connect to more robust support systems, directly and indirectly supporting the gains in the metrics of goal 4.

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

Reflecting on this goal, the district and community partners recognized it as a crucial maintenance of effort goal, providing essential resources to support students. As this effort is part of the modern-day school infrastructure and is ongoing, feedback did not recommend modifying or removing the goal. Instead, it suggested that these elements continue as part of the school's support systems but questioned their inclusion in future LCAP revisions.

For the 2024-2027 LCAP, the district has decided to retain Action 4.2—Student Technology, including it under a new goal in the plan. However, Action 4.1—IT Support will be removed from the 2024-2027 LCAP document. Despite its removal, IT support will continue at the school and will be funded through a different source.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summerville Elementary School District	Ben Howell, EdD Superintendent	DistrictOffice@sumel.org (209) 928-4291

Plan Summary [2024-25]

General Information

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

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

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

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

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

Summerville Elementary School District is proud to maintain a safe and clean campus that is in good repair and honored by the community. The school and community believe that a clean, functional, and up-to-date facility helps foster a positive and healthy learning environment for all students.

Summerville Elementary School does not receive equity multiplier funding. During the 2023-2024 school year, Summerville Elementary School was not identified as needing additional support through Comprehensive Support and Improvement (CSI).

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

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

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

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

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

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

These three pillars have served as the strategic foundation for the district's plan development and were used to develop the initial Local Control Accountability Plan Goals. Iterations of these pillars have slightly updated from year to year through the annual LCAP updates, but the main targets expressed in these pillars have continued to serve as the focal points of student support, addressing the specific and diverse needs of the students.

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

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

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

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

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

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

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

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

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

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

Reflections: Annual Performance

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

Data from the 2021-2024 LCAP cycles indicated a need for the school to focus on ELA and Math scores. For three years, the school made a considerable effort to analyze the needs of students, support teachers in collaborating around supporting students, and create new opportunities for engagement with the curriculum and the school. Though all staff members invested considerable effort, it was difficult to

decipher if expected gains were achieved. Upon reflection, the school and educational partners attributed this to the type of goals that were drafted in the previous LCAP. All four goals focused on important aspects of the school (students, staff, parents, and school infrastructure) but proved to be very difficult to track and very difficult to determine if progress had been made at the end of the three-year cycle. As a result, it was determined that for this new LCAP three-year cycle, goals should be specific, directed toward the pertinent needs of the students, and easy to communicate to staff, parents, and community partners.

During the data analysis process, data from the 2022-2023 summative assessment and school climate metrics continued to indicate ongoing student needs in Math and ELA. Though no school-wide indicators or student group indicators show critical need (red), school-wide ELA and Math percentages showed stagnate growth from the previous year (ELA: 12 points below standard - orange, -2.4 points from the previous year, Math: 41.9 points below standard - orange, 0.4 points from the previous year). These meager gains communicated to the school and community partners a continued need to focus on these areas in the 2024-2027 LCAP goals.

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

Additionally, specific group data in ELA indicated that some groups were not accessing the same level of learning over a multiple-year period in ELA and math. As a result, specific focus goals were drafted with equity multipliers to help address this: (ELA, Hispanic students 55.5 points below standard - orange).

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

In addition to working with ELA and math, the school staff has spent considerable time collaborating around positive behavior incentives and supports (PBIS). During the 2023-2024 school year, the school began to implement Tier II of the school-wide behavior support systems and received recognition for its considerable work in one year's time. The school is proud to say it has achieved full implementation status of Tier I behavior supports and has been awarded a "Silver Status" for its work in the PBIS Tier implementation process for the second year in a row. Further work is planned with PBIS to develop it further and target more behavior supports to help all students connect to the school. For the third year in a row, specific behavior data has been tracked across the entire year, providing the PBIS team and the school administration with a considerable amount of data to understand better student behavior needs. Behavior data were shared with staff during monthly staff

meetings. High-needs behaviors were identified, and strategies were developed by staff to help support these behaviors. The insight learned from the data and the collaborative nature of the behavior work continued to yield great results in all grade levels across the school.

As a result of this ongoing school climate work and the ongoing investigation of student behavior, a need presented itself to investigate suspension data further. The suspension rate from year to year has varied by only a few percentage points (2022-2023: 2% suspended at least one day - yellow). However, data analysis from the 2022-2023 school year indicated that some groups experienced a higher rate of suspension than other students (Socioeconomically disadvantaged students, 3.5% - orange; Students with disabilities, 3.4% - orange; Two or more races, 2.1% - orange). Administration and feedback from educational partners agreed that there was a need to investigate these differences more closely. As a result, a goal was proposed for this LCAP cycle. Additionally, local suspension data suggest that the overall rate of suspension may significantly increase when reported on the California School Dashboard this coming year, which further reinforces a specific need to focus on this school climate metric.

During the 2023-2024 school year, school-wide attendance metrics improved considerably from the previous year (2021-2022, 88.3%; 2022-2023, 91.38%; 2023-2024, 92.45%). These gains have been attributed to school-wide student engagement strategies and additional opportunities provided by the school. Through the 2023-2024 LCAP revision, the school was able to provide a wide variety of extended learning opportunities, engagement programs, and outside-of-the-classroom experiences for students. The added experiences were welcomed additions from the previous years. Students expressed higher levels of engagement, and teachers expressed higher levels of involvement in their classrooms. As a result of this qualitative feedback, it was recommended that these areas continue to be a priority to support engagement at school. From new field trips, assemblies, and cultural engagement events to a very large summer school program, the school is excited to create new traditions from these expanded learning experiences.

Within these school-wide attendance metrics, the disparity in particular groups was revealed (Hispanic, 32.8% - orange; Students with disabilities, 27.6% - orange; Two or more races, 27.3% - orange). Though data suggest that these metrics have improved for these groups from the previous year, collaboration and feedback indicated that more focus and attention should be given to understanding why these percentages are low and further ways that schools can learn to engage and promote attending in the coming school year. As a result, a component of a goal was created to help provide focus and attention to the attendance of these student groups.

Historically, the school has used a large percentage of its supplemental funding to provide staffing to support students identified with exceptional learning needs and students who have been historically underserved. In the new LCAP cycle, parents, community members, staff, and the school's governing Board agreed that these personal supports should be continued and that these personnel supports should be focused on ensuring that academic, social-emotional, engagement and other school support opportunities and outcomes are improved for all students.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Core Team - Comprised of district-level managers, site-level managers, and department and bargaining unit leaders from the certificated and classified staff.	The group conducted monthly meetings during the 2023-2024 school year. The Local Control Accountability Plan was discussed at each meeting in January, February, March, April, and May. Data from this group was used to inform and focus actions and alignment between school resources and, importantly, provided important communication timelines during March, April, and May.
Administrative Team - Made up of the Superintendent and Assistant Principal.	The group met weekly during the 2023-2024 school year. The local control accountability plan, data from parent surveys, and local student indicators and data were extensively discussed during all meetings in March, April, and May. In addition, data from this group was used to inform School Core Team meetings, parent communication, and Governing Board communication.
Grade-Level Leadership Team - Comprised of the Superintendent and a certificated representative from the Kindergarten, Primary, Elementary, and Middle School grade levels, and Special Education Grade-Level Lead.	This group conducted monthly meetings and collaborated around proposed draft LCAP goals during April and May. Input from this group was used to target draft goal language and align actions to support students in the classroom.
School Site Council - Comprised of parents, teachers, school staff, administration, and other school-connected community members, and students.	This group met monthly during the 2023-2024 school year on the last Wednesday of each month. This group completed a deep dive of the 2022-2023 LCAP document and thoroughly reviewed all of the LCAP metrics, goals, and actions that were a part of the plan. Feedback from this group's meetings was used to hone and refine the new goals developed in the 2023-2024 LCAP parent survey that was conducted in March and April 2023. Once the survey data was gathered, this group helped analyze the data and format the survey into a tool for

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

Educational Partner(s)	Process for Engagement
	environment, enhancing transparency and trust between the district and its educational partners.
Summerville Elementary Governing Board - Comprised of the five elected governing board members.	The Governing Board met monthly to discuss and decide on important school business. The Summerville Elementary Governing Board provided input regarding creating the LCAP Parent Survey. They analyzed the survey data, solicited feedback from school staff, and held a public hearing regarding the proposed LCAP Goals and Actions. The Governing Board discussed the LCAP at their December meeting (regarding their annual review of their governance and district goals), the March Regular meeting, the April regular meeting, the May regular meeting, and the June regular meeting. The Governing Board conducted a public hearing on June 12, 2024, to solicit final feedback regarding the proposed Local Control Accountability Plan.
Tuolumne County Special Education Local Plan (SELPA)	In addition to collaborating with site and district partners, collaboration was also completed with the Tuolumne County SELPA on March 20, 2024, and May 22, 2024, to understand the extent of services being provided to special education students receiving services on-site and special education receiving services from other programs within the county. The collaboration with the SELPA administrator included thorough data from across the county's special education programs with information and a site audit of the programs and services being provided.

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

Feedback from the district teams was divided into four broad categories for analysis: Staff Feedback, Student Feedback, Parent Feedback, and Community/County Group Feedback. These categories align with the emphasis for each goal outlined in the LCAP.

Staff: Previous data indicated that the staff expressed a connection to the school and valued the traditions and culture established at the school. Overall, staff expressed that they feel connected and proud of the school. Goals and actions from the previous LCAP remain relevant as work still needs to be accomplished on previously proposed metrics. Many of the systems put in place by the LCAP have become integral to the routine functions of the school. There was a common sentiment that goals and their corresponding actions could be focused to help develop a better understanding of how to meet the needs of student groups at the school. Staff data also indicated a need for ongoing collaboration support. Support in the form of ideas, templates, and other tools to enhance and empower their collaboration. Actions have been added to this LCAP to address these expressed needs.

Students: Students expressed a strong connection to the school staff and school programs. Survey responses show that some students continue to struggle to connect with other students and staff, and some data indicated continued instances of bullying and aggression that

were not always addressed by staff. Students indicated a desire to feel heard and have a voice in the decisions of their school. With the absence of the school counselor during the 2022-2023 school year and ongoing into the 2023-2024 school year, this sentiment has been amplified by some student groups. Even though this resource was backfilled by an administrator, more support is needed in this area. Re-adding the school counselor position to the school in the coming school year will be a benefit for the student support team and the overall climate of student support at the school. This item was continued in the LCAP. Students also expressed a desire to engage in more learning activities and exciting events at school. This item was continued and enhanced in the LCAP.

Parents: Parents, in general, expressed a strong connection to the school and ranked high in connection to the classroom and teacher, overall school communication, and the upkeep and maintenance of the school facility. Parents largely expressed a desire for more academic options for their students (support, remediation, and growth opportunities), consistency in behavior expectations across the school, more connection to the classroom (parent volunteers and parent-specific events on campus), support for the social and emotional wellbeing of students, and more options to engage students (like art, music, and CTE). These desires grew over the 2022-2023 engagement process and were sustained over the 2023-2024 school year. The school expanded its arts and music programs for the 2023-2024 school year, and this was appreciated and well-received by parent groups. It is recommended that this continue into the previous year. Though these will not be LCAP items (it will be a focus in other plans), a focus on expanded learning opportunities will be included in the LCAP. Parents also indicated a desire for the wording of LCAP goals to be clearer, more specific, and simplified.

Community/County Groups and Educational Partners: Community members and other community groups connected to the school expressed a deep appreciation for the school's established presence in the community. The campus is seen and known for its connected relationship with community organizations around it. These community groups largely expressed a desire to see the school offer students more support in social and emotional learning and extracurricular opportunities.

Information from the community members and educational partner meetings was combined to update and validate the 2024-2027 Local Control Accountability Plan. The four focus areas developed in the initial Local Control Accountability Plan were continued yet heavily revised to make the focus clear and more measurable by the end of the next LCAP cycle. The intention of the plan is to provide key areas of support as wraparound support for students while being more specific toward the needs of students, as data suggests. The plan's main goals, to progress in Math for all students, English Language Arts for key school groups, and attendance support for all students, were also continued. Overall, the district's four broad goals were honed and focused, and the four main components of the school site that support students and student outcomes were continued yet embedded into the new plan goals as appropriate and measurable supports.

Priority metrics for improvement were validated and continued in this plan. These metrics are as follows: School-wide improvements in Math, targeted school groups in ELA, school-wide improvement in attendance with targeted support for some groups, and sustained attention and student behavior, looking at suspension as a metric for improvement.

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

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

These areas continued to be integrated into the planning process during revisions of the 2024-2027 Local Control Accountability Plan. Goals in this LCAP were revised to be clearer, more specific, and more actionable over the next three-year cycle. Actions in this LCAP were reorganized and updated from previous plans. Resources that were committed to meet previous actions were reallocated to emphasize the Governing Board priorities and input received during the engagement process.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed by analyzing local data, attendance data from the DataQuest database, and data from the California School Dashboard. The school site office and administration team reviewed this data and then shared it with the school community partner groups. The data shows that absenteeism is 3 to 4 percentage points higher than pre-COVID levels. Despite improvements over the last two years, a significant gap remains.

Additionally, data indicates that some student groups have higher absentee rates than others. This goal will focus on school-wide data and specifically target four student groups to support, connect with, and improve their overall attendance rates.

For this goal, "other" absences refer to those not due to an excusable reason or illness. These are typically marked as unexcused or unknown absences.

This goal aligns with the Governing Board's key focus areas, particularly item three, engagement. The aim is to increase attendance by 2% or more compared to pre-COVID levels, using a parent engagement and education model. This highlights the importance and relevance of our collective efforts in achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of Students Marked as Chronically Absent Data Year: 2022-2023 Data Source: DataQuest	Overall - 28.9% *SWD - 27.6% *SED - 37.3% *American Indian - 33.33% *Hispanic - 32.8% *Two or More Races - 27.3% *White - 27.6%			Overall - 24% *SWD - 20% *SED - 32% *American Indian - 25% *Hispanic - 25% *Two or More Races - 22% *White - 23%	
1.2	Annual Average Daily Attendance Rate Data Year: 2023-2024 Data Source: Local Attendance Data Aggregate	Overall - 92.45%			Overall - 95%	
1.3	Behavior Referrals Data Year: 2023-2024 Data Source: Local Tracking Source (SWIS)	Overall - 390 Behavior Referrals (32% of students) Behaviors *Defiance - 25% *Physical Aggression - 16% *Inappropriate Language - 10%			Overall - 300 Behavior Referrals (25% of students) Behaviors *Defiance - 20% *Physical Aggression - 10% *Inappropriate Language - 5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I Behavior Supports: Positive Behavior Incentives	Provide incentives and rewards for students for positive behavior supporting Tier I, PBIS interventions.	\$5,000.00	Yes
1.2	School Communication Platform	Utilize a web-based notification system linked to the school's Student Information System to contact parents and staff with routine information, special school events, and emergency notifications.	\$3,500.00	No
1.3	English Language Learner Coordinator	Provide staff support to monitor, assess, and track English language learning students to ensure progress in the classroom, progress learning English, and to create a connection to the school.	\$4,104.00	Yes
1.4	Extracurricular and Intracurricular Engagement Opportunities	The District will expand learning engagement opportunities for students including music, art, technology, media, field trips, and industrial learning.	\$10,221.00	Yes
1.5	Transportation Assistants for	Van drivers to and from school for homeless, Foster Youth, SED students.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Homeless and Foster Youth Students			

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of Students Meeting or Exceeding Standard: Math Data Year: 2022-2023 Data Source: CAASPP	Overall - 27.69% *SWD - 16.32% *SED - 24.31% *American Indian - 15.00% *Hispanic - 18.92%			Overall - 32% *SWD - 21% *SED - 29 % *American Indian - 20% *Hispanic - 24%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Two or More Races - 19.35% *White - 32.56%			*Two or More Races - 24% *White - 38%	
2.2	District Benchmark Results: Math Data Year: Spring 2024 Data Source: Renaissance STAR Math	Overall - 50.5% at or above 40th percentile			Overall - 55% at or above 40th percentile	
2.3	Remediation "Math Club" Attendance Rates 4th-6th grade Data Year: 2023-2024 Data Source: Local Data Aggregate	Overall - 35, 22% of enrolled *72% program attendance			Overall - 40, 25% of enrolled *85% program attendance	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	After School Remediation: Math	Offer After School Remediation, "Math Club," to students in grades 3rd – 6th for 60 minutes Monday – Thursday focusing on math engagement, math thinking, and math collaboration with peers.	\$17,100.00	Yes
2.2	Instructional Coach - Math	Provide instructional coaching support to elementary school teachers focused on math. Instructional support will include instructional observations, one on one meetings, planning meetings, data meetings, grade-level collaboration, and peer work with math instruction.	\$4,104.00	Yes
2.3	Professional Development: Math	Provide training for teaching staff with instructional strategies in Math.	\$30,000.00	Yes
2.4	Math Support Applications	Purchase and implement math support programs such as Frax, Reflex, Math Seeds, Struggly, etc. to support and reinforce student learning in math.	\$15,000.00	Yes
2.5	Math Assessment Program	Fund a computer assessment program that will allow teachers to determine student learning levels and plan interventions and supports (for example Renaissance Star).	\$6,000.00	No
2.6	Student Technology	Increase access to internet and computer devices by replacing and refurbishing Chromebooks, iPads, and classroom computers.	\$51,093.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of Students Meeting or Exceeding Standard: ELA Data Year: 2022-2023	Overall - 42.31% *SWD - 20.41% *SED - 37.50 % *American Indian - 45.00%			Overall - 47% *SWD - 25% *SED - 42.5 % *American Indian - 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CAASPP	*Hispanic - 32.44% *Two or More Races - 45.16% *White - 43.60%			*Hispanic - 40% *Two or More Races - 50% *White - 48%	
3.2	District Benchmark Results: ELA Data Year: Spring 2024 Data Source: Renaissance STAR Math	Overall - 43.9% at or above 40th percentile *3rd Grade - 65.5% *4th Grade - 41.7% *5th Grade - 43.5% *6th Grade - 42.9% *7th Grade - 25.8% *8th Grade - 29.6%			Overall - 50% at or above 40th percentile *3rd Grade - 70% *4th Grade - 46% *5th Grade - 49% *6th Grade - 48% *7th Grade - 31% *8th Grade - 35%	
3.3	Remediation "Reading Club" Attendance, 1st-3rd Grade Data Year: 2023-2024 Data Source: Local Tracking	Overall - 24, 17% of enrolled *81% program attendance			Overall - 35, 25% of enrolled *90% program attendance	
3.4	Student Referrals for Reading Intervention Data Year: 2023-2024 Data Source: Local Tracking	Overall - 47, 10% of enrolled *1st Grade - 43% *2nd Grade - 19% *3rd Grade - 21% *4th Grade - 15%			Overall - 47, 10% of enrolled *1st Grade - 40% *2nd Grade - 15% *3rd Grade - 16% *4th Grade - 10%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	After School Remediation: ELA	Offer After School Remediation, "Reading Club," to students in grades 1st – 3rd for 60 minutes Monday – Thursday focusing on ELA and early reader intervention strategies.	\$17,100.00	Yes
3.2	Instructional Assistants: Primary Grades	Utilize paraprofessional aides to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination classrooms, Title-1 Program, and Special Education Learning Centers.	\$140,000.00	Yes
3.3	Instructional Assistants: Indian Education Paraprofessional	Utilize an Indian Education paraprofessional aide to assist with instruction in the school's Primary and Elementary Learning Centers including TK/Kindergarten classrooms, First-grade classrooms, combination	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classrooms, Title-1 Program, Indian Education Program, and Special Education Learning Centers.		
3.4	Site Reading Support: Accelerated Reader	Implement online, reading, and ELA based programs (for example, Accelerated Reader) for supplemental support in reading and ELA instruction.	\$7,108.00	No
3.5	Reading Supplemental Support - Fast ForWord	Implement intensive reading program for supplemental reading instruction for students identified behind grade-level. This support will occur during the school day for students who do not have access to the after school remediation program.	\$8,000.00	Yes
3.6	Sunday Reading System	Implement the Sunday Reading System, a structured literacy program designed to support students who struggle with reading and spelling, particularly those with dyslexia or other language-based learning difficulties.	\$5,000.00	Yes
3.7	Reading Intervention Teacher	Continue to provide a reading intervention teacher who helps to identify struggling readers in the primary grade levels and provides reading intervention support. This action will be funded with Title I, Part A funds.	\$110,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A significant part of the culture at Summerville Elementary School has been established through the staff's intentional focus on creating positive behavior incentives and supports for all students. The process of establishing strong Tier I supports has provided the staff with various positive, interactive, and engaging ways to connect with students to the school every day. Data from the past three years suggests that specific student behaviors have decreased with appropriate and supported interventions. These efforts have contributed to the school's historically low suspension rate, which was slightly below the state average just a few years ago.

However, suspension rates for specific student groups increased between the 2021-2022 and 2022-2023 school years. Local data suggests this trend will continue when the 2023-2024 data is released. As a result, site administration and educational partners recommended developing a goal focused on enhancing the overall behavior intervention system, providing staff training, and broadening student support. The goal utilizes suspension rates (a behavior response that can indicate other school climate issues) to monitor school climate and student connection with the school.

This goal does not aim to eliminate suspensions but to address the suspension rate, particularly in specific student groups. The goal is to develop ways within the school system to provide support and engagement, using suspension as a last resort for safety purposes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students Suspended at Least One (1) Day	Overall - 2% *SWD - 3.4% *SED - 3.5%			Overall - 2% *SWD - 2.4% *SED - 2.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Year: 2022-2023 Data Source: DataQuest & California School Dashboard	*American Indian - 2.6% *Hispanic - 1.5% *Two or More Races - 2.1% *White - 2%			*American Indian - 2.6% *Hispanic - 1.5% *Two or More Races - 1.1% *White - 2%	
4.2	Behavior Referrals Data Year: 2023-2024 Data Source: Local Tracking Source (SWIS)	Overall - 390 Behavior Referrals (32% of students) Behaviors *Defiance - 25% *Physical Aggression - 16% *Inappropriate Language - 10% (Note: percent of overall referrals related to each behavior)			Overall - 300 Behavior Referrals (25% of students) Behaviors *Defiance - 20% *Physical Aggression - 10% *Inappropriate Language - 5% (Note: percent of overall referrals related to each behavior)	
4.3	Middle School Drop Out Rate Data Year: 2023-2024 Data Source: DataQuest	Overall - 1 (one) Middle School Dropout			Overall - 0 (Zero) Middle School Dropouts	
4.4	Expulsion Rate Data Year: 2023-2024 Data Source: Locally Reported & DataQuest	Overall - 0 (Zero) Expulsions			Overall - 0 (Zero) Expulsions	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Universal Behavior Support Training	Provide Positive Behavior Intervention and Supports training for the school staff, fully implementing Tier I and expending to Tier II and Tier III.	\$10,000.00	Yes
4.2	Designated Behavior Support: Think about it Lunch	Continue the expansion of the lunch time "think about it" program Monday-Thursday to provide structured expectations time for students over lunch with a trained staff member with the intention of providing and additional time with teacher and social group time for students.	\$6,840.00	Yes
4.3	School Counselor/Foster & Homeless Youth Liaison	Provide social and emotional learning support through a Social Emotional Learning Specialist with attention to individual learner support, classroom-based support, grade-level group support, and whole school learning	\$32,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experiences. Provide advocacy, connection, and dedicated time for foster youth and homeless youth at the school.		
4.4	Assistant Principal	Provide administrative support for students through an assistant principal with attention to individual learner support and grade-level group support. Provide advocacy, connection, and dedicated time for students needing a greater level of behavior support with a focus on restorative practices and positive connections to the school.	\$110,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$471,309.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.401%	0.000%	\$0.00	10.401%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>school culture such that it supports the needs of all students and is amiable to meet the needs of all students. Unduplicated student groups, including homeless, foster youth, and English Learners, often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering positive behavior support incentives, the school can address these needs by creating a more inclusive and engaging environment that encourages all students to participate actively in their education.</p> <p>Scope: LEA-wide</p>	<p>everyone feels valued and recognized. Implementing this program across the entire school ensures that all students, regardless of their background, have access to the same opportunities and incentives, promoting a unified and positive school culture.</p>	
1.4	<p>Action: Extracurricular and Intracurricular Engagement Opportunities</p> <p>Need: There is a need to sustain and further develop ways to engage students with the school, developing positive opportunities and experiences that occur at school and on excursions away from school. There is a need to continue to develop and build the school culture such that it supports the needs of all students and is amiable to meet the needs of all students, providing experiences that are relevant, engaging, and an integral part of each student's educational journey. Unduplicated student groups, including homeless, foster youth, and English Learners,</p>	<p>This action will provide tangible experiences and interactive opportunities for students as they engage and participate at school. Providing Extracurricular and Intracurricular Engagement Opportunities helps motivate students to engage more fully with school activities. These additional opportunities help to create an engaging environment that meets the needs of all students, ensuring that everyone has an avenue to participate in the school. Implementing this program across the entire school ensures that all students, regardless of their background, have access to additional engaging programs at the school.</p>	<p>Annual behavior referrals, the yearly count of identified behaviors that require attention, and the rate of occurrence for all behaviors identified throughout the school year with specific groups set to monitor homeless, foster youth, and English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering extracurricular and intracurricular engagement opportunities, the school can address these needs by creating a more inclusive and engaging environment that encourages all students to participate actively in their education.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: After School Remediation: Math</p> <p>Need: There is a need to provide student groups with additional time, structure, access to homework help, and repetition in math. Unduplicated student groups, including homeless, foster youth, and English Learners, often face unique challenges that can affect their engagement and participation in school. They need extra support to feel motivated and connected to the school community. By offering after school remediation in math, the school can provide this additional support, and importantly time with learning to support overall acquisition in math skills.</p> <p>Scope: LEA-wide</p>	Additional time with the teacher in small and concentrated groups to work on skill and gap areas in math learning.	CAASPP testing scores, District benchmarks, Remediation math program attendance with specific groups set to monitor homeless, foster youth, and English Learners.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>math concepts and additional avenues to develop their skills.</p> <p>Scope: LEA-wide</p>	<p>interactive and practical experiences that help students better understand abstract concepts. These math support tools can provide alternative strategies, different ways of viewing problems, and even hands-on learning opportunities, which can be particularly beneficial for students who might struggle with traditional instructional methods.</p> <p>Providing this action on a schoolwide or LEA-wide basis ensures that all students, regardless of their background or individual challenges, have equal access to these resources. It helps create a more inclusive learning environment where every student can benefit from enhanced problem-solving skills, a deeper understanding of mathematical concepts, and the ability to apply their knowledge in real-world situations. This broad exposure not only supports their math learning but also equips them with essential skills that will serve them in other academic areas and in their future endeavors.</p>	
3.1	<p>Action: After School Remediation: ELA</p> <p>Need: There is a need to provide foster youth, homeless, English Learner students with additional time, structure, access to homework help, and repetition in ELA, specifically reading.</p> <p>Scope: LEA-wide</p>	<p>Providing additional time with the teacher in small, concentrated groups allows for focused instruction on reading and reading acquisition skills, which is especially critical for unduplicated student groups, such as English learners, low-income students, and foster youth. These students may require more individualized attention to build foundational literacy skills and overcome barriers that could impede their progress. Small group instruction enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing gaps in reading proficiency, as it allows students to</p>	<p>District benchmark assessments and Remediation ELA program attendance with specific groups set to monitor homeless, foster youth, and English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>engage more deeply with the material, ask questions, and practice in a supportive environment.</p> <p>Implementing this action on an LEA-wide or school-wide basis ensures that all students have the opportunity to benefit from this intensive support, regardless of their background or skill level. It promotes equity by providing every student with the resources and attention needed to develop strong reading skills, which are essential for success in all academic areas. By offering this additional instructional time across the entire LEA or school, the action helps create a consistent and supportive learning environment that fosters literacy development for all students, preparing them for future academic challenges.</p>	
<p>3.2</p>	<p>Action: Instructional Assistants: Primary Grades</p> <p>Need: There is a need to provide a great level of structure, oversight, monitoring, and consistency for struggling readers in unduplicated student groups (Foster Youth, Homeless, and English Learners).</p> <p>Scope: LEA-wide</p>	<p>This action will provide additional support in primary grade classrooms and special programs to help lower the student-to-adult ratio, provide more hands-on reading support, provide structured access to reading, and monitor student progress more closely. Additional adult support in primary grade classes enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing engagement with students and addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask questions, and practice in a supportive environment.</p>	<p>CAASPP assessment and District benchmark assessments with specific groups set to monitor homeless, foster youth, and English Learners.</p>
<p>3.3</p>	<p>Action: Instructional Assistants: Indian Education Paraprofessional</p>	<p>This action will provide additional support in primary grade classrooms and special programs to help lower the student-to-adult ratio, provide more</p>	<p>CAASPP assessment and District benchmark assessments with specific</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: There is a need to provide a great level of structure, oversight, monitoring, and consistency for struggling readers in unduplicated student groups (Foster Youth, Homeless, and English Learners).</p> <p>Scope: LEA-wide Schoolwide</p>	<p>hands-on reading support, provide structured access to reading, and monitor student progress more closely. Additional adult support in primary grade classes enables teachers to tailor their teaching methods to the specific needs of each student, offering personalized feedback and targeted support. This approach is particularly effective in addressing engagement with students and addressing gaps in reading proficiency, as it allows students to engage more deeply with the material, ask questions, and practice in a supportive environment.</p>	<p>groups set to monitor homeless, foster youth, and English Learners.</p>
<p>3.5</p>	<p>Action: Reading Supplemental Support - Fast ForWord</p> <p>Need: There is a need to provide structured and engaging reading support for unduplicated students who are identified as Tier II struggle readers that will complement the instruction being received in the classroom and in the Title I reading intervention program.</p> <p>Scope: LEA-wide</p>	<p>Fast ForWord is a reading program that leverages neuroscience principles to improve language and reading skills by enhancing cognitive abilities like memory, attention, and processing speed. This action is particularly vital for unduplicated student groups, such as English learners, low-income students, and foster youth, who may struggle with foundational literacy skills due to various barriers. These students often require additional support to catch up with their peers and develop strong reading and comprehension skills. By providing adaptive and individualized exercises, Fast ForWord directly addresses these students' specific needs, helping them improve phonemic awareness, decoding, and comprehension. The program's ability to tailor its approach to each student's learning pace ensures that every child receives the targeted support necessary to build their literacy skills effectively.</p> <p>Implementing Fast ForWord on an LEA-wide or schoolwide basis ensures that all students have access to this powerful resource, regardless of their background or individual challenges. By</p>	<p>District Benchmark Assessments with specific sub data for homeless, foster youth, and English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>offering this program to the entire student body, the school fosters an equitable learning environment where every student has the opportunity to improve their reading and language skills. This comprehensive approach not only supports unduplicated student groups but also enhances overall literacy outcomes, contributing to a more successful and inclusive educational experience for all students.</p>	
<p>3.6</p>	<p>Action: Sonday Reading System</p> <p>Need: There is a higher rate of unduplicated pupils who struggle with reading and require a higher level of intervention support.</p> <p>Scope: LEA-wide</p>	<p>The Sonday System is a multisensory reading program that provides explicit, sequential, and systematic instruction in phonics, vocabulary, and reading comprehension. This program is particularly beneficial for unduplicated student groups, such as English learners, low-income students, and foster youth, who may struggle with reading due to language barriers, limited exposure to literacy resources, or other challenges. These students often require more structured and supportive approaches to reading instruction to build foundational literacy skills. The Sonday System helps students process and retain reading concepts more effectively by engaging multiple senses—sight, sound, touch, and movement. This multi-sensory approach is especially valuable for students who learn differently or have difficulty grasping traditional reading methods. The program’s structure ensures that students receive consistent and repeated exposure to key reading concepts, helping them develop strong phonics, vocabulary, and comprehension skills.</p> <p>Providing the Sonday System on a schoolwide basis ensures that all students, regardless of their background, have access to this specialized</p>	<p>The number of student referrals to the reading system and the number of students who complete all levels of the system and exit the program with specific groups set to monitor homeless, foster youth, and English Learners.</p>

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students), student monitoring, and student interactions during the school day are needed to decrease the suspension rate and behavior referral rate.</p> <p>Scope: LEA-wide</p>	<p>promote positive behavior and reduce suspensions. By offering specialized support, the school can better meet the needs of these students, helping them to stay engaged in their education and avoid the negative consequences associated with suspensions. Additionally, this action includes training for school staff from target staff members to ensure staff are equipped with the skills and knowledge needed to support all students effectively.</p> <p>Providing this action on a schoolwide basis ensures that all students benefit from enhanced behavior support systems, not just those in the most affected groups. It helps create a consistent approach to behavior management across the school, reducing the likelihood of suspensions and promoting a positive school climate. By implementing this action schoolwide, the school can build a stronger, more cohesive support system that addresses the needs of all students, particularly those at higher risk of suspension, thereby contributing to their overall success and well-being.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.3</p>	<p>Action: English Language Learner Coordinator</p> <p>Need: There is a need for designated support, connection, and monitoring for English Learners at the school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action provides a designated point of contact and caring adults for English Language Learners to check in with students and parents and provide consistency in communication and support across the school year.</p>	<p>Daily attendance of students designated as English Learners.</p>
<p>1.5</p>	<p>Action: Transportation Assistants for Homeless and Foster Youth Students</p> <p>Need: Consistent and timely transportation.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Extended transportation to designated location with district boundaries and beyond district boundaries for homeless and foster youth students.</p>	<p>Average daily attendance and daily attendance marks for Foster Youth Students.</p>

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

Not applicable.

Additional Concentration Grant Funding

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

Not applicable.

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	School Wide - 21:1	Not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	School Wide - 18:1	Not applicable.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,531,465.00	\$471,309.00	10.401%	0.000%	10.401%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$471,309.00	\$75,861.00	\$0.00	\$110,000.00	\$657,170.00	\$493,248.00	\$163,922.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tier I Behavior Supports: Positive Behavior Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.2	School Communication Platform	All	No			All Schools	Ongoing	\$0.00	\$3,500.00		\$3,500.00			\$3,500.00	
1	1.3	English Language Learner Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$4,104.00	\$0.00	\$4,104.00				\$4,104.00	
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,221.00	\$10,221.00				\$10,221.00	
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.1	After School Remediation: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$17,100.00	\$0.00	\$17,100.00				\$17,100.00	
2	2.2	Instructional Coach - Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 5th Grade		\$4,104.00	\$0.00	\$4,104.00				\$4,104.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Professional Development: Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
2	2.4	Math Support Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$15,000.00	\$6,840.00	\$8,160.00			\$15,000.00	
2	2.5	Math Assessment Program	All	No			All Schools	Ongoing	\$0.00	\$6,000.00		\$6,000.00			\$6,000.00	
2	2.6	Student Technology	All	No			All Schools	Ongoing	\$0.00	\$51,093.00		\$51,093.00			\$51,093.00	
3	3.1	After School Remediation: ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	Ongoing	\$17,100.00	\$0.00	\$17,100.00				\$17,100.00	
3	3.2	Instructional Assistants: Primary Grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	Ongoing	\$140,000.00	\$0.00	\$140,000.00				\$140,000.00	
3	3.3	Instructional Assistants: Indian Education Paraprofessional	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Elementary	Ongoing	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
3	3.4	Site Reading Support: Accelerated Reader	All	No			All Schools Primary, Elementary, and Middle	Ongoing	\$0.00	\$7,108.00		\$7,108.00			\$7,108.00	
3	3.5	Reading Supplemental Support - Fast ForWord		Yes	LEA-wide		All Schools Elementary		\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
3	3.6	Sunday Reading System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary and Middle School	Ongoing	\$2,000.00	\$3,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Reading Intervention Teacher	All	No			All Schools	Ongoing	\$110,000.00	\$0.00				\$110,000.00	\$110,000.00	
4	4.1	Universal Behavior Support Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.2	Designated Behavior Support: Think about it Lunch	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$6,840.00	\$0.00	\$6,840.00				\$6,840.00	
4	4.3	School Counselor/Foster & Homeless Youth Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$32,000.00	\$0.00	\$32,000.00				\$32,000.00	
4	4.4	Assistant Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary School and Middle School	Ongoing	\$110,000.00	\$0.00	\$110,000.00				\$110,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,531,465.00	\$471,309.00	10.401%	0.000%	10.401%	\$471,309.00	0.000%	10.401 %	Total:	\$471,309.00
								LEA-wide Total:	\$452,205.00
								Limited Total:	\$19,104.00
								Schoolwide Total:	\$50,000.00

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 (%)
1	1.1	Tier I Behavior Supports: Positive Behavior Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
1	1.3	English Language Learner Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,104.00	
1	1.4	Extracurricular and Intracurricular Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,221.00	
1	1.5	Transportation Assistants for Homeless and Foster Youth Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$15,000.00	
2	2.1	After School Remediation: Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,100.00	
2	2.2	Instructional Coach - Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 3rd - 5th Grade	\$4,104.00	
2	2.3	Professional Development: Math	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Math Support Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,840.00	
3	3.1	After School Remediation: ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	\$17,100.00	
3	3.2	Instructional Assistants: Primary Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Primary and Elementary	\$140,000.00	
3	3.3	Instructional Assistants: Indian Education Paraprofessional	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Elementary	\$50,000.00	
3	3.5	Reading Supplemental Support - Fast ForWord	Yes	LEA-wide		All Schools Elementary	\$8,000.00	
3	3.6	Sonday Reading System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.1	Universal Behavior Support Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.2	Designated Behavior Support: Think about it Lunch	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,840.00	
4	4.3	School Counselor/Foster & Homeless Youth Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,000.00	
4	4.4	Assistant Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Elementary School and Middle School	\$110,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$652,200.00	\$674,064.00

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	After School Remediation: ELA & Math	Yes	\$12,500.00	\$15,956.00
1	1.2	Instructional Assistants: Primary and Elementary Grades	Yes	\$380,000.00	\$421,352.00
1	1.3	District Assessment Tools: STAR Reading, STAR Math, ESGI	Yes	\$6,000.00	\$8,396.00
1	1.4	Site Reading Support: Accelerated Reader	Yes	\$7,000.00	\$2,773.00
1	1.5	Universal Behavior Supports: Positive Behavior Incentives	Yes	\$10,000.00	\$1,999.00
1	1.6	Universal Behavior Supports: Think about it Lunch (Discipline & Detention)	No	\$3,000.00	\$5,318.00
1	1.7	Expanded Learning Engagements Opportunities	No	\$20,000.00	\$24,821.00
1	1.8	Reading Supplemental Support - Fast ForWord	Yes	\$4,000.00	\$600.00
1	1.9	Reading and Math Engagement	No	\$10,000.00	\$1,462.00
1	1.10	School Counselor/Foster & Homeless Youth Liaison	No	\$75,000.00	\$15,771.00
1	1.11	English Language Learner Coordinator	Yes	\$3,800.00	\$3,900.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Professional Development: ELA, Math, NGSS Implementation	No	\$2,000.00	\$5,754.00
2	2.2	Grade-Level Collaboration	No	\$18,400.00	\$21,938.00
2	2.3	[Goal Omitted 2023-2024 LCAP] **Trauma-Informed Practice and Whole Student Learning Design			
2	2.4	Universal Behavior Support Training	Yes	\$6,000.00	\$4,800.00
2	2.5	Instructional Coach - Math	Yes	\$18,000.00	\$1,261.00
3	3.1	School Communication Platform	Yes	\$2,000.00	\$2,000.00
3	3.2	School Website	Yes	\$3,500.00	\$2,500.00
3	3.3	Parent Engagement Opportunities	Yes	\$1,000.00	\$2,294.00
4	4.1	IT Support	Yes	\$50,000.00	\$72,716.00
4	4.2	Student Technology	No	\$20,000.00	\$58,453.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$442,260.00	\$410,060.00	\$442,260.00	(\$32,200.00)	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	After School Remediation: ELA & Math	Yes	\$1,000.00	\$4,700.00		
1	1.2	Instructional Assistants: Primary and Elementary Grades	Yes	\$321,504.00	\$357,035.00		
1	1.3	District Assessment Tools: STAR Reading, STAR Math, ESGI	Yes	\$6,000.00	\$6,758.00		
1	1.4	Site Reading Support: Accelerated Reader	Yes	\$7,000.00	\$2,773.00		
1	1.5	Universal Behavior Supports: Positive Behavior Incentives	Yes	\$10,000.00	\$1,939.00		
1	1.8	Reading Supplemental Support - Fast ForWord	Yes	\$500.00	\$600.00		
1	1.11	English Language Learner Coordinator	Yes	\$1,556.00	\$3,900.00		
2	2.4	Universal Behavior Support Training	Yes	\$5,000.00	\$4,800.00		
2	2.5	Instructional Coach - Math	Yes	\$1,000.00	\$1,261.00		
3	3.1	School Communication Platform	Yes	\$2,000.00	\$2,000.00		
3	3.2	School Website	Yes	\$3,500.00	\$2,500.00		
3	3.3	Parent Engagement Opportunities	Yes	\$1,000.00	\$2,794.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	IT Support	Yes	\$50,000.00	\$51,200.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,508,526	\$442,260.00	0.000%	9.809%	\$442,260.00	0.000%	9.809%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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