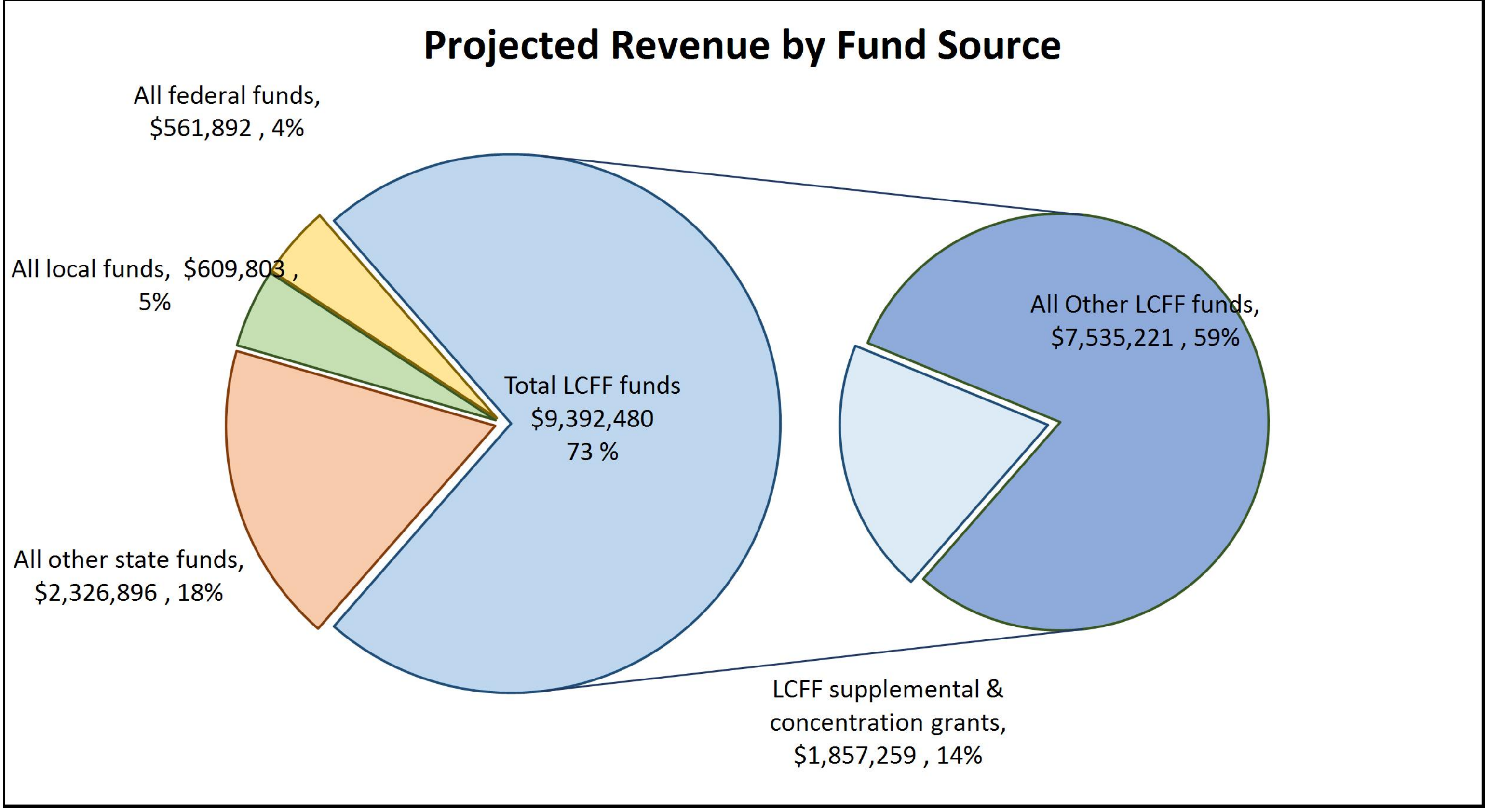
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Miguel Joint Union School District
CDS Code: 40 68825 0000000
School Year: 2025-26
LEA contact information:

Karen Grandoli
Superintendent
kgrandoli@sanmiguelschools.org
8054673216

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

Budget Overview for the 2025-26 School Year

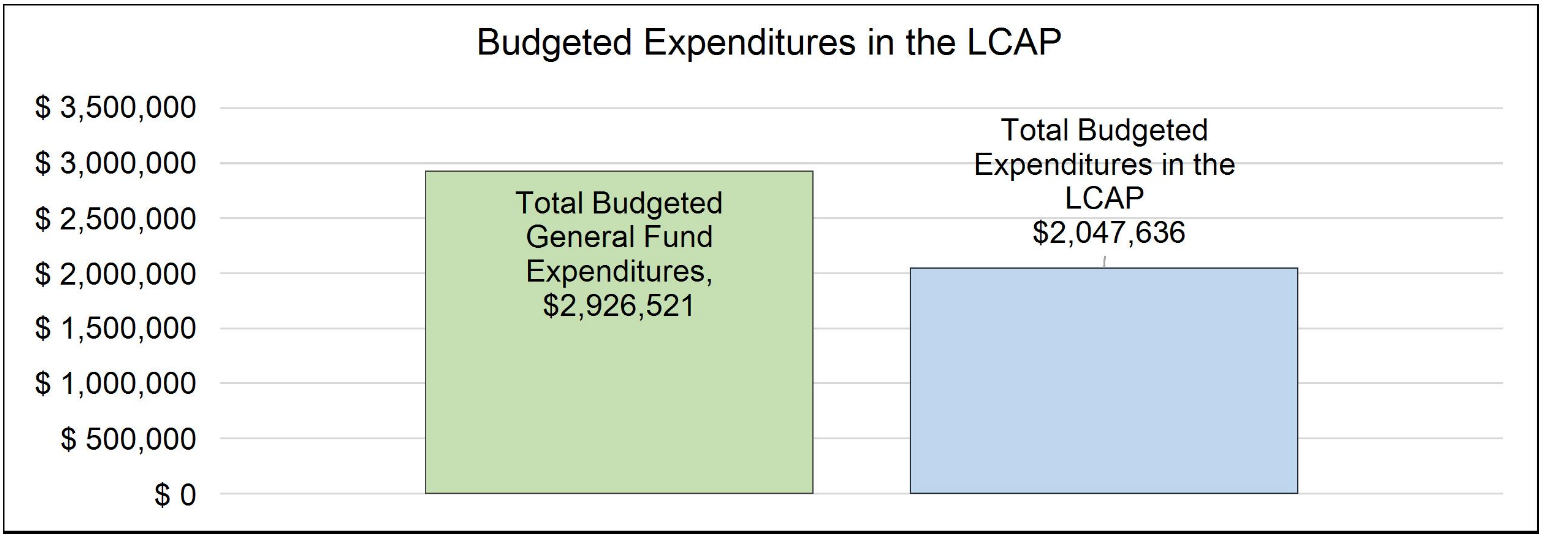


This chart shows the total general purpose revenue San Miguel Joint Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Miguel Joint Union School District is $12,891,071, of which $9,392,480 is Local Control Funding Formula (LCFF), $2,326,896 is other state funds, $609,803 is local funds, and $561,892 is federal funds. Of the $9,392,480 in LCFF Funds, $1,857,259 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 San Miguel Joint Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Miguel Joint Union School District plans to spend $2,926,521 for the 2025-26 school year. Of that amount, $2,047,636 is tied to actions/services in the LCAP and $878,885 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LEA’s General Fund Budget includes expenditures not reflected in the LCAP that support day-to-day district operations and compliance requirements. These include:

Routine maintenance and operations (e.g., custodial services, utilities, and facility upkeep).

Administrative services not connected to specific LCAP actions (e.g., fiscal services, human resources operations).

Mandated costs and legal/compliance obligations (e.g., audits, legal counsel).

Non-instructional support functions (e.g., transportation services unrelated to LCAP-funded programs).

Technology infrastructure upgrades and replacements not tied to targeted student group needs.

Professional development and training not aligned to LCAP priorities or actions.

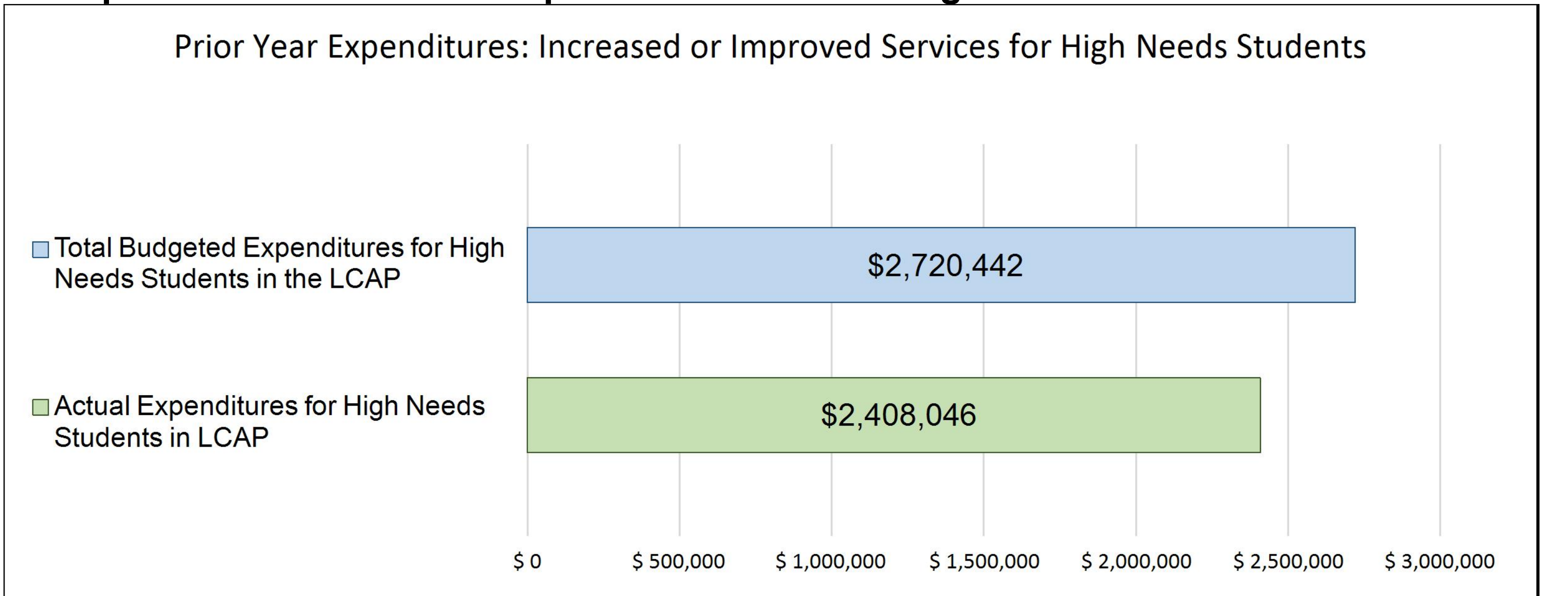
These expenditures are necessary to ensure the district’s core operations function smoothly but do not meet the threshold for inclusion under the LCAP’s goals and actions framework.

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

In 2025-26, San Miguel Joint Union School District is projecting it will receive $1,857,259 based on the enrollment of foster youth, English learner, and low-income students. San Miguel Joint Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Miguel Joint Union School District plans to spend $$2,047,636.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what San Miguel Joint Union 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 San Miguel Joint Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, San Miguel Joint Union School District's LCAP budgeted $2,720,442 for planned actions to increase or improve services for high needs students. San Miguel Joint Union School District actually spent $2,408,046.30 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $312,395.7,000,000,002 had the following impact on San Miguel Joint Union School District’s ability to increase or improve services for high needs students:

In 2024–25, the total actual expenditures for actions and services to increase or improve services for high needs students (foster youth, English learners, and low-income students) were less than the budgeted amounts. This variance was primarily due to delays in staffing and procurement, including unfilled intervention support positions and delays in vendor service agreements for after-school academic support and mental health services.

As a result, certain planned services were either partially implemented or delayed, which reduced the anticipated reach and intensity of support for some student groups. For example, while tutoring programs were launched at most school sites, full implementation did not occur until midway through the year, limiting total student participation. Additionally, some professional development opportunities for teachers serving English learners were postponed due to scheduling conflicts.

Despite these shortfalls, the district adjusted mid-year by reallocating resources where possible and maintained a focus on the highest-priority student needs. The district is using this reflection to ensure that all contributing actions in 2025–26 are designed with realistic timelines, early procurement processes, and improved monitoring to ensure full implementation and maximize impact for unduplicated students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Miguel Joint Union School District	Karen Grandoli Superintendent	kgrandoli@sanmiguelschools.org 8054673216

Plan Summary [2025-26]

General Information

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

The San Miguel Joint Union School District (SMJUSD) is a two-school district located primarily in northern San Luis Obispo County with some of our boundaries stretching into Monterey county. It encompasses 200 acres. In 2024/25 SMJUSD had a total of 677 students enrolled. This was an increase of just of 5% enrollment. SMJUSD serves students from Transitional Kindergarten through grade 8. Our students then go on to attend Paso Robles High School for 9th grade. The district also runs a State preschool with 32 students enrolled in two classes. We serve students with disabilities from ages 3-5 and we offer a range of services including drop-in speech, inclusive preschool, and SDC preschool.

Cappy Culver Elementary School is located in Heritage Ranch, part of rural Paso Robles. Many of the residents of this area choose to live there due to the proximity of Lake Nacimiento, a popular recreational spot for locals and tourists alike. Many families attending Cappy Culver work in state or county government jobs, local hospitals, local school districts, and the tourism industry. During the 2024/25 school year, Cappy Culver had 225 students enrolled in Kindergarten through grade 8 in self-contained classrooms which was an increase of almost 12%. The school comprises 68% white, 23% Hispanic, 6% two or more races, 1.75% Native American, and 0.44% Filipino. 97% of its students speak English as their primary language. (Source: CALPADS 2024/25 school year)

Cappy Culver had an English Language Learner population of 2.6% of its students whose primary language is a language other than English. 44% of the students are socioeconomically disadvantaged. 13.3% of the total population of the school represents students with disabilities. 2% of the students at Cappy Culver are homeless. (Source: CALPADS 2024/25 school year)

Lillian Larsen Elementary School is located in the rural town of San Miguel. Many of the families that live in San Miguel are farmworkers. Others work primarily in state and county government jobs and in the hospitality sector. The area is rich in vineyards, wineries, and tourism. During 2024/25 Lillian Larsen had a total enrollment of 452 students, up from 446 students in the 2023/24 school year, ranging from Transitional Kindergarten through grade 8. Lillian Larsen has self-contained elementary school classrooms and a fully departmentalized middle school for grades 6-8 taught by single-subject credentialed teachers. 85.4% of Lillian Larsen’s students are Hispanic. 11.1% are white. 1.4% are two or more races. 0.7% are African American, 0.7% are Filipino, and 0.7% are Asian. (Source: DataQuest 2022/23 school year) Lillian Larsen had an English Learner population of 54.6 %. Another 12% of the population has been Reclassified as fluent in English. Lillian Larsen has 5.6% of its English Learner population identified as Long-term English Language Learners or LTELs. There is an additional 8.1% of EL students who are “At-risk of LTEL”. About 80% of EL students speak Spanish as their primary language. 18.6% speak Mixteco as their first language. Another 2% percent speak other languages as their first language. Lillian Larsen has 3% of its students identified as Migrant, 20% are Homeless, 0.6% are Foster Youth, 12% are Students with Disabilities, and 76% are considered socio-economically disadvantaged. Lillian Larsen has an unduplicated percentage of 86%. (Source:CALPADS 24/25 school year DataQuest 23/24)

We are looking at continuing with three big changes we made in the district in the 2024/25 school year with the initial year of this LCAP plan, along with adding several actions including supports and services for our students who are struggling the most: Students With Disabilities and Long-term English Language Learners. We have applied for a CA Community Schools Implementation Grant and have received unofficial notification that we have received this grant which also is reflected in this LCAP. The grant will provide us with about $1.4 million dollars over the next five years for supports and services at Lillian Larsen, the larger of our two elementary schools. First, we are excited to move into our second year with a comprehensive music program for all students grades TK-8. We are using our Prop 28 funds to hire a full-time music teacher. All students in the district will have classroom music. Students in middle school will continue to have the option of taking band after school. We are moving into our second year of offering a Dual Immersion program for grades TK, Kinder, and 1st at Lillian Larsen. We are excited to expand again for the upcoming school year. Our educational partners, especially our parents, have asked for this program for many years. With the recent growth we are seeing at Lillian Larsen in the primary grades, we feel we are well-positioned to offer the program as a strand. We will again have one of our two TK classes, one of our three Kinder classes, and now, one of our three 1st grade classes, as a Spanish 90/10 Dual Immersion program. The district is committed to continuing to hire bilingual teachers to grow the program one grade level at a time. For 24/25 we have added two additional bilingual teachers. We are very excited to continue the work we have done during the Planning Grant phase of Community Schools. Our Community Schools Coordinator has worked tirelessly with Educational Partners on an asset survey to determine the priorities at Lillian Larsen for the program's implementation. Many of our actions for this year's plan come from the work that our Community Schools Steering Committe has done over the course of the past nine months. For the 2025/26 school year we will be focusing on several strategies that align with the Four Pillars of Community Schools which are: Integrated student supports, Family and community engagement, Collaborative leadership and practices for educators and administrators, and. Extended learning time and opportunities. We have began plans to establish a Wellness Center on the campus where providers can come together to provide supports for students and their families. These services will range from counseling, food and basic supply needs, access to our parent advocate, and parenting classes. We are working with other local non-profits to provide health services such as dental care, mental health support, access to vision exams and glasses, and other identified needs.

San Miguel is a district with two very different schools, facing unique challenges at each school. Our team has worked to develop an LCAP that reflects these challenges with a focus on equity. Although the individual schools' demographics are quite different, both schools share the challenge of being rurally located. The school community is very important to our families because extracurricular activities are not available to our students in their neighborhoods. Both schools are more than 10 miles away from recreational sports, art classes, music programs, childcare centers, and other services that parents can access with ease in other nearby communities such as Paso Robles. Other basic needs such as mental health services, doctors, and dentists are also not located in our communities or are extremely limited. Our LCAP strives to provide academic excellence, access to classes and programs to engage our students, and to provide our students and their families with a welcoming and supportive community, giving them access to the tools they need to be healthy and successful members of society.

Reflections: Annual Performance

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

Reflections: Annual Performance
In reviewing the California School Dashboard and local performance data, San Miguel Joint Union School District (SMJUSD) reflected on its successes and challenges during the 2024-25 school year.

Successes
The most significant district-wide improvement was in Chronic Absenteeism, which decreased substantially across all student groups. The overall rate dropped from 35.5% in 2022–23 to 25% and then to 13.9% in 2023–24. Particularly notable were the gains made by English Learners, who reduced absenteeism to 8.8%, and Homeless Youth, who achieved a rate of 9.5%, placing both below the state target of 10%. At the school level, Cappy Culver reduced its rate by 17.4 percentage points to 20.4%, and Lillian Larsen reached 10.9%, nearly matching its pre-COVID level of 10.5%. These gains are directly attributed to the district’s culture and climate actions under Goal 2 of the LCAP.

Another area of success is the district-wide Suspension Rate, which improved from 3.8% to 2.6%, moving SMJUSD into the green status. Subgroups such as English Learners (1.1%) are now in the blue category, and Homeless Youth also achieved green status. Even the Socioeconomically Disadvantaged Students subgroup improved from the red (4.6%) to the yellow (3.2%). These outcomes are connected to the expansion of Tier 2 supports and the second year of Multi-Tiered System of Supports (MTSS) training and implementation, also outlined in Goal 2.

SMJUSD is particularly proud of the progress made by Homeless Youth, who demonstrated gains not only in Chronic Absenteeism and Suspension Rates but also in Math achievement. At Lillian Larsen, where Homeless Youth constitute approximately 20% of the student population, this subgroup is performing in the green range for both absenteeism and suspensions. Likewise, English Learners at the same site—comprising 95% of the district's ELs—are also in the green category for both indicators.

Challenges
On the 2023 CA Dashboard, San Miguel as a district was Red in suspension. Additionally, four student groups also fell into the red indicator. Those groups are as follows: English Language Learners, Hispanic student,s Homeless students, Socio-economically disadvantaged students. At the school level, Lillian Larsen also received red overall and red in the same four sub-groups.

Despite the successes on the 2024 Dashboard noted above, challenges remain. Students with Disabilities continue to struggle across multiple indicators: they are in the red for Suspension Rates, English Language Arts (ELA), and Math. Long-Term English Learners (LTELs) face difficulties in Math and the English Learner Progress Indicator (ELPI). The district overall received red ratings in:

Suspension Rates (Students with Disabilities)

ELA (Students with Disabilities)

Math (Students with Disabilities and LTELs)

ELPI (English Learners and LTELs)

At the school level:

Lillian Larsen is red in ELPI overall, Suspension Rates (Students with Disabilities and White Students), and Math (LTELs).

Cappy Culver is red in Suspension Rates for Students with Disabilities.

These challenges will be directly addressed in SMJUSD's goals, metrics, and actions for the 2025–26 LCAP cycle. We plan to address these challenges with the following continuing actions, as well as with some new actions, in Goals one and two.

Unspent Learning Recovery Emergency Block Grant (LREBG) funds

The district has unexpended LREBG funds in the amount of $774,491. This averages out to be about $258,164 each year for the next three years. We have three actions which are being funded or partially funded by the LREBG funds: Goal 1 action 2, Goal 1 action 3, and Goal 2 action 14 Goal One actions 2 and 3 are an allowable use of the LREBG funds as these actions are intended to be used for "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidentce-based learning supports such as tutoring or other one-one-one or small group learning supports provided by certificated or classified staff". By adding intervention staff at each site we expect growth in our ELPI and academic indicators on the CA Dashboard.

Goal 2 action 14 is an allowable use of the LREBG funds as it is to be used for "Integrating evidence-based pupil supports to address other barriers to learning such as the provision of counseling or mental health services." By adding a counselor with a PPS to district staff we will be able to remove the barriers students face when coming to school and we expect to further decreases in suspension and chronic absenteeism.

The district plans to spend the unused LREBG funds on these three actions over the next three fiscal years and expects to fully expend the funds by the end of 2028.

Reflections: Technical Assistance

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

During the 2024-25 school year, San Miguel Joint Union School District engaged in differentiated assistance coordinated by the San Luis Obispo County Office of Education. This support focused primarily on addressing persistent disparities in outcomes for Students with Disabilities and Long-Term English Learners (LTELs) across multiple Dashboard indicators. SMJUSD is eligible for Differentiated Assistance based upon student performance in the following areas:

Student Group:
Students with Disabilities
State priority Areas 4 and 6
State or Local Indicators- ELA, Math, and Suspension

The technical assistance process included:

Data analysis sessions facilitated by the COE to disaggregate student performance and identify root causes of underperformance in ELA, Math, and Suspension Rates.

Coaching sessions to refine the use of Multi-Tiered System of Supports (MTSS) with an emphasis on Tier 2 interventions for Students with Disabilities.

Collaboration with the SELPA to review and strengthen IEP processes and instructional strategies aimed at inclusive practices and targeted academic supports.

Support from English Learner specialists, focusing on reclassification practices and implementation of integrated and designated ELD strategies to support LTELs.

As a result of this collaboration, the district identified a need to:

Increase professional learning on culturally and linguistically responsive pedagogy.

Expand progress monitoring for LTELs and Students with Disabilities through interim assessments and formative feedback.

Strengthen family engagement practices for educational partners of focal student groups, especially through ELAC and special education advisory groups.

As a result of this work SMJUSD is continuing the following actions to support Students with Disabiities and LTELs, who we are monitoring closely as they were Red in some areas as well.
Actions 1.1, 1.2, 1.3, 1.4, 1.16, and 1.17
Actions 2.1, 2.2, 2.3, 2.5, 2.6, 2.10, 2.11, 2.12, 2.13, 2.14, 2.17, and 2.20

Actions 1.17 and 2.20 are brand new actions and each includes hiring a TOSA to focus in on this work. The other actions are already aligned with our DA work and will continue, some wih changes as a result of our work with SLOCOE.

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.

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

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 Staff	An LCAP presentation was given at staff meetings at each site in the spring. Prior goals and proposed goals were explained. Staff had the opportunity to give input on proposed goals and actions. The LCAP process was explained to staff.
Certificated and Classified Management (principals and administrators)	The LCAP was included on agendas throughout the year at bi-monthly meetings.
Staff Survey	Spring 2025 Survey
Student Surveys	Spring 2025 Survey
Parent Survey	Spring 2025 Survey
DELAC	The LCAP was discussed at all meetings and presented for approval at the May meeting.
School Site Councils (Parent Advisory Committees)	Monthy Meetings at each site
CSEA Bargaining Unit	Staff Survey, invited to Parent Advisory Committee, individual meeting with leadership
SMTA Certificated Bargaining Unit	Staff Survey, invited to Parent Advisory Committee, individual meeting with leadership
Other School Personnel	Staff Survey April
Public Comment	June 12, 2025- June 26, 2025
Public Hearing	June 12, 2025
Adoption by the governing board	June 26, 2025
Budget Adoption and local indicator report by governing board	June 26, 2025

Educational Partner(s)	Process for Engagement
Student Interviews	Spring 2025
Community Schools Committee	Monthly Meetings at Lillian Larsen
SELPA LCAP Consultation	May 8, 2025
SELPA and SLOCOE Differentiated Assistance Phase 1	February 28, 2025 March 24, 2025 April 4, 2025 May 9, 2025

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

In the San Miguel Joint Union School District, we include the LCAP Goals and Actions as part of the continuing improvement process. The goals are highlighted and discussed at all meetings throughout the school year and are used as a road map to guide our actions when making decisions at all levels.

Teachers and staff indicated the following priorities on surveys and at meetings:
Continue small class sizes, avoiding combo-classes whenever possible. Teachers new to our sites indicated that it was a deciding factor when accepting employment and has drawn them to our schools.
Continue to support our students with Interventions in reading and math.
Support our TK and Kinder classes with paraeducators.
Continue to support our Newcomer students. They asked for a return to more targeted support, as students in upper grades often struggled when placed in general education classes.
Continue to support challenging student behaviors.
Continue to support the social-emotional learning of students.
Additional opportunities for after-school enrichment and sports.
More engaging activities for Middle school students.
The continued implementation of a Dual Immersion Program at Lillian Larsen.

Meetings with the San Miguel Teachers' Association resulted in discussions around SMJUSD's specific contributing action on class size reduction. They ask that we try to avoid combination classes whenever possible. They stress that their membership often selects to come work for our district, as well as stay with us, due to our smaller class sizes, especially at Lillian Larsen, where there is an unduplicated student population of 86%.

Our classified partners of CSEA focused more on the need for additional paraeducator support for both special education and general education, as well as the need to compensate them appropriately. This LCAP continues to provide bilingual and instructional paraeducators for students struggling to learn English and progress academically at Lillian Larsen, where over 86% of the district's unduplicated students attend.

Parents and students had the opportunity to provide input on their annual surveys. Their input helped us develop all actions as the survey was aligned specifically to our LCAP goals. Survey data indicated that for all partners, small class sizes and avoiding combination classes when possible were important. Parents, staff, and students all asked to continue to use paraeducators to support students struggling with academics and/or behavior at school. Parents and students reported that after-school sports were very important and would like to see them added at Cappy Culver and Lillian Larsen Elementary grades. Parents, teachers, and students feel that students who misbehave are interfering with teaching and learning, and like more options to reward students who do well and support students who struggle in this area. All partners feel that after-school tutoring should be increased. All partners see a big need for increased counseling and mental health services for students. Parents mention the need for additional supports and services for Gifted and Talented students.

Our DELAC parents gave input supporting the following actions:
More bilingual teachers and paraeducators.
More opportunities to participate during the school day, as well as after school.
More education on how to help their children be successful at school.
Less emphasis on the use of Chromebooks as they do not know how to help their children with digital work, and some reported not having internet at home.
Continuing to offer Dual Immersion.
A Mixteco-speaking employee at all meetings and events, as well as to help their children at school.

Student inteviews were conducted at Lillian Larsen specifically around the actions provided in Goal 2. Students expressed that being able to take an elective was the highlight of the year and made school more enjoyable. ELL students stated that they would like to be able to take an elective. We have made this change in the master schedule and associated actions. They also found portions of the Intervention class to be very helpful. We are making adjustments to this action as well. Students feel the Lighthouse leadership team has been a great addition to the school. That action will continue. Students would like to see even more activities after school to ensure there is something for everyone.

The district has developed two goals with supports and services that reflect the input received from our educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement: Provide high-quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SMJUSD developed this goal to ensure that all of our students are on track to be college and career ready by making adequate progress in all academic areas. We have included myriad actions to ensure that all students, including English Language Learners, Foster Youth, Low Income students, and Students with Disabilities have access to their core curriculum and any supports and services needed to ensure their access to their grade level curriculum. The metrics included will inform us of their progress in English Language Arts, English Language Development, Math, and Science as well as their access to qualified teachers, core curriculum materials, and clean and safe facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (CA Dashboard)	Overall (2022/23) Status: 35.8 points below standard Hispanic 43.1 below standard English Learners	Overall (2023/4) Status: 39.8 points below standard Decline of 4 points Hispanic 51 points below standard		Increase overall by 15 Decrease achievement gap between each sub-group and overall performance to no more than 10 points.	Overall Decline of 4 points Hispanic Decline of 7.9 points English Learners Decline of 7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60.6 below standard Long-term English Language Learners TBD Homeless 29.2 below standard Socioeconomically Disadvantaged 47.9 below standard Students with Disabilities 78.1 below standard White 24.2 below standard maintained -0.5 points	Decline of 7.9 points English Learners 67.6 points below standard Decline of 7 points Long-term English Language Learners 64.9 points below standard Decline of 27.7 points Homeless 32.5 points below standard Decline of 3.3 points Socioeconomically Disadvantaged 48.9 points below standard Maintained -1 point Students with Disabilities 91.8 points below standard Decline 13.7 points White 21.3 points below standard			Long-term English Language Learners Decline of 27.7 points Homeless Decline of 3.3 points Socioeconomically Disadvantaged Maintained -1 point Students with Disabilities Decline 13.7 points White Maintained 0.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Maintained 0.6 points			
1.2	CAASPP Math (CA Dashboard)	Overall (2022/23) Status: 54.7 points below standard Hispanic 63.3 below standard English Learners 75.3 below standard Long-term English Language Learners TBD Homeless 49.8 below standard Socioeconomically Disadvantaged 66.5 below standard Students with Disabilities 85.8 points below standard White 40.9 below standard	Overall (2023/4) Status: 52 points below standard Maintained 2.7 points Hispanic 64.5 points below standard Maintained -1.2 points English Learners 72.9 points below standard Maintained 2.4 points Long-term English Language Learners 111.7 points below standard Decline of 14.1 points Homeless 41.8 points below standard Increase of 7.9 points		Increase overall by 15 Decrease achievement gap between each sub-group and overall performance to no more than 10 points.	Overall Maintained 2.7 points Hispanic Maintained -1.2 points English Learners Maintained 2.4 points Long-term English Language Learners Decline of 14.1 points Homeless Increase of 7.9 points Socioeconomically Disadvantaged Increase of 6.4 points Students with Disabilities Decline 13.5 points White Increase of 8.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged 60.1 points below standard Increase of 6.4 points Students with Disabilities 99.2 points below standard Decline 13.5 points White 32.5 points below standard Increase of 8.4 points			
1.3	CAST (CAASPP Test Results website) Percentage of students scoring proficient or above)	Overall: 28.04% Hispanic 30% English Learners 7.14% Long-term English Language Learners TBD Homeless 20% Socioeconomically Disadvantaged	Overall 17.3 points below standard Increase of 11.1 points Hispanic 20.8 points below standard Decrease of 5.1 points English Learners 26.9 points below standard Decrease of 7.2 points		Increase overall by 15% Decrease achievement gap between each sub-group and overall performance to less than 10%.	Overall Increase of 11.1 points Hispanic Decline of 5.1 points English Learners Decline of 7.2 points Long-term English Language Learners 29.8 points below standard (baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.39% Students with Disabilities fewer than 11 students tested - no score White 22.73%	Long-term English Language Learners 29.8 points below standard Homeless 20.3 points below standard Decrease of 2.8 points Socioeconomically Disadvantaged 19 points below standard Decrease of 2.5 points Students with Disabilities 27.1 points below standard White 10.4 points below standard Increase of 1.9 points			Homeless Decline of 2.8 points Socioeconomically Disadvantaged Decline of 2.5 points Students with Disabilities 27.1 points below standard (baseline) White Increase of 1.9 points
1.4	ELPI (English Learners making progress or maintaining a 4 on the ELPAC) (CA Dashboard)	All English Learners 60.3% making progress Status: Green	All English Language Learners 26.3% making progress Declined 34.1% Status Red		Increase by 15% by 2027.	All English Language Learners Decline of 34.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-term English Language Learners 15.4% making progress Declined 57% Status Red			Long-term English Language Learners Decline of 57%
1.5	Reclassification Status (Data Quest, Enrollment by English Language Acquisition Status (ELAS))	All English Learners 6.7%	All English Language Learners 8.3%		Increase to 15%	All English Language Learners Increase of 1.6%
1.6	iReady Reading (Local Indicator) (Third administration annually, percent proficient or above)	Spring of 2024 Overall: 39% proficient Hispanic 32% proficient English Learners 19% proficient Socioeconomically Disadvantaged 33% Students with Disabilities 32%	Spring of 2025 Overall: 40% proficient Hispanic 33% proficient English Learners 13% proficient Socioeconomically Disadvantaged 32% Students with Disabilities 33%		Increase overall and in each sub-group by 15% by 2027.	Overall Increase of 1% Hispanic Increase of 1% English Learners Decline of 6% Socioeconomically Disadvantaged Decline of 1% Students with Disabilities Increase of 1%
1.7	iReady Math (Local Indicator) (Third administration annually, percent proficient or above)	Spring of 2024 Overall: 32% proficient Hispanic 22% proficient	Spring of 2024 Overall: 34% proficient Hispanic 27% proficient		Increase overall and in each sub-group by 15% by 2027.	Overall Increase of 2% Hispanic Increase of 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 11% proficient Socioeconomically Disadvantaged 29% Students with Disabilities 21%	English Learners 11% proficient Socioeconomically Disadvantaged 28% Students with Disabilities 26%			English Learners Maintained Socioeconomically Disadvantaged Decline of 1% Students with Disabilities Increase of 5%
1.8	Compliance with Williams Act requirements, teacher credentialing and teaching assignments (Local Indicator, CA Dashboard report)	Standard Met 100% of teachers	Standard Met 81.3% of teachers		Maintain 100%	Decline of 18.7%
1.9	Compliance with Williams Act requirements, sufficient textbooks (Local Indicator 1, CA Dashboard)	Standard Met 100% of students have access to textbooks	Standard Met 100% of students have access to textbooks		Maintain 100%	Maintained 100%
1.10	Compliance with Williams Act requirements, facilities (Local Indicator 1, CA Dashboard)	Standard Met instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)-5	Standard Met instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)-		Reduce to 0.	Maintained at 5 instances

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5			
1.11	Implementation of standards for all students and enable ELs access to CCSS and ELD standards. (Local Indicator 2, CA Dashboard)	Standard Met All students have access to Common Core State standards. ELLs have access to Commmon Core State Standards and ELD standards.	Standard Met All students have access to Common Core State standards. ELLs have access to Commmon Core State Standards and ELD standards.		Maintain 100%	Maintained 100%

Goal Analysis [2024-25]

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

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

Goal One was largely implemented as planned. This Goal was designed to provide high-quality classroom instruction and curriculum that promote college and career readiness with academic interventions to eliminate barriers to student success. We planned for fifteen actions to address this goal.

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.

Actions 1.15 was not implemented due to the grant from Cal Poly being rescinded from the federal government. This action will not be included in the 2025/26 LCAP. This resulted in a substantive difference in funding of about $140,000. This action had been designed to support new and veteran teachers in our district with the opportunity to earn micro-credentials in areas such as multi-lingual support and working with dually identified English learners. We are adding two new actions for 25/26 to address the district's needs in these areas as our Dashboard results along with other local indicators indicate a strong need to support Students with Disabilities and English learners. Action 1.10 was not completed as we decided not to use the online lisencing of English 3D for the 24/25 school year resulting in a difference of $15,000 which will carry over.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from Educational Partners and metrics aligned with the goal.
Rating Scale:
Not Effective
Somewhat Effective
Effective
To be determined

In analyzing actions and the metrics that are intended to determine effectiveness, we have found the following:

Actions 1.1, 1.2, 1.3, 1.4, 1.5 and 1.9 are actions designed to provide intervention services to students through personnel and online programs.

Effectiveness of Actions:
Not Effective in ELA and Somewhat Effective in Math

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math
Effectiveness of the actions:
Somewhat effective

Analysis Statement:
These actions, as written, appear to be Not Effective in the area of English Language Arts/Reading and Somewhat Effective in the area of Math. English Language Arts scores on the CAASPP declined in All Students and all subgroups, with the exception of Socioeconomically Disadvantaged students and White students, who maintained, increasing the overall distance from zero in this area. All sub-groups fall in the Orange indicator on the CA Dashboard, and our SWD fall in the Red indicator.

In the area of math, the actions appear to be slightly more effective as students in the SED group, the largest group in our unduplicated count, increase on the Math CAASPP test, closing the distance from zero by 6.4 points, placing them in the Yellow indicator. Our Homeless students, who make up over 20% of the population at Lillian Larsen, also increased their scores by 7.9 points. While these indicators could be attributed to other factors, such as a new core curriculum in math, at least in part, they can be attributed to interventions and the iReady My Path.

The district will continue to provide interventions to students, but is shifting the model significantly (see below) to address the ineffectiveness to our current model.

Action: 1.6 is our action on class size reduction and reducing the need for combination classes at our rural schools.

Effectiveness of Action:
Somewhat Effective

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math
William's Act Teacher Compliance

Analysis Statement:
All metrics can be used to evaluate the effectiveness of this goal. In particular, William's Act Teacher Compliance should be called out. We continue to have 100% compliance in this area. The recruitment and retention of fully credentialed, high-quality teachers continues to be a challenge for all districts and, in particular, for small rural districts. Smaller class sizes attract qualified teachers. Increasing enrollment in San Miguel of over 5% this year continues to impact our district and the need for more teachers. All LCAP survey results show a strong desire to maintain low class sizes. Our meetings with our Certificated Bargaining group also continue to focus on the desire of our partners to maintain manageable class sizes and minimize, if not eliminate, the need for combination classes. As we compete for teachers in hard-to-fill areas, such as Special Education and Dual Immersion, we are asked what our class sizes and caseloads are. Because of our rural location, some 16 miles from the nearest large town, we need to offer attractive working conditions.

Actions: Actions 1.5, 1.10, 1.11,13, and 1.14 are actions designed to support our ELL population at Lillian Larsen.

Effectiveness of Actions:
Somewhat Effective

Metrics:
While these actions can be analyzed using the CAASPP scores and the iReady scores, the following additional metrics are also important in measuring the actions' effectiveness:
ELPAC and Students making progress towards proficiency
Reclassification (RFEP) Rates
Implementation of standards for all students and enabling ELs access to CCSS and ELD standards

Analysis Statement:
In looking at our ELPI metric on the CA Dashboard, which indicates the progress towards English language proficiency, ELLs did not make strong progress in the 23/24 school year. We saw a significant decline in this rate. However, the district responded by adding additional actions on the 2024/25 LCAP as ELPAC scores come in May. We are now able to analyze the recent 2025 ELPAC scores, and our

preliminary results appear to be very strong, and we anticipate a return to an ELPI rate of at least 50%. These early indicators as seen on our TOMS reports on the CAASPP website, indicate that our actions have been at least Somewhat Effective if not Effective. We do still have concerns with our Long-term English Language Learns (LTEL) as they were extremely low on all three academic indicators on the Dashboard, placing them in the Red indicators for all three areas. Again, preliminary results on the ELPAC indicate that our LTELs will also show strong progress this year. We are, however, adding additional actions to support this group.

Action: 1.7 is related to summer services.

Effectiveness of Action:
Somewhat Effective

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math

Action 1.7 will be implemented in the summer after the 2024/25 school year.

Analysis Statement:
This action is difficult to measure with current metrics, but survey data and interviews indicate that staff and parents feel it is effective. Additionally, we will look at attendance data and the progress of students who attend in the area of academics (iReady).

Actions 1.8 and 1.9 are our actions related to our supplemental online curriculum designed to support students in ELA and Math.

Effectiveness of Actions:
To be determined

Metrics:
CAASPP ELA
CAASPP Math
ELPAC
iReady Reading
iReady Math
Survey data

Analysis Statement:

The district feels we have not determined the effectiveness of these actions and their impact on any of our metrics reported on the LCAP. Survey data from students and staff, along with student interviews, indicate a varying degree of impact, and it is largely aligned to varying degrees of implementation of the programs. The district plans to focus on the implementation of the programs called out in the two actions to further determine their level of effectiveness in the 2025/26 school year.

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

The district plans the following changes and additions to our goals for the 25/26 school year based on the above analysis:

Goal One
Actions 1.1, 1.2, 1.3 (NOTE Actions 1.2 and 1.3 are Learning Recovery Emergency Block Grant Actions)
Our actions around Intervention services at both sites will be continued. However, we are making some significant changes. These actions were originally designed to focus on Students with Disabilities (SWD) and other far below grade level students who we would like to support before they become identified as having a disability. Action 2 will also support our LTELs at Lillian Larsen as we will be shifting our focus for this action to upper elementary grades and Middle School grades. We have hired a new Intervention teacher for Cappy Culver who will now be full time as Action 1.3 was not implemented as planned due to our needs for a TK teacher at Cappy Culver and a change in duties for this year's Intervention teacher. We will provide additional training to the Intervention teachers in actions 2 and 3 that focuses on the two subgroups struggling most academically- our SWDs and LTELs. At Cappy Culver there will be an increase to the FTE from 1.0 to 1.23. At Lillian Larsen, there will be an increase from 1.0 FTE in action 1 to 1.23 FTE.

Actions 2 and 3 will be funded using Learning Recovery Emergency Block Grant Funds (LREBG). These actions are aligned to support academic learning recovery by "Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidentce-based learning supports such as tutoring or other one-one-one or small group learning supports provided by certificated or classified staff" and by providing "Additional academic services for pupils such as diagnostic, progress monitoring, and benchmark assessments of pupil learning." By supporting our students who are experiencing difficulties in learning, we expect to close the performance gaps between EL, in particular LTEL, SWD, and All Students.

For Actions 1.1, 1.2, 1.4, and 1.5, we plan on improving our Tier Two Interventions to match our Tier Two Social Emotional and Behavioral supports. We have been quite successful in supporting students in these areas, as the Goal Two analysis highlights. We will replicate this structure for our Academic Tier Two supports. Much of our efforts over the past several years have been on early intervention with strong supports in grades 1-3 at Lillian Larsen. Those students are now in grades 4-8, and many are still struggling, as evidenced on our CA Dashboard and iReady results. We have been unable to provide targeted interventions to older students as we have allocated so many supports to our youngest learners. Through the Differentiated Assistance process, we have determined that our Tier One instruction must be a focus for all grade levels.We will be adding more support for our middle schoolers by providing not only an intervention period for struggling learners, but also a small group pull-out with one of the Intervention Teachers in reading or math. Those pull-out groups will be on a six-week cycle with possible exit and entry points available twice per trimester. For grades 2-4, our intervention time will follow a "Walk to Learn" or "What I Need" model, during which all students are eligible for an intervention to be taught by a credentialed teacher or a paraeducator working under a credentialed teacher in an evidence-based program. In our kindergarten and 1st grade classrooms, we will focus on Tier

One instruction, providing a paraeducator for academic time, allowing the classroom teacher to differentiate instruction. The paraeducators for Kindergarten will work under the supervision of the classroom teacher in order to support both behavioral expectations and differentiated instruction, while the paraeducators and/or bilingual paraeducators in 1st grade will work under the supervision of our Intervention teacher in Action 1 to provide a targeted intervention. This will be in small groups, and students will be placed in the groups through the data points we have developed in our Tier Two teams. For all intervention groups, we will use OG+ Comprehensive from IMSE to assess baseline skills.
For Action 1.3, Cappy Culver will implement a Tier Two Intervention block for ELA K-5, called our Brain Block. During this time, all teachers and paraeducators in K-5, including our education specialist, will level students according to need. We will use OG+ Comprehensive from IMSE to assess baseline skills, deliver intervention in a ten-week cycle with a final assessment. Our intervention teacher will co-teach Tier 2 groups with teachers and paras during this time. During PLC time, the intervention teacher will guide K-5 teachers in analyzing data and planning next steps for instructional groups. Further, a K-5 math block, Brain Block, will follow the same system. Each Brain Block, Math, and ELA will be 45 minutes, four days a week. Teachers will meet twice monthly to analyze data from student work and plan interventions.

Action 1.16
This action, although implemented, was changed due to a last-minute teacher resignation. For the 24/25 school year, a long-term sub was in the position at Lillian Larsen. For the 25/26 school year, all students in Middle School who need intervention will receive a dedicated period of support. For students two or more grade levels behind, this will be in a small group with one of our dedicated intervention teachers or an Educational Specialist. These students will be monitored on a cycle, and groups will be adjusted both mid-trimester and at the end of each trimester. Students who are below grade as indicated on the ELA or Math SBAC and local data will receive a period of Intervention with a fully credentialed teacher in a smaller setting of no more than 24 students. LTELs will be targeted in this action. Currently, the action gives all middle school students a period of intervention. This period was largely used to provide students a time to complete their iReady My Path and get help with missing assignments. We have not provided targeted interventions. For next year, we will have a dedicated Middle School Intervention teacher as we currently do, but we will also be providing the small group targeted intervention to students who are two or more years below grade level. As part of this action, the bilingual teacher will also be supporting our middle school newcomers who have struggled in general education classes this year.

Actions 11 and Action 17 (New action)
Action 11, our ELD professional development action, will be changed considerably with the addition of an ELD Instructional TOSA as Action 17. We are adding a new action to hire a full-time FTE ELD Instructional TOSA to focus on Tier One Designated and Integrated ELD. This action is designed to support our EL students and prevent them from becoming LTELs. This action is also included in our Community Schools Implementation Grant.

Action 14 and Action 18 (new action)
These actions focus on Dual Immersion (DI). Action 14 is for materials. We will purchase Intervention Materials for our DI first-graders. Action 18 will be a new action focusing on our new (Year 2) DI Program, which is growing to 1st grade. This action, while beneficial for all students participating, is part of a long-term approach to support our ELs in their reclassification progress. DI is an evidence-based program (Collier and Thomas, 1997) that has higher rates of reclassification in grades 3-5, helping our ELs avoid becoming LTELs.

Actions 1.15 was not implemented due to the grant from Cal Poly being rescinded from the federal government. This action will not be included in the 2025/26 LCAP. This resulted in a substantive difference in funding of about $140,000. This action had been designed to support new and veteran teachers in our district with the opportunity to earn micro-credentials in areas such as multi-lingual support and working with dually identified English learners. We are adding two new actions for 25/26 to address the district's needs in these areas as our Dashboard results along with other local indicators indicate a strong need to support Students with Disabilities and English learners.

Action 19 (new action)
This action will be added to focus on our Newcomers in grades 4-8 in years one to three of their US schooling. We will support them with a bilingual credentialed teacher in a pull-out program for portions of their day.

Action 20 (new action)
This action will be added to ensure equitable access to 1:1 devices for our unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process.	One 1.0 FTE Intervention Teacher will work with the Tier Two team to identify students in need of intervention in reading and/or math in grades K-5 using district screeners and ongoing progress monitoring. Service will be evaluated by frequent (every 6-10 weeks) progress monitoring. The Intervention Teacher will oversee the intervention program at the site, which will include managing the schedules of the paraeducators, overseeing progress monitoring, providing support and training for the paraeducators, and providing direct instruction for students.	$137,743.00	Yes
1.2	Intervention Teachers to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process.	One 1.0 FTE Intervention Teacher and one 0.19 FTE will work with the Tier Two team to identify students in need of intervention in reading and/or math in grades 6-8 using district screeners and ongoing progress monitoring. Service will be evaluated by frequent (every 6-10 weeks) progress monitoring. The Intervention Teacher will provide direct instruction to students and work with our Middle School Intervention teacher to support students who are Newcomers and/or two or more years behind grade level. This action will address our Red Indicator for Students with Disabilities in the area of English Language Arts at the District Level. The Red Indicator is for Students with Disabilities. This action will targeted SWD in addition to Unduplicated Students. We will use our CAASPP ELA	$142,845.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and Math Scores along with our iReady Reading and Math Scores to determine the effectiveness of this LREBG action.		
1.3	Intervention teachers to provide interventions in reading/math to students performing one or more grade levels below at Cappy Culver.	One 1.0 FTE Intervention Teacher and one 0.20 FTE will implement a Tier 2 Intervention block for ELA K-5, called our Brain Block. During this time, all teachers and paraeducators in K-5, including our education specialist, will level students according to need. We will use OG+ Comprehensive from IMSE to assess baseline skills, deliver intervention in a ten-week cycle with a final assessment. Our intervention teacher will co-teach Tier 2 groups with teachers and paras during this time. During PLC time, the intervention teacher will guide K-5 teachers in analyzing data and planning next steps for instructional groups. Further, a K-5 math block, Brain Block, will follow the same system. Each Brain Block, Math, and ELA will be 45 minutes, four days a week. This action will address our Red Indicator for Students with Disabilities in the areas of English Language Arts and math at the District Level. This action will targeted SWD We will use our CAASPP ELA and Math Scores along with our iReady Reading and Math Scores to determine the effectiveness of this LREBG action.	$143,186.00	No
1.4	Intervention Paraeducators	Seven part-time instructional assistants (three at Cappy Culver and four at Lillian Larsen) will provide support to students in need of academic intervention under the supervision of Intervention teachers. Academic Intervention will be provided to students one or more grade levels below.	$154,319.00	Yes
1.5	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	Three part-time instructional assistants will provide support to students in need of additional English Language Development (ELD) interventions under the supervision of the 1.0 FTE certificated teachers. Groups may be pull out or push in support depending on the needs of the students as determined by screening tools (iReady), newcomer status, and ELPAC results. Focus on all 4th-8th graders who have been in the United States less than two years, and specific English Language learners who have made little progress towards English proficiency and are at risk of becoming Long Term English Language Learners (LTELS)	$73,915.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Class-size reduction	According to educational partner engagement, the district has determined the ability to reduce class sizes in grades K-8 for 2024-25 as a strategy to give students more inclusive academic, behavioral, and social-emotional support. This reduction will allow for a more equitable student-to-teacher ratio, especially beneficial to our low-income, foster youth, and English learner students. This will also allow more adult interaction with students during the school day.	$365,489.00	Yes
1.7	Summer School	A four-week Summer Bridge program will be offered to students to address learning loss in ELA and math using evidence based programs to support students. Teachers will participate in 30 hours of training prior to the start of the summer instruction.	$76,504.00	Yes
1.8	Supplemental Programs to support Students	The district provides supplemental programs such as ST Math and Renaissance with the expectation that a maximum number of minutes will not be exceeded to reduce the use of screentime. Supplemental programs are intended to be utilized in the classroom during small group rotations so teachers may work with a small group on skill building or concept mastery, while other students receive supplemental support from programs.	$25,000.00	Yes
1.9	iReady Progress Monitoring and My Path Instruction	Students will be screened using the iReady Diagnostic three or four times per year in both English and Math using the computer based program. Additionally, students will complete iReady "My Path" to work on mastery of skills in Reading and Math. General Education, Special Education, and Intervention Teachers will use students "My Path" and diagnostic data to differentiate instruction and implement lessons that best meets the needs of all students.	$57,125.00	Yes
1.10	English 3D and Supplemental ELD support materials	Purchase ELD supplemental curriculum in order to best meet the needs of our English Language Learners as our core ELA programs in these grades do not address the ELD standards in depth. .	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	English Language Development Professional Development	Provide teachers in grades 3-8 three release days each for Professional Development in working with English Language learners focusing on strategies for Long-Term English Language Learners (LTELs) and students at risk of becoming LTELs under guidance of ELD specialist. Purchase bound ELD standards, English Roadmap, and other materials for use in Professional Development.	$31,262.00	Yes
1.12	IT support	IT Team from the County Office of Education will support our schools to ensure that all unduplicated students have access to the programs and technology needed.	$70,000.00	Yes
1.13	ELD Newcomers Materials	Purchase supplemental materials to support our Newcomers in grades 2-8.	$3,000.00	Yes
1.14	Materials for Dual Immersion	Purchase supplemental materials for our brand new Immersion classes to complement our core materials.	$12,000.00	Yes
1.15	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.- DISCONTINUED	NOTE: This action is being discontinued at this time as the Federal Government is no longer funding this grant. In order to best serve our unduplicated student population we plan to partner with the Cal Poly School of Education for the next five school years to provide support for both pre-service teachers as well as current teacher leaders looking to increase their expertise in several areas (ECE, Literacy, Multi-lingual Support, and Integration of Technology). This new partnership will provide a better understanding, for all involved, of the realities of post-pandemic classrooms and, in turn, better prepare prospective teachers and school leaders to address issues of PK-12 student access, achievement, equity, and wellbeing within schools.In addition, we will partner with Cal Poly to provide teacher candidates and preservice school leaders the classrooms and school sites in which to experience a rigorous and innovative clinical experience that includes preparation in evidence-based practices (EBPs) for behavioral and academic interventions and		

Action #	Title	Description	Total Funds	Contributing
		culturally responsive teaching (CRT) and inclusive educational settings to teach emergent bilinguals and students with disabilities. We will host a cohort of preservice teachers and teacher leader placements supporting student learning in our district and partnering to build professionaldevelopment opportunities for all teachers in our district through the planned micro-credentialing opportunity. The district has committed to provide in-kind funding for the program.		
1.16	Middle School Intervention	Provide a period of targeted intervention to Middle School students who are one or more grade levels below standard academically.	$132,707.00	Yes
1.17	ELD Instructional TOSA	The LEA will fund an ELD Instruction TOSA to support English Learner instruction across TK–12 sites. The TOSA will focus on coaching and collaboration with teachers to improve designated and integrated English Language Development (ELD) practices, support ELPAC-aligned instruction, and monitor student progress toward reclassification. The TOSA will also facilitate professional learning communities (PLCs), provide model lessons, co-teach, and lead training on effective ELD strategies and the California ELD Standards.	$115,687.00	Yes
1.18	Dual Immersion Program	The LEA will implement and expand Dual Immersion programs at Lillian Larsen, where there is a high concentration of English Learners. This program will provide instruction in both English and Spanish with the goals of developing academic proficiency, biliteracy, and cultural competence. The program will include: Bilingual instructional staff development Conferences	$20,782.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	Newcomer Intervention TOSA	The district will provide a Newcomer TOSA at Lillian Larsen Elementary school for students in grades 4-8 in their first two - three years of attending school in the United States.	$32,480.00	Yes
1.20	Purchase of additional Chromebooks and iPads	The LEA will purchase Chromebooks, iPads, and all associated software licenses (including learning platforms, productivity tools, and security management systems) to support equitable access to digital learning resources. Devices will be prioritized for unduplicated pupils who lack access to a personal device at home. The LEA will also implement training sessions for students and families to support effective device use.	$105,705.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Engagement: Ensure that our school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SMJUSD developed this goal because we want to ensure that our students have a safe and caring environment in which to thrive. Our survey data, chronic absenteeism rates, and suspension data indicate that students are struggling with school connectedness. We have included actions which focus on providing access to a broad and engaging offering of courses, after-school sports and activities, PBIS Teams, Counselors, and Behavior Support Specialists to ensure that students have a well-rounded educational experience. Our metrics which include survey data, attendance rates, chronic absenteeism, and suspension rates will be indicators of this goal's success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rates (P2 CALPADS)	95.99%	94.35%		Maintain over 95%	Declined by 1.64%
2.2	Chronic Absenteeism Rates (CA Dashboard)	All students: 25% chronically absent Hispanic 20.8% chronically absent English Learners 12.2% chronically absent	All students: 13.% chronically absent Declined by 11.1% Hispanic 12.8% chronically absent Declined by 8% English Learners		Decrease overall to 10% and Decrease gap between each sub-group and overall to no more than 5% points. .	All students: Declined by 11.1% Hispanic Declined by 8% English Learners Declined by 3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-term English Language Learners TBD Homeless 9.7% chronically absent Socioeconomically Disadvantaged 24.6% chronically absent Students with Disabilities 37.5% chronically absent White 34.1% chronically absent Source: CA Dashboard 2023	8.8% chronically absent Declined by 3.4% Long-term English Language Learners 14.7% chronically absent Increased by 12.1% Homeless 9.5% chronically absent Maintained by -0.3% Socioeconomically Disadvantaged 15.4% chronically absent Declined by 9.2% Students with Disabilities 22.8% chronically absent Declined by 14.7% White 16.4% chronically absent Declined by 17.7% Source: CA Dashboard 2024			Long-term English Language Learners Increased by 12.1% Homeless Maintained by -0.3% Socioeconomically Disadvantaged Declined by 9.2% Students with Disabilities Declined by 14.7% White Declined by 17.7% Source: CA Dashboard 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Middle School Dropout Rate	0%	0%		Maintain 0%.	0%
2.4	Pupil Suspension Rates (CA Dashboard)	Overall 3.8% Hispanic 5% English Learners 5% Long-term English Language Learners TBD Homeless 8% Socioeconomically Disadvantaged 4.6 % Students with Disabilities 3.7% White 1.9% Source: CA State Dashboard 2023	Overall 2.6% Declined by 1.2% Hispanic 2.4% Declined by 2.6% English Learners 1.1% Declined by 3.8% Long-term English Language Learners 2.9% Declined by 15.5% Homeless 1.3% Declined by 6.6% Socioeconomically Disadvantaged 3.2% Declined by 1.4% Students with Disabilities 7.8% Increased by 4.1% White 3.2%		Decrease suspension rates overall and for all sub-groups to 1% or less. Eliminate gaps between overall % and all sub-group percents.	Overall Declined by 1.2% Hispanic Declined by 2.6% English Learners Declined by 3.8% Long-term English Language Learners Declined by 15.5% Homeless Declined by 6.6% Socioeconomically Disadvantaged Declined by 1.4% Students with Disabilities Increased by 4.1% White Increased by 1.4% Source: CA State Dashboard 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increased by 1.4% Source: CA State Dashboard 2024			
2.5	Pupil Expulsion Rates (DataQuest)	0%	0%		Maintain 0%	0%
2.6	PBIS Tiered Fidelity Inventory Cappy Culver	Tier One 100% Tier Two 92% Tier Three TBD	Tier One 100% Tier Two 92% Tier Three TBD		Reach 70% or above on each tier.	0%
2.7	PBIS Tiered Fidelity Inventory Lillian Larsen	Tier One 90% Tier Two TBD Tier Three TBD	Tier One 87% Tier Two 73% Tier Three TBD		Reach 70% or above on each tier.	Tier One - Decline of 3% Tier Two- baseline Tier Three- TBD
2.8	Percent of 8th graders meeting criteria for promotion	86%	84%		Acheive 95% promotion rates.	-2%
2.9	Family Engagement (CA Dashboard Local Indicator 3, LCAP Survey, parent involvement question)	Percentage of Parents participating in at least one school event or committee: 70% Overall 60% Socio-economically Disadvantaged 57% Parents of English Language Learners 52% Parents of Student With Disabilities	Percentage of Parents participating in at least one school event or committee: 75% Overall 83% Socio-economically Disadvantaged 100% Parents of English Language Learners 71% Parents of Student With Disabilities		Increase to 80% overall and by sub-groups.	+5% Overall +23% Socio-economically Disadvantaged +43%% Parents of English Language Learners +19% Parents of Student With Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Other Pupil Outcomes Percent of 5th and 7th graders passing the six Healthy Fitness Zone Targets	5th graders meeting 6 of 6 Healthy Fitness Zone targets 31% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 31%	5th graders meeting 6 of 6 Healthy Fitness Zone targets 38% 7th graders meeting 6 of 6 Healthy Fitness Zone targets 27%		Increase to 50% at each grade level.	5th grade increase of 7% 7th grade decrease of 4%
2.11	Extent to which ALL pupils have Access to Broad Course of Study (CA Dashboard, Local Indicator 7, Aeries)	Standard Met All students have access to a Broad Course of Study.	Standard Met All students have access to a Broad Course of Study		Continue to meet this standard with All Students having access to a Broad Course of Study.	Maintained 100%
2.12	School Safety: Students who feel safe at school (LCAP Survey Data)	77%	76%		Increase to 94%	-1%
2.13	School Safety: Parents who feel the schools foster a sense of safety: (LCAP Survey Data)	94%	84%		Maintain at 94%	-10%
2.14	School Safety: Staff who feel the schools foster a sense of safety: (LCAP Survey Data)	87%	91%		Increase to 94%	+4%
2.15	California Healthy Kids Survey (NOTE: Given every other year)	2023/2024 Survey Feels School Connectedness 6th grade 47% 7th grade 36%	2024/2025 Survey Feels School Connectedness 7th grade 44%		Increase each area in each grade level by 10% on the 25/26 survey.	Feels School Connectedness +8% 7th grade Feels Safe at School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th grade 43% Feels Safe at School 6th grade 41% 7th grade 42% 8th grade 39% Has a caring adult at school 6th grade 58% 7th grade 37% 8th grade 52%	Feels Safe at School 7th grade 47% Has a caring adult at school 7th grade 54%			-5% 7th grade Has a caring adult at School +17% 7th grade
2.16	School Connectedness: Middle School Students who report enjoying school (LCAP Survey)	Enjoys School 59.1%	Enjoys School 55%		Increase to 80%	-4%
2.17	School Connectedness: Elementary School Students who report enjoying school (LCAP Survey)	Enjoys School 68.3%	Enjoys School 64%		Increase to 90%.	-3%

Goal Analysis [2024-25]

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

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

In 2024–25, Goal 2 focused on improving school climate and student well-being, with particular emphasis on reducing chronic absenteeism and suspension rates among unduplicated pupils, including students experiencing homelessness, Students with Disabilities, and English learners. We included 17 actions in this goa,l which included expanding our school counseling, increasing Middle School electives, Behavior Support Specialists at both sites, PBIS Tier One and Two teams at both sites, increased Expanded Learning Opportunities, and several others.

The following actions were fully implemented:
Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17, 2.18, 2.19

Successes from these actions include a brand new music program with the hiring of a fully credentialed music teacher. All students in the district received music classes. We also added band as an after-school enrichment class at Lillian Larsen. Another big success was the hiring of our Expanded Learning and Community Schools Coordinator for our efforts in applying for the CA Community Schools Implementation Grant. The district has been awarded this five-year grant of over $1.4 million largely due to this action. The coordinator increased students' access to after-school programming, formed our Community School Steering Committee, and forged important relationships with Educational Partners in the community as well as staff and families. Actions 2.12 and 2.13 were very successful this year under the leadership of our new Director of Special Education/Board Certified Behavior Analysts, as all three positions were filled and completed all training and monitoring for their Registered Behavior certification, allowing them to provide valuable services in the area of behavior for our students. Early results on the ELPAC indicate that our ELD period was successful for middle school students at Lillian Larsen.

Challenges include:
Action 2.14 was partially implemented as we struggled with staff illness, and we were without one of our counselors for about 75% of all school days. We are adjusting this action to add more counseling time with an employee to not rely solely on a contract.

Action 2.15 was very helpful, but our needs for Mixteco interpreting are greater than this contract allows for. We are adding an action to attempt to hire our own Mixteco interpreter to work with families and students.

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.

There were no material differences between budgeted and actual expenditures for Goal 2. Funds were allocated and spent according to the approved LCAP budget, with minor variances due to a change in our contract with the County for counseling services. Although actions 2.18 and 2.19 do not have monies spent, this is not due to implementing the actions. The contract actually had included 2024/25 in prior year spending, and the small amounts allocated in last year's plan ($4,000 total) were not needed. These actions will continue into the 25/26 school year.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from Educational Partners and metrics aligned with the goal.
Rating Scale:
Not Effective
Somewhat Effective
Effective

Actions 2.1 and 2.3

Effectiveness of Actions:
Effective

Metrics:
Survey Data
Interview Data

Analysis Statement:
These actions were for electives at our two middle schools. Student survey and interview data indicate that students enjoy having electives and would like to continue this period. Students in Lillian Larsen's ELD program did not receive electives this year and that will be a change for next year based on the survey data, interview data, and other student input from students in ELD who submitted persuasive essays to the administration.

Action 2.2
Effectiveness of Actions:
Somewhat Effective

Metics:
ELPI
Reclassification Rate
CAASPP ELA
iReady

Analysis Statement:
This action was to provide our LTELs with a separate period of leveled ELD. Dashboard metrics from Goal One are not indicating that this was effective in 2023/24; however, early ELPAC and CAASPP scores indicate that the Dashboard Indicators will rise in fall of 2025. We are adjusting this action to allow our Middle School EL students an elective along with Designated ELD, which will be provided in ELA classes and an Intervention period that is separate from electives in our master schedule.

Action 2.4
Effectiveness of Action:
Not Effective

Metrics:
ELPI
Reclassification Rate
CAASPP ELA
iReady

Analysis Statement:
This was our professional development for teachers for ELD. Dashboard metrics from Goal One do not indicate that this was effective. This action is being eliminated under Goal 2 and adjusted and moved to Goal 1 Action 1.11. We are adding a new action to hire a 1.0 FTE ELD TOSA to address this area.

Actions 2.5, 2.6, and 2.17
Effectiveness of Actions:
Effective

Metrics:
Survey Data
Chronic Abssenteeism
Suspension Rates

Analysis Statement:
These actions have been extremely effective, and we plan to expand on them all for next year. Beyond the metrics listed above, survey data indicate that all educational partners value after-school programming in both enrichment and academics. This will be closely tied to our Community Schools Implementation grant actions.

2.7, 2.11, and 2.19
Effectiveness of Actions:
Effective

Metrics:
Survey Data
Chronic Absenteeism
Suspension Rates
PBIS implementation rates

Analysis Statement:
These actions have been effective. Beyond the metrics listed above, survey data indicate that all educational partners value field trips, awards assemblies, positive behavior prizes, and field trips. Students surveyed and interviewed in middle school were very excited about our new Lighthouse Leadership Team (2.19) and are eager to continue.

2.12, 2.13, and 2.14

Effectiveness of Actions:
Somewhat Effective

Metrics:
Survey Data
Chronic Absenteeism
Suspension Rates

Analysis Statement:
These actions, which are for Behavior Support specialists and counselors, have been somewhat effective according to suspension data and survey data. Our Students with Disabilities are our only sub-group in Red on the Dashboard and we have added an action to help address this indicator. We are changing our counseling action to include an employee in addition to our contracted counselors.

2.15
Effectiveness of Actions:
Somewhat Effective

Metrics:
Survey Data

Analysis Statement:
Our action for Mixteco interpreting has been somewhat effective as indicated through Educational Partner input. All partners indicate that, while we have access to the interpreter, it must be scheduled two weeks in advance, and that is not sufficient to meet our growing need of students and families who speak only Mixteco.

2.16
Effectiveness of Actions:
Effective

Metrics:
Survey Data

Analysis Statement:
Our action for adding an ELOP/Community Schools Coordinator has been very effective, as evidenced by input from our Educational Partners on surveys and at meetings. This action is funded through our Supplemental and Concentration funds as part of our 30% match for our Community Schools Implementation grant.

Actions 2.18
Effectiveness of Actions:
Effective

Metrics:
Survey Data
Interviews with Students
Suspension Rates
PBIS Implementation rates

Analysis Statement:
Our focus on our new SEL and student leadership initiatives at Lillian Larsen has been effective as indicated through survey data, interviews with the students on the Leadership team, and Educational Partners at meetings.

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.

Goal Two
Actions 1 and 2
Student surveys and interviews with middle school students highlight the importance of offering electives at the middle school level. Students reported that they were the best part of their day. We are changing our Master Schedule so that ELD and Electives are not offered at the same time of day so that our English Language Learners including LTELs may have an elective. The ELD for our LTELs will be embedded in their ELA class along with other academic classes for integrated ELD. Our newcomers will have the opportunity for electives as well. They will have a newly designed program which will include small group ELD with a credentialed teacher. Action 2 will be eliminated.
Action 2 was to provide our LTELs with a separate period of leveled ELD. We will be changing this for next year as our LTELs have not shown the desired growth on the academic indicators on the Dashboard (see goal 1) and who report that not being able to have an elective at Lillian Larsen is impacting their connection to school in a negative way. Teachers provided input to administrators that they felt the strategies they have used during the Designated ELD period could be taught during a combination of ELA time and Intervention time. All EL students below a level 4 on the ELPAC will be placed in a strategic Intervention class and testing prep for the ELPAC will be part of this class as our teachers, students, and paraeducators report that the ELPAC test materials have been extremely helpful in feeling prepared for the ELPAC this year.

Action 4
Action 4 has been an action for the past four years. We are eliminating this action from Goal 2. Our EL students, in particular our LTELs, did not show growth this year. We have created a new position of ELD Instructional TOSA to support our teachers daily. Instead of providing the three release days for our teachers, we will leverage our new ELD Instructional TOSA to support Tier One instruction of ELs.

Action 10

This action proved to be successful for All Students and all subgroups with the exception of SWDs. This year we will work with our Special Education Director/BCBA on effective strategies for alternatives to suspension for SWD. Actions 12 and 13 Due to hiring challenges, our Behavior Support Specialists (BSS) often are called to support students' general needs and are unable to focus on the social skills training, Applied Behavior Analysis, and in supporting staff with students' challenging behaviors. As we move into year 2 of having our own Board Certified Behavior Analyst, we have seen our staffing stabilize and the BSS have had greater training and support. This action will continue and it will be used to support our SWD to provide additional alternatives to suspension. Action 15 This action will be adjusted as our needs for a Mixteco interpreter/paraeducator continue to grow. We are flying a 1.0 position to support our students and families who speak Mixteco. This action will help us reach out to families and students who do not speak English or fluent Spanish. This will help us provide a welcoming school for this subgroup of ELs. This action is also included in our Community Schools Implementation Grant. Action 20 (new action) In order to address our high suspension rate for Students with Disabilities, we are adding action 2.20. This action is to hire a SPED TOSA to help support our newer teachers in SPED as well as to alleviate demands on our Director better allowing him to focus on Behavioral Intervention plans and the oversight of our Registered Behavior Technicians, who are there to help support student behavior and provide alternatives to suspension. As part of the Differentiated Assistance process, we determined that staff inexperience, along with staff being stretched too thin, are part of the reason our SWD are being suspended at higher rates than all students. The new position has been created to address this area. We have hired an additional 0.6 FTE portion of a school psychologist who will dedicate time to counseling for our students. Due to changes included in the CA Youth and Mental Health Act, we will need to adjust our current model. We will no longer have access to a 0.5 FTE support counselor through the county grant, and this position will assist with this as it continues to be an area of need. This action is also included in our Community Schools Implementation Grant.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	This action will provide electives on a rotating basis for Lillian Larsen Middle School students.	$70,374.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Provide a period of Intervention or Enrichment at Lillian Larsen.	The master schedule at Lillian Larsen will be redesigned to offer a separate period for all students. The students will receive either a Benchmark class in which students who are on grade level or above will receive enrichment activities and extension activities around ELA Common Core standards such as novel studies and creative writing or a period designed to support students needing strategic and/or intensive intervention support in the areas of ELA and Math. This action is also under our academic goal. We will provide supplemental materials as needed.	$3,000.00	Yes
2.3	Elective wheel and Team Teaching for Content Areas	The district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and enjoyment at school. This action will provide electives and team teaching to middle school students at Cappy Culver, This action will also provide focused instruction in the core subject areas and give students at Cappy Culver a sense of attending a "true" middle school.	$69,734.00	Yes
2.5	After-school Enrichment	The district will offer a variety of after-school enrichment classes for students including woodworking, cooking, musical theater, dance, and others.	$58,075.00	Yes
2.6	After-school Interscholastic Sports	After-school Interscholastic sports will be available to all middle school students.	$32,980.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Field Trips	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and enjoyment at school.We will provide two field trips per grade level at each site.	$18,035.00	Yes
2.8	P.E. Teacher	Provide a PE teacher to support students at Lillian Larsen TK-8. During their twice a week PE time, General Education teachers will have an opportunity to collaborate in PLCs and work with our support staff to plan for instruction, analyze data, and learn new strategies to work with our English Learners, Socio-economically Disadvantaged, and Foster Youth.	$94,108.00	Yes
2.9	Music Teacher	The district will use Prop 28 funds to provide music instruction by a credentialed music teacher in grades TK-8. . Additionally the teacher will direct After-school Band daily at Lillian Larsen.	$82,548.00	No
2.10	PBIS Tier One and Two Teams	Last year Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators, we have determined that we need to continue our Professional Development and work in PBIS.	$148,303.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Tier One team consists of teachers, classified staff, administration, and parents. These teams will meet bi-weekly. The Tier Two team will consist of administrators and specialists. (i.e. School psychologist, Education Specialist, Intervention teachers, Behavior support providers) On the 2024 CA Dashboard, we saw improvement in All Students as well as with all sub-groups with the exception of SWD. This action will provide funds for training for each group, release time for staff, and the cost of both classified and certificated substitutes.		
2.11	Attendance and PBIS incentives	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions in 2023.. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness is important to increase student success and enjoyment at school. This action will provide assemblies and other motivational awards to students in the areas of attendance and behavior as part of our PBIS program. Our improvement in these indicators for all groups with the exception of SWD is an indicator that this action was effective and will be continues. .	$12,000.00	Yes
2.12	Behavior Support Specialist	Provide one Behavior Support Specialist at Cappy Culver. Under the direction of the Director of Special Education the Behavior Support Specialist will provide specific feedback in order to improve support, strategies, and the program as a whole. This specialist will also work directly with students who require Applied Behavior Analysis, Discrete Trial Training, and/or Social Skills training.	$47,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Provide two Behavior Support Specialists at Lillian Larsen.	Lillian Larsen and the district received Red indicators on the CA Dashboard in 2023 in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have made a change to this action. We are providing two Behavior Support Specialists who will work under the supervision of the Director of Special Education the Behavior Support Specialist will provide specific feedback in order to improve support, strategies, and the program as a whole. This specialist will also work directly with students who require Applied Behavior Analysis, Discrete Trial Training, and/or Social Skills training. We will continue this action and add action 2.20 to further support our BSS at Lillian Larsen.	$86,366.00	Yes
2.14	Counseling	Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions in 2023. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to counseling is important to increase student success and enjoyment at school. The LEA will expand access to counseling services at both school sites, increasing both academic and social-emotional support for students. Counselors will provide tiered services, including: Academic guidance and intervention support Short-term social-emotional counseling Referrals to community-based mental health providers	$274,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Targeted outreach to students with high absenteeism, disciplinary concerns, or language acquisition needs Small group and/or sessions focused on grief, anxiety, and peer conflict resolution Counselors will collaborate with teachers and administrators to identify at-risk students, including foster youth and English Learners, and connect them with appropriate interventions. This action will fund a 0.4 FTE PPS Counselor, a 0.6 contracted counselor through SLO Behavioral Health, and a 0.4 contracted counselor through Harmony at Home. This action is a Learning Recovery Emergency Block Grant Action. It is intended to address our Red Indicator in Chronic Absenteeism in 2024 as well as the prior Red Indicator in Suspension in 2023 by eliminating barriers to success in school for our Students with Disabiities as well as English Learners, Foster Youth, and Low Income students. We will measure this goal with the following metrics: Suspension Rates Chronic Absenteeism Rates		
2.15	Mixteco Paraeducator/Family Liaison	The LEA will create a new classified position for a Mixteco Paraeducator/Family Liaison to support students and families from indigenous-language-speaking backgrounds, particularly Mixteco-speaking families. This individual will: Provide language interpretation and translation for Mixteco-speaking families during school meetings, enrollment, and parent-teacher conferences Act as a liaison between school staff and families, ensuring culturally and linguistically responsive outreach	$60,732.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Support English Learner instruction in classrooms as a paraeducator, offering real-time language and academic assistance Connect families to community resources such as health services, housing assistance, and adult education Lead parent workshops focused on school readiness, digital literacy, and navigating the U.S. school system		
2.16	Expanded Learning and Community Schools Coordinator	We will hire a Expanded Learning and Community Schools Coordinator in order to increase parent and community involvement.	$112,704.00	Yes
2.17	After-school Tutoring and Homework support	Provide hourly pay for teachers and para-educators to support students who need additional help with homework and academics.	$6,500.00	Yes
2.18	Professional Development and SEL curriculum training through "Leader in Me"	Provide teachers and other staff with professional development centered around Social Emotional Learning and the Leader in Me Curriculum. Trainings and implementation will focus on the 7 Habits, creating leadership opportunities for students, and promoting positive culture and climate at Lillian Larsen.	$2,000.00	Yes
2.19	Lighthouse Leadership Team	Provide opportunities for student leadership and student/community engagement through student committees, events, and activities, both during school hours and afterschool. Students and adults will work together to create, plan, and execute activities on campus at Lillian Larsen.	$2,000.00	Yes
2.20	SPED TOSA 0.5 FTE	The district will add a 0.5 Full-Time Equivalent (FTE) Teacher on Special Assignment (TOSA) to support newly hired Special Education (SPED) teachers. This TOSA will provide ongoing instructional coaching, help with IEP compliance, and model effective teaching practices for diverse learners. By offloading direct training and onboarding responsibilities, this	$30,831.00	No

Action #	Title	Description	Total Funds	Contributing
		new position will allow the district's Board Certified Behavior Analyst (BCBA) to focus more intensively on: Supporting Behavior Intervention Plans (BIPs) Supervising Registered Behavior Technicians (RBTs) Leading districtwide training on behavior strategies for both General Education and SPED staff		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,857,259	$191,592

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
26.478%	29.445%	$506,090.79	55.923%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Intervention Teacher to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process. **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall.	This action will provide targeted intervention in the areas of Reading and math to students who are between one and two years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady Reading and Math Scores

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
	All educational partners report that intervention teachers are necessary and important to be able to support our struggling learners. **Scope:** Schoolwide		
1.2	**Action:** Intervention Teachers to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process. **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. All educational partners report that intervention teachers are necessary and important to be able to support our struggling learners. **Scope:** Schoolwide	This action will address our Red Indicator for Students with Disabilities in the area of English Language Arts at the District Level. This action will provide targeted intervention in the areas of Reading and math to students who are two or more years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady Reading and Math Scores
1.4	**Action:** Intervention Paraeducators **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners	This action will provided targeted intervention in the areas of Reading and math to students who are between one and two years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support	CAASPP ELA and Math Scores iReady Reading and Math Scores

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
	and Socio-economically disadvantaged students continue to perform at lower levels than students overall. All educational partners report that intervention paraeducators are necessary and important to be able to support our struggling learners. **Scope:** Schoolwide	can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	
1.6	**Action:** Class-size reduction **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. According to educational partner engagement, the district has determined the ability to reduce class sizes in grades K-8 for 2024-25 as a strategy to give students more inclusive academic, behavioral, and social-emotional support. This reduction will allow for a more equitable student-to-teacher ratio, which is especially beneficial to our low-income, foster youth, and English learner students. This will also allow more adult interaction with students during the school day.	The district believes this strategy of class size reduction is a way to increase and improve services for students who experienced some educational challenges due to the COVID-19 pandemic that impacted students over two school years. While class size has a demonstrable cost, it may prove to raise achievement levels and improve student outcomes in regard to broader life outcomes as well (e.g. student connectedness, building independence, and resilience). As our primary intention in lowering class size is the academic outcomes on both state and local measures, we expect to see growth on the ELA and Math CAASPP scores of an average of 5% per year overall as well as with our English learner, foster, and low-income students. We expect to see growth on our iReady scores of at least 5% per year for our English learner, foster, and low-income students. Additionally, related to a metric in goal two, we expect our suspension rates to drop from the baseline of 3.8% for all students to 1% or less for all students as well as English learners and low-	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	income students.This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	
1.7	**Action:** Summer School **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. According to educational partner engagement, summer school has been identified as an important strategy to combat learning loss. **Scope:** LEA-wide	Summer Learning Loss is determined to exist more commonly with socioeconomically disadvantaged youth. Providing high-dosage summer tutoring over a four week period, for five days a week, and four hours a day, engages students in learning not otherwise provided during summer months. The district believes that training for supplemental programs provided to summer school teachers and paraeducators will positively impact student achievement and skill-building year-round. This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady ELPI
1.8	**Action:** Supplemental Programs to support Students **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall.	This action will provided targeted practice for students in the areas of Reading and math to students. This supplemental programs will allow time for efficient Tier 2 instruction to occur in our classrooms ensuring that our teachers can meet with small groups of our unduplicated students while all students can work on skill practice at their individual level in an independent way. This action will be implemented LEA-wide to maximize	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

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
	Educational partner input on surveys and at meetings has indicated a need for online programs to support students in ELA and Math. **Scope:** LEA-wide	efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	
1.9	**Action:** iReady Progress Monitoring and My Path Instruction **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. Teachers, staff, and students have indicated on survey data that the iReady My Path is the most effective program for helping students practice standards based skills aligned to their individual needs. Teachers report that the use of these programs also allows them to differentiate instruction and provide Tier two interventions within their classrooms while students are engaged on the programs. **Scope:** LEA-wide	This action will provided targeted practice for students in the areas of Reading and math to students. This supplemental programs will allow time for efficient Tier 2 instruction to occur in our classrooms ensuring that our teachers can meet with small groups of our unduplicated students while all students can work on skill practice at their individual level in an independent way. This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

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
1.12	**Action:** IT support **Need:** SMJUSD has an unduplicated population of 79%. Many of our foster youth, low-income, and English learner students do not have access to the internet at home. Very few have access to a home computer. Survey data has shown that our EL students and students from socio-economically disadvantaged homes need increased support for technology. Our tech team will support students, their families, and their teachers to better access the technology needed to be successful in a digital world. Since the inception of this action, educational partner feedback has improved in the area of providing technology to students. SMJUSD expects feedback to continue to show satisfaction with technology. **Scope:** LEA-wide	In order to support families with technology, the district will contract with the county office of education to leverage a team of experts to assist us in our tech purchases during modernization with Measure I funds, our erate purchases, and continued support of our online programs which are designed to increase or improve services for our English Language Learners, Foster Youth, and Low-Income students. This action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. Additionally, SMJUSD has an increased need for IT services to assist with device maintenance, Professional Development for teachers, and direct sup	CAASPP ELA and Math Scores ELPAC scores iReady Reading and Math scores
1.14	**Action:** Materials for Dual Immersion **Need:** Although English Learners are making adequate progress according the the California Dashboard and the ELPI indicator, they still lag behind their fluent English peers.	By providing instruction and curriculum in our English Language Learners' native language the district expects to see gradual improvement on the CAASPP ELA and Math scores, the iReady diagnostics, and the ELPI on the CA Dashboard. This action will be implemented with all students in the targeted grade levels to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his	CAASPP ELA and Math Scores iReady Reading and Math Scores ELPI

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
	Surveys and meetings indicate that educational partners support the inception of a Dual Immersion program. **Scope:** Schoolwide	action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
1.16	**Action:** Middle School Intervention **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners and Socio-economically disadvantaged students continue to perform at lower levels than students overall. Educational partners have reported that middle school students continue to struggle with learning loss. Teachers report that unduplicated students continue to need high levels of support to achieve grade level students. Teachers in Middle School report that having a dedicated period for interventions will allow the differentiation needed to help support students. **Scope:** Schoolwide	This action will provided targeted intervention in the areas of Reading and math to students who are between one and two years below grade level. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math iReady Reading and Math CAST ELPI
1.18	**Action:** Dual Immersion Program	This action is principally directed to meet the identified needs of English Learners, who benefit from increased exposure to academic English and	ELPI CAASPP ELA and Math iReady Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The LEA will implement and expand Dual Immersion programs at Lillian Larsen where there is a high concentrations of English Learners. This programs will provide instruction in both English and the partner language Spanish with the goals of developing academic proficiency, biliteracy, and cultural competence. The program will include: Bilingual instructional staff development Dual immersion curriculum materials aligned with ELD and Common Core standards Family engagement nights to support biliteracy at home **Scope:** Schoolwide	primary language support. Research supports that Dual Immersion programs accelerate English language acquisition, close achievement gaps, and support long-term academic success for ELs. The action is provided schoolwide at campuses with high EL populations to maximize impact while allowing others students who are not EL to also benefit from the bilingual and bicultural experience.	
1.20	**Action:** Purchase of additional Chromebooks and iPads **Need:** Digital access gaps disproportionately affect unduplicated students. Educational partners reported barriers in completing assignments, participating in online interventions, and accessing individualized instructional tools during and after school hours. **Scope:**	By providing devices and support software to unduplicated students, the action addresses disparities in technology access. While unduplicated pupils are the primary beneficiaries, providing the service LEA-wide ensures district-wide compatibility, minimizes classroom disruption, and allows for unified tech support and professional development.	ELPI iReady Reading- My Path iReady Math- My Path CAASPP CAST Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Provide electives at Lillian Larsen Middle School in a departmentalized setting. **Need:** Lillian Larsen and the district received Red indicators on the CA Dashboard in the area of Suspensions. That indicator was for students overall as well as students in the following sub-groups at both the district and the school level: Socio-economically Disadvantaged English Learners Hispanic Homeless As a result of these indicators we have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and enjoyment at school. Educational partner feedback indicates that students are not enjoying school especially at the middle school level. Only 59% of middle schoolers report enjoying school. **Scope:** Schoolwide	This action will increase student connectedness at school by providing electives for students which is shown to have a positive effect on students' level of enjoyment while at school. This action will be implemented with all students in the targeted grades to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	CHKS Survey-Connectedness LCAP Survey-Enjoyment of school Chronic Absenteeism Suspension rates
2.2	**Action:**	Unduplicated students, particularly English Learners and low-income students, are	CAASPP ELA and Math iReady Reading and Math

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
	Provide a period of Intervention or Enrichment at Lillian Larsen. **Need:** The LEA will implement an additional daily support period at all middle school sites, designed to provide differentiated academic support. Students identified as strategic or intensive (based on local benchmarks, teacher input, or CAASPP/ELPAC data) will receive targeted intervention in literacy and/or math. Students at or above benchmark will participate in enrichment activities aligned with core content and elective interests. The period will be embedded during the school day to ensure full access for all students, with a focus on unduplicated pupils. **Scope:** Schoolwide	disproportionately represented among those performing below grade level. This structured support period addresses their academic needs while also increasing engagement through enrichment opportunities. Providing this service schoolwide allows for scheduling flexibility and prevents stigmatization, but it is designed to principally benefit students with the highest academic need.	ELPI Reclassification Rates
2.3	**Action:** Elective wheel and Team Teaching for Content Areas **Need:** Socio-economically disadvantaged students at Cappy Culver perform at low levels than all students on the CAASPP ELA and Math. (see Goal One Metics). These students also struggle with high Chronic Absenteeism rates of close to 25%. Survey data indicates that students are not enjoying school at high levels.	This action will allow our unduplicated students to have access to electives such as music and art which are not available to many of these families due to the distance, cost, and lack of availability in the community. Teachers will focus on fewer curricular areas allowing them to hone in on instructional strategies that are proven effective in their subject areas. Students will experience the feel of a "true" middle school while continuing in a self-contained setting. This action will be implemented with all students in the targeted grades to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and	CAASPP ELA CAASPP Math CAST Chronic Absenteeism Attendance Rates LCAP Survey Data Suspension Rates

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
	Parents, staff, and students from Cappy Culver expressed the need for more options for middle school students there. The indicated that many students ask to leave school for other districts to access electives and a departmentalized setting. Middle school students report low levels of enjoyment at school at only 59%. Comments on this survey ask for more access to electives. **Scope:** Schoolwide	effectiveness and streamline implementation so that targeted support can be provided to Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.5	**Action:** After-school Enrichment **Need:** While our dashboard indicates high levels of Chronic Absenteeism and Suspension for all students, students who are socioeconomically disadvantaged students are one of the highest groups for chronic absenteeism and they are being suspended at a rate of almost 1% higher than students overall. We also want to focus on students with disabilities for this action as they are the sub-group with the highest rate of chronic absenteeism. Survey data indicates that students, teachers, and parents value enrichment classes. When students have additional access to extracurricular activities they are more likely to attend school and enjoy it.	We have determined that school connectedness and access to various curricular and extra-curricular classes is important to increase student success and enjoyment at school. This action will provide a variety of after-school enrichment classes to provide students with extended opportunities to engage at school. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** After-school Interscholastic Sports **Need:** While our dashboard indicates high levels of Chronic Absenteeism and Suspension for all students, students who are Socio-economically disadvantaged students are one of the highest groups for chronic absenteeism and they are being suspended at a rate of almost 1% higher than students overall. We also want to focus on students with disabilities for this action as they are the sub-group with the highest rate of chronic absenteeism. Survey data indicates that students, teachers, and parents value access to extracurricular sports. When students have additional access to extracurricular activities they are more likely to attend school and enjoy it. **Scope:** LEA-wide	We have determined that school connectedness and access to a variety of both curricular and extra-curricular classes was important to increase student success and enjoyment at school. This action will provide after-school sports for middle school students. (volleyball, flag football, basketball, soccer, cross-country, and track). This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data
2.7	**Action:** Field Trips **Need:** While our dashboard indicates high levels of Chronic Absenteeism and Suspension for all	Many of our unduplicated students do not experience hands-on learning or time out of their local community. By providing field trips tied to the curriculum, our unduplicated students will gain a broader knowledge of their world. This action will be implemented district-wide to maximize	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, students who are socioeconomically disadvantaged students are one of the highest groups for chronic absenteeism and they are being suspended at a rate of almost 1% higher than students overall. We also want to focus on students with disabilities for this action as they are the sub-group with the highest rate of chronic absenteeism. Survey data indicates parents, teachers, and students feel field trips are an important extension for learning and enjoyed by students. When students have additional access to authentic experiences tied to their learning, they are more likely to attend school and enjoy it. **Scope:** LEA-wide	efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.8	**Action:** P.E. Teacher **Need:** Our unduplicated students at Lillian Larsen are not performing on statewide assessments at the same levels as all students. We feel this goal has been effective in the areas of growth we have seen especially in the area of English Language Learner Progress (ELPI) on the dashboard as it gives teachers additional time to plan effective ELD instruction based on ongoing PD in this area.	This action provides a dual purpose. Lillian Larsen consistently has a very high unduplicated percentage. This action has been effective in both allowing teachers release time to plan engaging instruction, and implementing lesson plans around the PD we have been focusing on. Having a PE teacher in our departmentalized Middle School allows for these teachers to have a daily prep period. K-5 teachers receive an additional 50 minutes of prep per week while students are in PE. This also provides our unduplicated students with high-quality Physical Education taught by a fully credentialed PE teacher. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation	Chronic Absenteeism Attendance Rates Suspension Rate LCAP Survey Data ELPI CAASPP ELA and Math

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
	Parents, teachers, and students all have indicated that having a dedicated PE teacher is important for the school as it provides a high level of instruction and fosters enjoyment of being active. **Scope:** Schoolwide	so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	
2.10	**Action:** PBIS Tier One and Two Teams **Need:** Suspension rates were red areas on the CA Dashboard. Socio-economically Disadvantaged and English Learners are both in red on the Dashboard. We improved these areas on the 2024 as a direct result of this action so we will continue it with additional focus on SWD. Educational partners have indicated on surveys and in meeting the importance of tiered systems of supports in academics, social-emotional learning, and behavioral support. Our PBIS teams are eager to continue their work into a third year. **Scope:** LEA-wide	Our PBIS teams will continue to work to put systems and supports into place for our students which will result in a decrease in suspension rates and increase in attendance. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	PBIS TFI Rates Suspension Rates Discipline Referrals Chronic Absenteeism Attendance Rates
2.11	**Action:** Attendance and PBIS incentives	Our PBIS teams will work to put systems and supports into place for our students which will	PBIS TFI Rates Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Suspension rates are red areas on the CA Dashboard.Socio-economically Disadvantaged and English Learners are both in red on the Dashboard. Survey data shows that educational partners value rewards for attendance and positive behavior. Teachers would like to shift the focus away from tangible rewards to more experience based rewards. Parents indicate that award assemblies are important to them. **Scope:** LEA-wide	result in a decrease in suspension rates and increase in attendance. This action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Discipline Referrals Chronic Absenteeism Attendance Rates
2.12	**Action:** Behavior Support Specialist **Need:** Suspension rates were red areas on the CA Dashboard. Socio-economically Disadvantaged and English Learners were both in red on the Dashboard. This is at the school level which caused the district to also have red indicators due to the size of the school related to the LEA. This indicator improved for our Unduplicated students in 2024 and will be continued. Teachers have reported in meetings and on surveys that they value the support of our Behavior Support Specialists.	The Behavior Support Specialists will work under the district's Board Certified Behavior Analyst (BCBA) to improve student behavior and work on alternatives to suspension. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	PBIS TFI Rates Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.13	**Action:** Provide two Behavior Support Specialists at Lillian Larsen. **Need:** Suspension rates were red areas on the CA Dashboard. Socio-economically Disadvantaged and English Learners were both in red on the Dashboard. This is at the school level which caused the district to also have red indicators due to the size of the school related to the LEA. This indicator improved for our Unduplicated students in 2024 and will be continued. Teachers have reported in meetings and on surveys that they value the support of our Behavior Support Specialists. **Scope:** Schoolwide	The Behavior Support Specialists will work under the district's Board Certified Behavior Analyst (BCBA) to improve student behavior and work on alternatives to suspension. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to his action will be implemented LEA-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	PBIS TFI Rates Suspension Rates
2.14	**Action:** Counseling **Need:** Survey Data, Chronic absenteeism rates, Suspension rates, and Office Discipline referrals continue to indicate a high need for unduplicated students and students with	Unduplicated students are more likely to experience barriers to academic engagement due to trauma, housing instability, and language challenges. Expanded counseling services address these needs by removing barriers to learning and improving school connectedness. The action is provided LEA-wide to increase access for all students, but is designed with	PBIS TFI Rates Suspension Rates Chronic Absenteeism Attendance Rates Office Discipline Referrals.

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
	disabilities to receive support from a counselor due to social-emotional needs. Our counselors each see a full caseload of students. Parents, students, teachers, and classified staff have all reported that access to school-based counseling must continue to be a priority. **Scope:** LEA-wide	unduplicated pupils in mind—based on data and educational partner feedback.	
2.16	**Action:** Expanded Learning and Community Schools Coordinator **Need:** High numbers of unduplicated students at Lillian Larsen need access to supports both in and out of school. This is identified on all metrics including those from the CA Dashboard and survey data. Parents, teachers, and staff all have reported in meetings as well as on surveys the need to support our large number of unduplicated families in the areas of parent education, extracurricular activities, homework support, medical support (especially counseling), as well as support for basic needs such as access to food and affordable rent. **Scope:**	The ELOP Community Schools Coordinator will work to develop a needs assessment to further determine the needs of our students and their families and create a plan to integrate services at school in order to accomplish the strategies of a California Community School. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed. while allowing other students to also benefit as needed.	Chronic Absenteeism Attendance Rates Survey Data

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
	Schoolwide		
2.17	**Action:** After-school Tutoring and Homework support **Need:** Survey data indicates many of our unduplicated students would benefit from after-school support in homework. CAASPP and iReady data indicate a need for increased supports for unduplicated students. **Scope:** LEA-wide	Many of our unduplicated students do not have support at home to complete homework. This will give them added time during an extended school day to receive support from a teacher or paraeducator. his action will be implemented district-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	CAASPP ELA and Math iReady Reading and Math LCAP Survey Data
2.18	**Action:** Professional Development and SEL curriculum training through "Leader in Me" **Need:** Suspension data and Survey Data indicate a need for a change around Social Emotional and Behavioral programs at Lillian Larsen due to the Red Indicator for All Students as well as unduplicated sub-groups on the CA Dashboard. Teachers and administrators report needing additional professional development on how to engage our students to help them enjoy school more in a positive learning environment **Scope:**	Teachers will receive Professional Development to help improve student engagement and student character. This action will result in reductions in Office Discipline referrals and Suspension rates. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	Suspension Rates Office Disicpline Referrals

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
	Schoolwide		
2.19	**Action:** Lighthouse Leadership Team **Need:** Suspension data and Survey Data indicate a need for a change around Social Emotional and Behavioral programs at Lillian Larsen due to the Red Indicator for All Students as well as unduplicated sub-groups on the CA Dashboard. Teachers and administrators report needing additional professional development on how to engage our students to help them enjoy school more in a positive learning environment **Scope:** Schoolwide	This action will provide opportunities for student leadership and student/community engagement through student committees, events, and activities, both during school hours and after school. Students and adults will work together to create, plan, and execute activities on campus at Lillian Larsen. This action will lower suspension rates and improve Chronic Absenteeism We will see increased participation in extra-curricular activities campus-wide. This action will be implemented school-wide to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to English Language Learners, Foster Youth, and Low-Income students while allowing other students to also benefit as needed.	Chronic Absenteeism Suspension Data Office Disicipline Referrals Survey Data

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional	CAASPP Scores as well as iReady scores indicate that our English Language Learners students continue to perform at lower levels than students overall.	CAASPP ELA and Math Scores iReady Reading and Math Scores

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	classroom support and additional ELD for newcomers in years 1 - 3 of enrollment. **Need:** CAASPP Scores as well as iReady scores indicate that our English Language Learners are performing at lower levels than all students. Our enrollment data indicates a continued need to support newcomers as they make up about 10% of our English Language learners. Survey data indicates the need for additional support for students in grades 2-8 in their first 2-4 years in the Unitied States. **Scope:** Limited to Unduplicated Student Group(s)	Teachers and students report that having Bilingual Paraeducators both in the general education classrooms as well as in our learning centers is an area of priority to support our significant population of Newcomers and ELPAC level 1 ELL students.	ELPI
1.10	**Action:** English 3D and Supplemental ELD support materials **Need:** According to our ELPI and survey data, our newcomers often need additional support outside of the general education classroom and Designated ELD taught by their teachers. Teachers and staff feel the current ELD materials do not adequetly meet the needs of our newcomers. **Scope:** Limited to Unduplicated Student Group(s)	Students work in small groups with our Intervention teachers and Bilingual Paraeducators to receive additional time learning the basics of English. For these groups, our intervention staff use specialized materials targeted to this demographic. This small group instruction along with specific materials provided in this action is designed to assist students in their first two years in the U.S. with their Basic Interpersonal Communication needs.	ELPI iReady Reading Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** English Language Development Professional Development **Need:** A significant amount of ELs are still not reclassifying as being proficient by 5th grade resulting in 27% of our ELLs being classified as LTELs in the 23/24 school year at Lillian Larsen. This is due primarily to scores on the Written portion of the ELPAC exam. Teachers report that the first three years of Professional Development have been crucial in implementing strategies for our EL students and would like to continue with further PD. **Scope:** Limited to Unduplicated Student Group(s)	The professional development will be focused on interventions and strategies designed to help ELLs improve in reading and writing. Teachers will continue to improve their knowledge of the ELD standards and work to improve the rigor of the instruction to ensure that ELL students make progress in these areas. This is the fourth year of our partnership with Kern County and although we continue to make excellent progress in this area according to the CA Dashboard EL indicator, we still have work to do.	ELPI Reclassification Rate Number of LTELs
1.13	**Action:** ELD Newcomers Materials **Need:** According to our ELPI and survey data, our newcomers often need additional support outside of the general education classroom and Designated ELD taught by their teachers. Teachers and staff feel the current ELD materials do not adequately meet the needs of our newcomers. **Scope:**	Students work in small groups with our Intervention teachers and Bilingual Paraeducators to receive additional time learning the basics of English. For these groups, our intervention staff use specialized materials targeted to this demographic. This small group instruction along with specific materials provided in this action is designed to assist students in their first two years in the U.S. with their Basic Interpersonal Communication needs.	ELPI iReady Reading Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.17	**Action:** ELD Instructional TOSA **Need:** A significant amount of ELs are still not reclassifying as being proficient by 5th grade resulting in 27% of our ELLs being classified as LTELs in the 23/24 school year at Lillian Larsen. This is due primarily to scores on the Written portion of the ELPAC exam. Our LTELS are in the red indicator on all academic areas of the Dashboard. Teachers report that the first three years of Professional Development with a consultant were crucial in implementing strategies for our EL students and would like to continue with more in-depth Professional Development, ongoing coaching, lesson observations, co-teaching, and support in implementing ELD standards in both Designated and Integrated ELD. **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to meet the unique language acquisition and academic needs of English Learners by ensuring high-quality instruction aligned to the ELD standards. It is provided on an LEA-wide basis to support ELs wherever they are enrolled, but it is principally directed at improving outcomes for English Learners. Educational partner input and ELPAC data indicate a need for more consistent, high-quality ELD instruction across grade levels.	ELPI Reclassification Rate Number of LTEL CAASPP ELA iReady ELA
1.19	**Action:** Newcomer Intervention TOSA **Need:** According to our ELPI and survey data, our newcomers often need additional support	Students work in small groups with our Intervention teachers and Bilingual Paraeducators to receive additional time learning the basics of English. For these groups, our intervention staff use specialized materials targeted to this demographic. This small group instruction along with specific materials provided in this action is	ELPI iReady Reading Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	outside of the general education classroom and Designated ELD taught by their teachers. Teachers and staff feel the current ELD materials do not adequately meet the needs of our newcomers. **Scope:** Limited to Unduplicated Student Group(s)	designed to assist students in their first two years in the U.S. with their Basic Interpersonal Communication needs.	
2.2	**Action:** Provide a period of Intervention or Enrichment at Lillian Larsen. **Need:** While our ELL progress on the CA Dashboard is in the green area, we continue to have a high percentage of students not reclassifiying by 5th grade. These students are considered Long-term English Language Learners and are at a greater risk for not succeeding in High School. Teachers at Lillian Larsen indicated that two periods of ELA were not needed and that they would prefer to utilize ELD strategies from Professional Development in a leveled ELD class period. Parents at DELAC meetings reported concerns that some of their children were still not reclassified in middle school and even moving on to high school. **Scope:**	To date we have used a two period ELA block and ELD has been taught within this block. Students in the classes ranges from ELPAC level 1 to 4. In order to hone in on what our LTELs need, which is more focused instruction in the Reading and Writing ELD standards, students will be grouped by level during the ELD classes.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.15	**Action:** Mixteco Paraeducator/Family Liaison **Need:** Almost 20% of our English Language Learners have a reporting language of Mixteco. Many of their parents speak no English and have limited Spanish. We are also enrolling students who speak only Mixteco who have extremely limited schooling. We need to be able to communicate with them in order to have meaningful engagement with this important sub-group. Our monolingual Mixteco-speaking people have indicated at DELAC and other meetings their appreciation of having a Mixteco interpreter. They report feeling more welcome at meetings and more able to fully participate. Teachers and support staff have indicated that having the interpreter at IEP meetings and conferences has increased parent engagement. Teachers have indicated the need to have classroom support for our Mixteco-speaking students. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the unique, identified needs of Mixteco-speaking families, a subgroup of English Learners who often face language isolation and limited access to services. Educational partner feedback and site-level data indicate a disproportionate level of disengagement and chronic absenteeism among these students due to language and cultural barriers. This position is designed to increase access, engagement, and academic success for this vulnerable student population.	Survey Data ELPI

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.

The district has an action to reduce class sizes at both sites, one of which has a high concentration of foster youth, English learners, and low-income students. At that site we have provided additonal para-educators to help in grade levels with higher class sizes (kinder and 1st) as well as maintaining a class-size average of 21 students which is lower than the district average.

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	72.3	35.2
Staff-to-student ratio of certificated staff providing direct services to students	19.7	16.6

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,014,216	1,857,259	26.478%	29.445%	55.923%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,047,636.00	$675,644.00	$0.00	$203,246.00	$2,926,526.00	$2,499,581.00	$426,945.00

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	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$137,743.00	$0.00	$137,743.00				$137,743.00	
1	1.2	Intervention Teachers to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$142,845.00	$0.00	$58,579.00	$84,266.00			$142,845.00	
1	1.3	Intervention teachers to provide interventions in reading/math to students performing one or more grade levels below at Cappy Culver.	All Students with Disabilities	No			Specific Schools: Cappy Culver		$143,186.00	$0.00		$115,683.00		$27,503.00	$143,186.00	
1	1.4	Intervention Paraeducators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$154,319.00	$0.00	$21,799.00	$23,857.00		$108,663.00	$154,319.00	
1	1.5	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$73,915.00	$0.00	$22,195.00			$51,720.00	$73,915.00	
1	1.6	Class-size reduction		Yes	LEA-wide			Three years	$365,489.00	$0.00	$365,489.00				$365,489.00	
1	1.7	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	June 16, 2025-July 11,2025	$64,504.00	$12,000.00	$20,000.00	$56,504.00			$76,504.00	

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	1.8	Supplemental Programs to support Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.9	iReady Progress Monitoring and My Path Instruction		Yes	LEA-wide				$0.00	$57,125.00	$57,125.00				$57,125.00	
1	1.10	English 3D and Supplemental ELD support materials		Yes	Limited to Unduplicated Student Group(s)				$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.11	English Language Development Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 3rd-8th		$8,782.00	$22,480.00	$31,262.00				$31,262.00	
1	1.12	IT support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.13	ELD Newcomers Materials		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Lillian Larsen 4-8		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.14	Materials for Dual Immersion	English Learners	Yes	School wide	English Learners	Specific Schools: Lillian Larsen TK-Kinder		$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.15	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.-DISCONTINUED														
1	1.16	Middle School Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8		$132,707.00	$0.00	$132,707.00				$132,707.00	

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	1.17	ELD Instructional TOSA	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$115,687.00	$0.00	$57,842.00	$57,845.00			$115,687.00	
1	1.18	Dual Immersion Program	English Learners	Yes	School wide	English Learners	Specific Schools: Lillian Larsen TK, Kinder, and 1st for the 2025/26 school year. Each year another grade will be added.		$8,782.00	$12,000.00	$20,782.00				$20,782.00	
1	1.19	Newcomer Intervention TOSA	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 4-8		$32,480.00	$0.00	$32,480.00				$32,480.00	
1	1.20	Purchase of additional Chromebooks and iPads	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$105,705.00	$105,705.00				$105,705.00	
2	2.1	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8		$70,374.00	$0.00	$70,374.00				$70,374.00	
2	2.2	Provide a period of Intervention or Enrichment at Lillian Larsen.	English Learners	Yes	School wide	English Learners	Specific Schools: Lillian Larsen 6-8		$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.3	Elective wheel and Team Teaching for Content Areas	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Cappy Culver		$69,734.00	$0.00	$69,734.00				$69,734.00	

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
							6-8									
2	2.5	After-school Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$58,075.00	$0.00	$12,000.00	$46,075.00			$58,075.00	
2	2.6	After-school Interscholastic Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,980.00	$2,000.00	$17,000.00	$15,980.00			$32,980.00	
2	2.7	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$18,035.00	$18,035.00				$18,035.00	
2	2.8	P.E. Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$94,108.00	$0.00	$94,108.00				$94,108.00	
2	2.9	Music Teacher	All	No			All Schools 3-8		$82,548.00	$0.00		$82,548.00			$82,548.00	
2	2.10	PBIS Tier One and Two Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$148,303.00	$0.00	$148,303.00				$148,303.00	
2	2.11	Attendance and PBIS incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.12	Behavior Support Specialist	Low Income	Yes	School wide	Low Income			$47,057.00	$0.00	$47,057.00				$47,057.00	
2	2.13	Provide two Behavior Support Specialists at Lillian Larsen.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$86,366.00	$0.00	$86,366.00				$86,366.00	
2	2.14	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$216,830.00	$57,600.00	$124,556.00	$134,514.00		$15,360.00	$274,430.00	
2	2.15	Mixteco Paraeducator/Family Liaison	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	Specific Schools: Lillian Larsen		$60,732.00	$0.00	$60,732.00				$60,732.00	

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
					s)											
2	2.16	Expanded Learning and Community Schools Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$112,704.00	$0.00	$90,163.00	$22,541.00			$112,704.00	
2	2.17	After-school Tutoring and Homework support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$6,500.00	$0.00	$1,500.00	$5,000.00			$6,500.00	
2	2.18	Professional Development and SEL curriculum training through "Leader in Me"	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.19	Lighthouse Leadership Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen		$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.20	SPED TOSA 0.5 FTE	Students with Disabilities	No			All Schools		$30,831.00	$0.00		$30,831.00			$30,831.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,014,216	1,857,259	26.478%	29.445%	55.923%	$2,047,636.00	0.000%	29.193 %	**Total:**	$2,047,636.00
								LEA-wide Total:	$976,713.00
								Limited Total:	$222,511.00
								Schoolwide Total:	$848,412.00

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**	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$137,743.00	
1	**1.2**	Intervention Teachers to provide reading/math intervention at Lillian Larsen for students qualifying through the Tier Two process.	Yes	Schoolwide	English Learners Foster Youth Low Income		$58,579.00	
1	**1.4**	Intervention Paraeducators	Yes	Schoolwide	English Learners Foster Youth Low Income		$21,799.00	
1	**1.5**	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for	Yes	Limited to Unduplicated Student Group(s)	English Learners		$22,195.00	

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 (%)
		newcomers in years 1 - 3 of enrollment.						
1	1.6	Class-size reduction	Yes	LEA-wide			$365,489.00	
1	1.7	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.8	Supplemental Programs to support Students	Yes	LEA-wide	English Learners Low Income		$25,000.00	
1	1.9	iReady Progress Monitoring and My Path Instruction	Yes	LEA-wide			$57,125.00	
1	1.10	English 3D and Supplemental ELD support materials	Yes	Limited to Unduplicated Student Group(s)			$15,000.00	
1	1.11	English Language Development Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 3rd-8th	$31,262.00	
1	1.12	IT support	Yes	LEA-wide	English Learners Foster Youth Low Income		$70,000.00	
1	1.13	ELD Newcomers Materials	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Lillian Larsen 4-8	$3,000.00	
1	1.14	Materials for Dual Immersion	Yes	Schoolwide	English Learners	Specific Schools: Lillian Larsen TK-Kinder	$12,000.00	
1	1.16	Middle School Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8	$132,707.00	
1	1.17	ELD Instructional TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$57,842.00	
1	1.18	Dual Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Lillian Larsen TK, Kinder, and 1st for the 2025/26 school year. Each year another grade will be added.	$20,782.00	

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	**1.19**	Newcomer Intervention TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen 4-8	$32,480.00	
1	**1.20**	Purchase of additional Chromebooks and iPads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,705.00	
2	**2.1**	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen 6-8	$70,374.00	
2	**2.2**	Provide a period of Intervention or Enrichment at Lillian Larsen.	Yes	Schoolwide	English Learners	Specific Schools: Lillian Larsen 6-8	$3,000.00	
2	**2.3**	Elective wheel and Team Teaching for Content Areas	Yes	Schoolwide	Low Income	All Schools Specific Schools: Cappy Culver 6-8	$69,734.00	
2	**2.5**	After-school Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	**2.6**	After-school Interscholastic Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
2	**2.7**	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		$18,035.00	
2	**2.8**	P.E. Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$94,108.00	
2	**2.10**	PBIS Tier One and Two Teams	Yes	LEA-wide	English Learners Foster Youth Low Income		$148,303.00	
2	**2.11**	Attendance and PBIS incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
2	**2.12**	Behavior Support Specialist	Yes	Schoolwide	Low Income		$47,057.00	
2	**2.13**	Provide two Behavior Support Specialists at Lillian Larsen.	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$86,366.00	

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 (%)
2	**2.14**	Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,556.00	
2	**2.15**	Mixteco Paraeducator/Family Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lillian Larsen	$60,732.00	
2	**2.16**	Expanded Learning and Community Schools Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$90,163.00	
2	**2.17**	After-school Tutoring and Homework support	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,500.00	
2	**2.18**	Professional Development and SEL curriculum training through "Leader in Me"	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$2,000.00	
2	**2.19**	Lighthouse Leadership Team	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lillian Larsen	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,784,721.00	$2,385,671.46

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**	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students performing one year behind grade level.	Yes	$136,322.00	$137,876.68
1	**1.2**	Intervention Teacher at Lillian Larsen to provide reading/math interventions to students performing two or more below grade level.	Yes	$114,848.00	$117,357.25
1	**1.3**	Intervention teacher to provide interventions in reading/math to students performing one or more grade levels below at Cappy Culver.	No	$134,307.00	$70,212.06
1	**1.4**	Intervention Paraeducators	Yes	$106,752.00	$88,301.08
1	**1.5**	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	Yes	$84,724.00	$81,546.06
1	**1.6**	Class-size reduction	Yes	$664,040.00	$755,044.74
1	**1.7**	Summer School	Yes	$76,504.00	$35,619.10
1	**1.8**	Supplemental Programs to support Students	Yes	$50,000.00	$21,411.78
1	**1.9**	iReady Progress Monitoring and My Path Instruction	Yes	$40,000.00	$55,237.19

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	**1.10**	English 3D and Supplemental ELD support materials	Yes	$15,000.00	0
1	**1.11**	English Language Development Professional Development	Yes	$31,000.00	$13,853.60
1	**1.12**	IT support	Yes	$65,000.00	$33,100
1	**1.13**	ELD Newcomers Materials	Yes	$3,000.00	$1,765.21
1	**1.14**	Materials for Dual Immersion	Yes	$12,000.00	$5,915.02
1	**1.15**	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.	Yes	$139,948.00	$122,571.36
1	**1.16**	Middle School Intervention	Yes	$134,023.00	$54,500.50
2	**2.1**	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	Yes	$37,216.00	$36,838.39
2	**2.2**	Provide a period of English Language Development to support Long Term English Language Learners	Yes	$17,837.00	$17,700.94
2	**2.3**	Elective wheel and Team Teaching for Content Areas	Yes	$100,633.00	$62,583.70
2	**2.4**	Professional Development for Long Term English Language Learners and At Risk Long Term English Language Learners	Yes	$20,000.00	$209.24
2	**2.5**	After-school Enrichment	Yes	$58,075.00	$42,940.20

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	**2.6**	After-school Interscholastic Sports	Yes	$32,980.00	$11,080.96
2	**2.7**	Field Trips	Yes	$12,500.00	0
2	**2.8**	P.E. Teacher	Yes	$88,752.00	$93,517.17
2	**2.9**	Music Teacher	No	$106,130.00	$90,801.06
2	**2.10**	PBIS Tier One and Two Teams	Yes	$124,847.00	$127,195.68
2	**2.11**	Attendance and PBIS incentives	Yes	$12,000.00	$3,454.14
2	**2.12**	Behavior Support Specialist	No	$54,445.00	$53,327.98
2	**2.13**	Provide two Behavior Support Specialists at Lillian Larsen.	Yes	$93,321.00	$106,193.24
2	**2.14**	Student Support Counselors	Yes	$83,520.00	$21,983.69
2	**2.15**	Mixteco Interpreting	Yes	$3,000.00	0
2	**2.16**	Expanded Learning and Community Schools Coordinator	Yes	$121,997.00	$117,362.30
2	**2.17**	After-school Tutoring and Homework support	Yes	$6,000.00	$6,171.14
2	**2.18**	Professional Development and SEL curriculum training through "Leader in Me"	Yes	$2,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.19**	Lighthouse Leadership Team	Yes	$2,000.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1703938.59	$2,058,469.84	$1,699,080.57	$359,389.27	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**	Intervention Teacher to provide reading/math intervention at Lillian Larsen for students performing one year behind grade level.	Yes	$136,322.00	81407.93		
1	**1.2**	Intervention Teacher at Lillian Larsen to provide reading/math interventions to students performing two or more below grade level.	Yes	$54,591.84	0		
1	**1.4**	Intervention Paraeducators	Yes	$21,822.00	8118.76		
1	**1.5**	Bilingual Paraeducators to support students at ELPAC levels 1-2 through additional classroom support and additional ELD for newcomers in years 1 - 3 of enrollment.	Yes	$22,677.00	4750.69		
1	**1.6**	Class-size reduction	Yes	$664,040.00	755044.78		
1	**1.7**	Summer School	Yes	$20,000.00	0		
1	**1.8**	Supplemental Programs to support Students	Yes	$50,000.00	21411.78		
1	**1.9**	iReady Progress Monitoring and My Path Instruction	Yes	$40,000.00	55237.19		
1	**1.10**	English 3D and Supplemental ELD support materials	Yes	$15,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	English Language Development Professional Development	Yes	$31,000.00	13853.60		
1	1.12	IT support	Yes	$65,000.00	33100		
1	1.13	ELD Newcomers Materials	Yes	$3,000.00	1765.21		
1	1.14	Materials for Dual Immersion	Yes	$12,000.00	4581.90		
1	1.15	Partnership with Cal Poly School of Education in the areas of ECE, literacy, multi-lingual support, and integration of technology.	Yes	$139,948.00	122517.36		
1	1.16	Middle School Intervention	Yes	$134,023.00	54500.50		
2	2.1	Provide electives at Lillian Larsen Middle School in a departmentalized setting.	Yes	$37,216.00	36838.39		
2	2.2	Provide a period of English Language Development to support Long Term English Language Learners	Yes	$17,837.00	17700.94		
2	2.3	Elective wheel and Team Teaching for Content Areas	Yes	$100,633.00	62583.70		
2	2.4	Professional Development for Long Term English Language Learners and At Risk Long Term English Language Learners	Yes	$20,000.00	0		
2	2.5	After-school Enrichment	Yes	$12,000.00	0		
2	2.6	After-school Interscholastic Sports	Yes	$17,000.00	0		
2	2.7	Field Trips	Yes	$12,500.00	0		
2	2.8	P.E. Teacher	Yes	$88,752.00	93517.17		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.10**	PBIS Tier One and Two Teams	Yes	$124,847.00	127155.95		
2	**2.11**	Attendance and PBIS incentives	Yes	$12,000.00	1973.51		
2	**2.13**	Provide two Behavior Support Specialists at Lillian Larsen.	Yes	$93,321.00	159521.22		
2	**2.14**	Student Support Counselors	Yes	$83,520.00	21983.69		
2	**2.15**	Mixteco Interpreting	Yes	$3,000.00	0		
2	**2.16**	Expanded Learning and Community Schools Coordinator	Yes	$21,420.00	21516.30		
2	**2.17**	After-school Tutoring and Homework support	Yes	$1,000.00	0		
2	**2.18**	Professional Development and SEL curriculum training through "Leader in Me"	Yes	$2,000.00	0		
2	**2.19**	Lighthouse Leadership Team	Yes	$2,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1718762	1703938.59	29.16243%	128.300%	$1,699,080.57	0.000%	98.855%	$506,090.79	29.445%

Local Control and Accountability Plan Instructions

[Plan Summary]

[Engaging Educational Partners]

[Goals and Actions]

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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