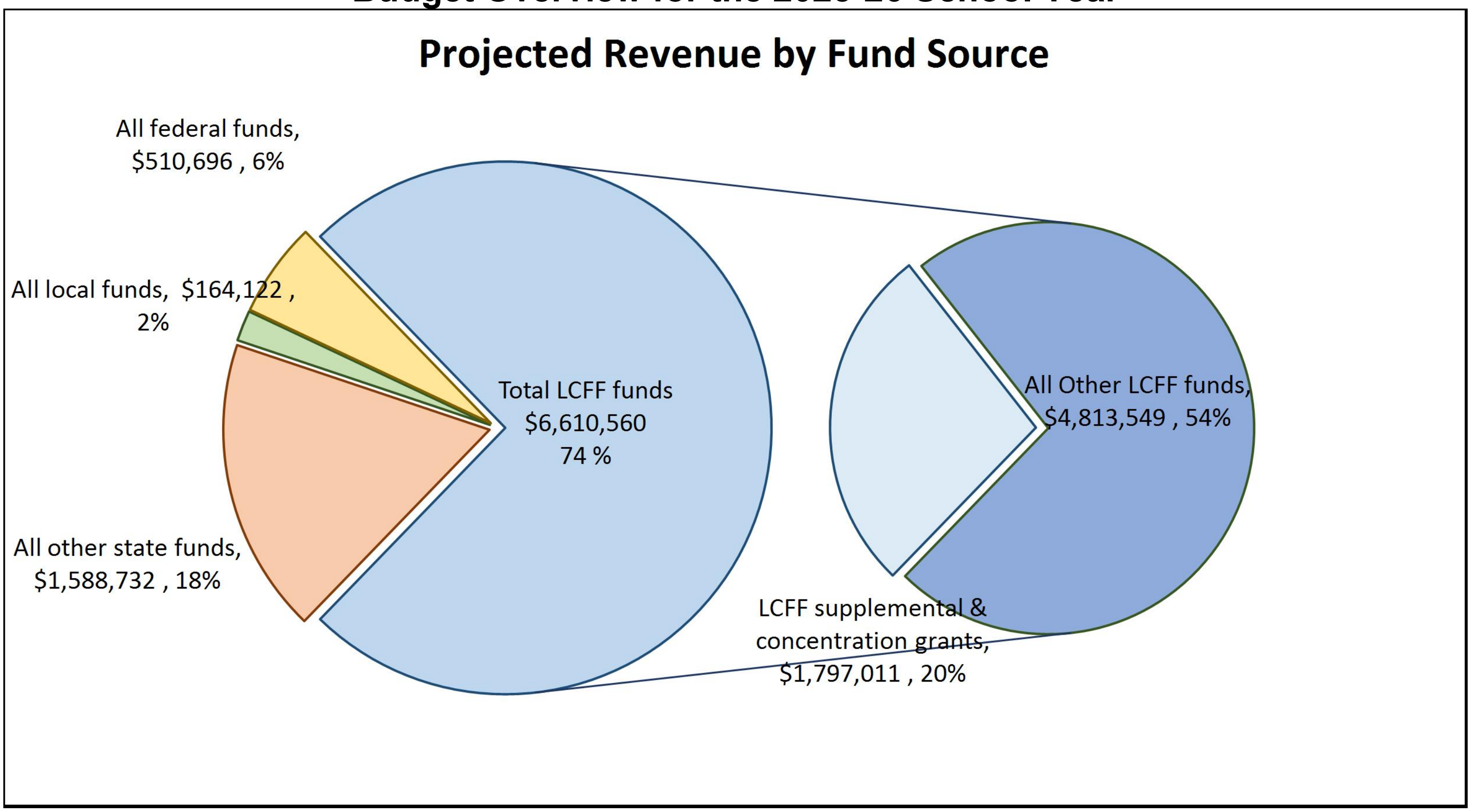
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Monson-Sultana Joint Union Elementary School District
CDS Code: 54-7200960-54167
School Year: 2025-26
LEA contact information:
Roberto Vaca
Superintendent/Principal
rvaca@msschool.org
(559) 591-1634

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

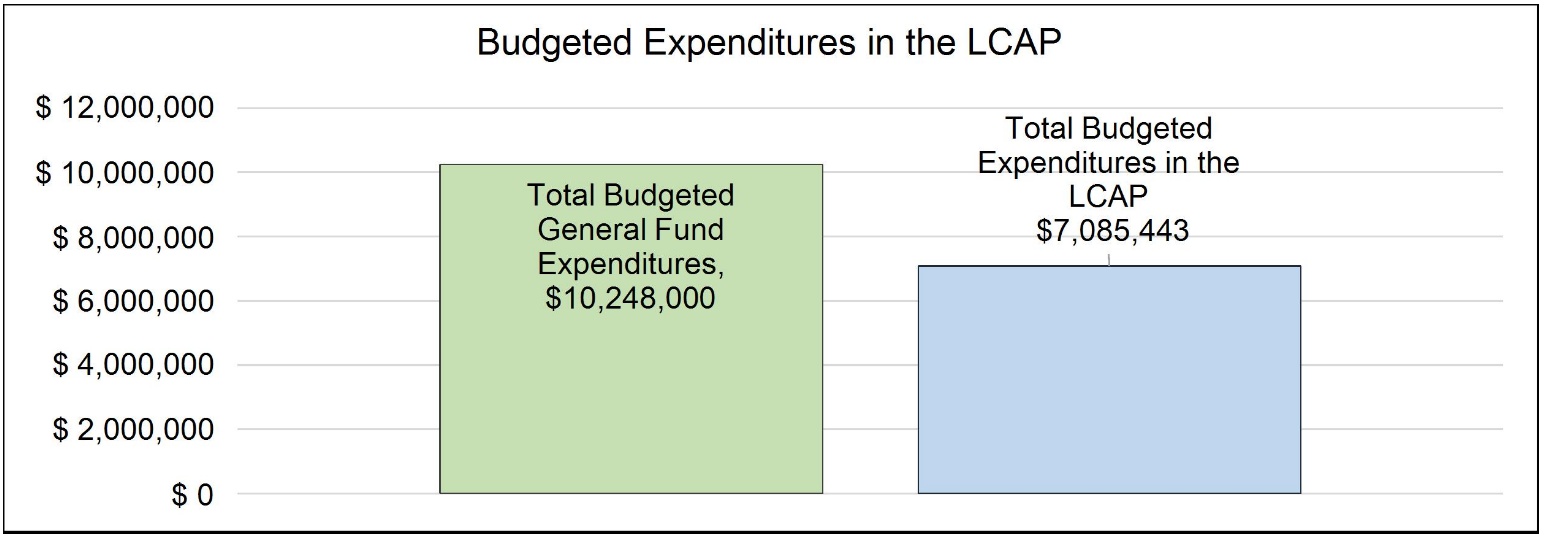


This chart shows the total general purpose revenue Monson-Sultana Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monson-Sultana Joint Union Elementary School District is $8,874,110, of which $6,610,560.00 is Local Control Funding Formula (LCFF), $1,588,732.00 is other state funds, $164,122 is local funds, and $510,696.00 is federal funds. Of the $6,610,560.00 in LCFF Funds, $1,797,011.00 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 Monson-Sultana Joint Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Monson-Sultana Joint Union Elementary School District plans to spend $10,248,000.00 for the 2025-26 school year. Of that amount, $7,085,443.00 is tied to actions/services in the LCAP and $3,162,557 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

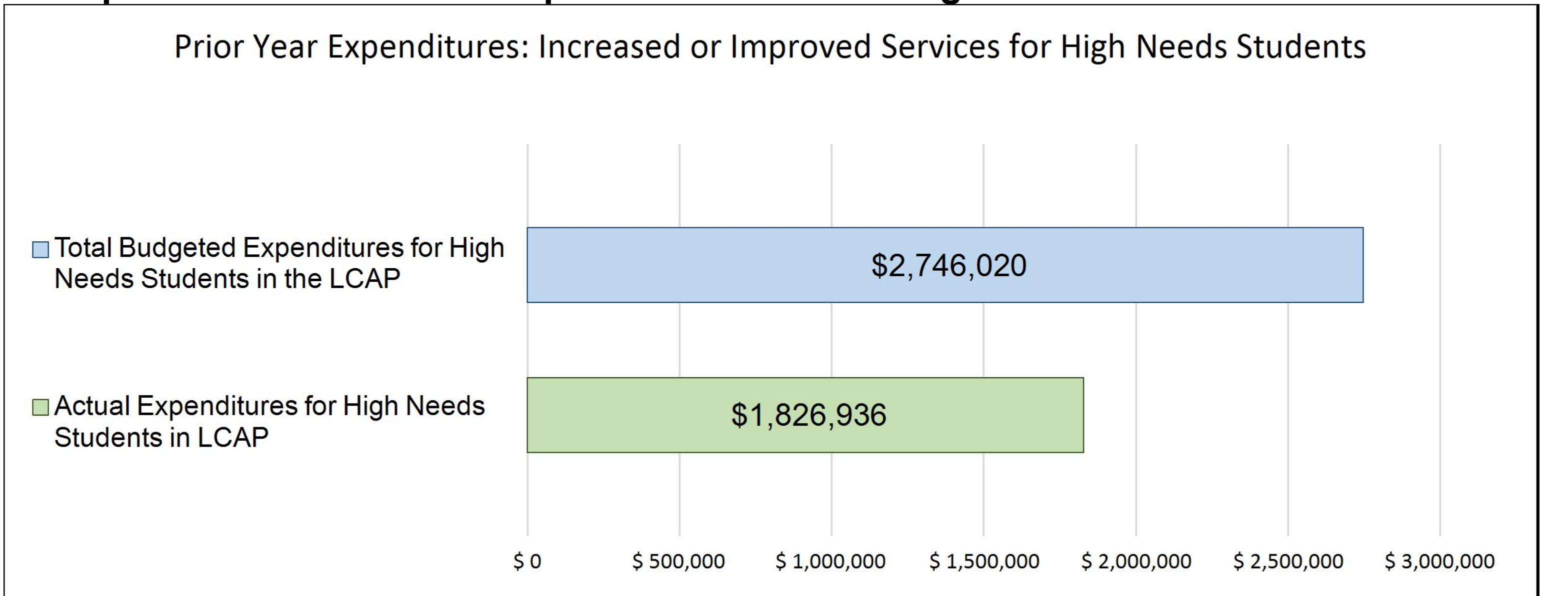
Expenditures not in the LCAP include other expenses necessary to carry out the operations of providing the educational program.

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

In 2025-26, Monson-Sultana Joint Union Elementary School District is projecting it will receive $1,797,011.00 based on the enrollment of foster youth, English learner, and low-income students. Monson-Sultana Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Monson-Sultana Joint Union Elementary School District plans to spend $2,000,343.00 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 Monson-Sultana Joint Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monson-Sultana Joint Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Monson-Sultana Joint Union Elementary School District's LCAP budgeted $2,746,020.00 for planned actions to increase or improve services for high needs students. Monson-Sultana Joint Union Elementary School District actually spent $1,826,936.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $919,084 had the following impact on Monson-Sultana Joint Union Elementary School District’s ability to increase or improve services for high needs students:

There was no impact on our ability to increase or decrease services. We substantively carried out our plan for 2024-25

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monson-Sultana Joint Union Elementary School District	Roberto Vaca Superintendent/Principal	rvaca@msschool.org (559) 591-1634

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.

Monson-Sultana Joint Union Elementary School District (MSJUESD) operates as a singular TK-8 school district, catering to 433 students in the rural area of Tulare county, CA. The student body, predominantly Hispanic (97.5%) and including 38.1% English Learners and 2.3% white students, reflects a community with primarily low socio-economic backgrounds (87.3%). 8.3% of our students have identified learning disabilities and .5% were in foster youth placement at some point during the 2023-24 school year. (Data per the 2024 CA School Dashboard)

Our district holds a central role within the Monson and Sultana communities, often becoming a cherished tradition for families across generations.

Determined to establish a cohesive instructional framework throughout all grades, we are dedicated to providing students with access to a top-tier educational experience. Initiatives such as Guided Reading, Developmental Reading Assessment (DRA), and comprehensive Reading and Writing Units of Study have been introduced to ensure academic rigor and relevance. Cutting-edge technology is readily available to support learning, complemented by a full-time Physical Education Teacher who oversees PE for all students, along with a Choir Program serving students from TK to 8th grade.

Beyond regular school hours, our school extends its commitment to student development through an after-school program, accommodating approximately 130 TK-8th grade students daily. Additionally, athletics opportunities are provided for students in grades 4-8, fostering holistic growth and engagement beyond the classroom. Through these concerted efforts, Monson-Sultana School remains steadfast in its mission to deliver exceptional education and support to its diverse student body.

Reflections: Annual Performance

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

The California School Dashboard, according to the 2023 report noted the following performance for Monson-Sultana:

ACADEMIC PERFORMANCE INDICATORS:

2023 Dashboard: English Language Arts-
Our students performed an average of 34.6 points below grade level standards. This was a 4.4 point increase from 2022. This placed us in the "Yellow" range.
The Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups of students all performed in the yellow range as well with an increase for all three groups from the prior year's results.
Our Students with Disabilities group did not receive a color range assignment, but also increased from the prior school year

2024 DASHBOARD UPDATE:
Overall ELA scores increased 3.5 points to 31.1 points below standard. All subgroups increased slightly except for Long Term English Learners (LTEL) which declined 24.3 points to score an average of 80.3 points below standard and the Students With Disabilities subgroup which declined 12.3 points to score
an average of 103.9 points below standard. Both of these groups were identified in the "Red" category on the dashboard for this year.

2023 Dashboard: Mathematics-
Our students performed an average of 27.2 points below grade level standards. This was a18.4 point increase from 2022. This placed us in the "Yellow" range.
The Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups of students all performed in the yellow range as well with significant increases for all three groups from the prior year's results.
Our Students with Disabilities group did not receive a color range assignment, but also increased from the prior school year.

2024 DASHBOARD UPDATE:
Overall, there was an increase of 2.4 points in mathematics for an average score of 24.8 points below standard. The Students With Disabilities group saw a small increase of 1.9 points for an average of 109.8 points below standard- which put them in the "Red" category on the dashboard due to overall
performance.

2023 Dashboard:
English Learner Progress Indicator-

46.7% of our English Learners progressed one ELPI level on the English Learner Proficiency Assessment for California (ELPAC). This was an increase of 2.9% from the prior year.

2024 DASHBOARD UPDATE: 18.2% of our English Learner students made progress on the ELPAC last year, which was a decline of 28.5%. This put us in the "Red" category, overall. Both subgroups (EL and LTEL) performed in the "Red" category as well with significant declines of 28.5% and 27.8%
respectively.

Implementation of State Standards: Monson-Sultana Met state requirements in this area for the local indicator.

ACADEMIC ENGAGEMENT INDICATORS:

2023 Dashboard: Chronic Absenteeism- (students absent for 10% or more of the school year- 18 or more days) -

Our rate for Chronic Absenteeism in the 2022-23 school year was 16.8% - in the "Yellow" range. This was a significant decrease from the previous year, cutting the rate more than half from the COVID return rate of 34.6%. Our Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups all performed in the "Yellow" range with significant decreases as well.
Our Students With Disabilities group was in the "Orange" range, slightly below the school average performance level, but still showed a great improvement over the previous school year's attendance patterns.

2024 DASHBOARD UPDATE: Chronic Absenteeism fell, overall to 6.9%, a significant decline of 9.9% from the prior year. All subgroups saw significant declines and none were in the "Red" performance category.

2023 Dashboard: Access to a Broad Course of Study
Monson-Sultana Met state requirements in this area for the local indicator.

CONDITIONS AND CLIMATE INDICATORS:

2023 Dashboard: Suspensions: (Students who were suspended 1 day or more in the 2022-2023 school year)

The overall average for the school was 2.5% which was a decline of 1.3% and placed us in the "Green" level of the dashboard.
Hispanic and Socioeconomically Disadvantaged students also fell into the "Green" level with improvements over last year. Students With Disabilities were in the "Blue" or best performing level.
The English Learner student group was in the "Yellow" performance level because although their level is only 2.2%, they did not improve over the prior school year. They maintained.

2024 DASHBOARD UPDATE: Our overall suspension rate was 4.2% of students being suspended at least once during the school year. This was an increase of 1.7% from prior year data. English Learner, Long Term English Learner, and Socioeconomically Disadvantaged subgroups performed in the "Red'

Category on the Dashboard with increases of 3.2%, 10%, and 2.3% respectively.

2023 Dashboard: Basics: Instructional Materials, Teachers, Facilities
Monson-Sultana Met state requirements in this area for the local indicator

2023 Dashboard: Parent and Family Engagement
Monson-Sultana Met state requirements in this area for the local indicator

2023 Dashboard: Local Climate Survey
Monson-Sultana Met state requirements in this area for the local indicator

REFLECTIONS: Our three year LCAP uses baseline local data as well as data from the California Dashboard and CAASPP website for the 2022-2023 school year, Monson-Sultana School (MS) demonstrates progress across several performance areas:

1) Facility Improvements: Monson-Sultana School has made significant strides in enhancing its facilities. In particular, the school is preparing to unveil a new library and two modular classrooms, with plans underway for a new student educational center scheduled to open in summer 2024.

2) Core Subject Instruction: Monson-Sultana School ensures that all students have access to instruction in core subject areas. The district provides a full-time PE teacher to meet physical education requirements.

3) Access to Materials and Technology: Monson-Sultana School prioritizes access to materials across curricular areas, notably increasing access to technology. The school is fully equipped with a 1:1 device-to-student ratio, and the district provides hot spots to students on independent studies lacking internet access at home.

4) Enhanced Parent Communication: The introduction of the Parent Square application has led to improved parent communication, allowing families to be reached via multiple channels and receiving positive feedback from parents.

5) Campus Safety Measures: Monson-Sultana School has implemented comprehensive safety protocols, including staff training for active shooter situations and partnership with the Tulare County Office of Education to utilize ActVnet, a web-based system providing law enforcement access to campus surveillance in emergencies.

6) Academic Growth: Local assessment data for the 2022-2023 school year indicates modest academic growth at Monson-Sultana School.

7) Caring Staff and Family Environment: Educational partners' feedback highlights the school's nurturing staff and promotion of a familial atmosphere.

8) English Learner Progress: Monson-Sultana School has successfully exited from the CSI program due to sufficient progress with English Learners.

9) English Learner Support: The school conducted a successful English Learner boot camp during the previous spring on Saturdays.

10) Positive Trends in ELA and Math: Dashboard data for 2022-2023 indicates positive momentum compared to the previous academic year in English Language Arts (ELA) and Mathematics.

11) Professional Learning Communities: Monson-Sultana School has achieved 100% participation in Professional Learning Communities (PLCs) training for all teachers as of June 21, 2023.

12) Teacher Leadership Committee (TLC): The TLC plays a pivotal role in supporting PLCs and guiding coalition efforts at Monson-Sultana School.

A positive school culture contributes to the overall success of students both academically and socially. Clean and well-kept facilities, positive attendance habits, and a broad course of study all contribute to positive student outcomes. Educational partner input and survey data has shown a great need to support the social emotional needs of students including providing a welcoming environment that supports feelings of connectedness and safety for all.

These successes serve as the foundation for future initiatives and next steps for the district.

LEARNING RECOVERY BLOCK GRANT INFORMATION:

The district will have $427,467 in unspent Learning Recovery Block Grants at the end of the 2024-25 school year and will expend $183,496 of those funds in the 2025-26 LCAP with the remaining held in reserve for another year.
The goals/ actions identified for LREBG funding are found in : Goal 1 Actions 2 and 19
Both actions are allowable expenditures in the category of : Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports such as providing early intervention and literacy programs and tutoring or other one-on-one or small group learning supports.

The actions are designed as evidence-based solutions to improve literacy outcomes for all students and address English Learners' performance on the CAASPP ELA and ELPAC reading assessments, as identified through the Educational Partners needs assessment process. These actions provide differentiated services to meet the diverse needs of this student group. Providing Tier II and Tier III interventions including more time, in a smaller group is a research based strategy to help identified struggling students close learning gaps.

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP.

Reflections: Technical Assistance

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

Monson-Sultana was identified for Differentiated Assistance in 2024 for student performance in Academics in Suspensions for the English Learner and Long-Term English Learner subgroups.
The 2024 CA Dashboard showed English Learner's in the "Red" zone for English Learner Performance Indicator and in the "Orange" zone for English Language Arts performance, Math Performance for academics and in the "Red" zone for suspension rates.
and Long Term English Learners in the "Red" zone for English Language Arts Performance, and English Learner Performance Indicator and in the "Orange" zone for Math Performance for academics and in the "Red" zone for suspension rates.

The district is working with Tulare County Office of Education to address this area of performance. As part of this work, the district underwent an analysis of current programs and results related to these areas, as well as completing the FIA analysis of systems related to our operations as a whole that may affect student performance.

While this work is ongoing, the initial analysis is affecting our focus in Goal 1, Action 8 and Goal 2, Action 1 - Professional development and ELD Professional Development to make it more targeted to universal strategies that can be incorporated in Designated ELD, but also carry across our other programs as part of the Integrated ELD instruction that supports all students, but is particularly aimed to get the connections our EL and LTEL populations need to make sense of information in class.

Goal 2 has also been affected with action 2 is focusing in on services related to EL and LTEL student specific needs, with intervention supports. Data is being used in a more targeted way to drive those services for EL and LTEL students.

Our improvement team meets regularly with TCOE staff and other improvement teams in our county, to examine ongoing data and reflect upon the results for adjustments that continue to address these areas for our EL and LTEL students.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable to Monson-Sultana School.

Support for Identified Schools

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

Not applicable to Monson-Sultana School.

Monitoring and Evaluating Effectiveness

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

Not applicable to Monson-Sultana School.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were included in the development of the LCAP by obtaining their input via surveys and focus groups which took place during the spring semester. The results were analyzed and discussed with staff as the draft LCAP was developed. Teachers also met weekly in Professional Learning Communities to evaluate student performance, note ongoing and developing needs, make adjustments to work within the LCAP actions and note additional needs for the 2025-26 LCAP.
Students	Students were included in the development of the LCAP by obtaining their input via the May 21, 2025 survey and focus groups which took place during the spring semester. The student advisory reviewed the results and spoke to the superintendent about student needs in late May, 2025. The superintendent responded in writing to their input.
Parents	Parents were included in the development of the LCAP by obtaining their input via surveys and focus groups which took place during the spring semester. The spring LCAP survey was completed in May 2025. The superintendent responded in writing to their input. PAC/ SSC: Met on March 19th and April 29th of 2025 to provide input for LCAP/ SPSA and to review the LCAP draft. The superintendent responded in writing to their input.

Educational Partner(s)	Process for Engagement
Principals	Site administrators were included in the development of the LCAP by obtaining their input via surveys and focus groups which took place during the spring semester.
Other School Staff	Meetings were held on August 6th, September 6th, October 4th, November 1st, and December 6th of 2024 and on February 7th, March 14th, April 22nd, and May 2nd of 2025 to evaluate the implementation of LCAP actions, complete ongoing needs assessment, and note additional needs for the 2025-26 plan. Classified team members were included in the development of the LCAP by obtaining their input via surveys and focus groups which took place during the spring semester.
Bargaining Units	Bargaining unit members were included in the development of the LCAP by obtaining their input via surveys and focus groups which took place during the spring semester.
DELAC Committee	DELAC: Met on January 22nd, February 26th, March 26th, and May 21st to evaluate the action effectiveness, provide input, and review the LCAP draft for 2025-26. The superintendent responded in writing to their input.
SELPA Consultation	SELPA was consulted in Spring 2025 via teacher and program specialist input.

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

Monson-Sultana School ensured a comprehensive and inclusive approach to the development of its 2025-26 Local Control and Accountability Plan (LCAP) by actively soliciting input from various educational partners. Students, parents, classified staff, and certificated staff were all integral participants in this collaborative process, reflecting the school's commitment to transparency and community engagement. Through surveys, meetings, and open forums, Monson-Sultana School provided avenues for educational partners to share their perspectives, concerns, and aspirations for the upcoming academic year. By incorporating diverse voices and perspectives into the development of the LCAP, the school aims to create a plan that reflects the needs and priorities of the entire school community, ensuring that every student has the opportunity to thrive academically, socially, and emotionally.

Students: Co-Curricular and extra curricular activities (Action 3.3) as well as math support (Actions 1.3, 1.2, 1.11)

Parents: School safety (Action 3.1), academic interventions (Actions 1.2, 1.11, 1.16), communication improvements (Action 3.6

Teachers: Attendance concerns, academic supports (Actions 1.3, 1.2, 1.11, broad course of study, professional development needs (Action 1.8. 1.17).

Other staff: Support staff to help maintain the increased levels of service (Action 3.8), site safety (Action 3.1), intervention programs and staffing (Actions 1.2, 1.6).

Bargaining unit members desired to ensure members were compensated for extra duties for committees and events as well as reducing discipline incidents.

DELAC and SELPA were interested in continuing the attendance challenges, electives for middle school students, interventions to support EL and SWD and to address engagement of these groups. (Action 2.1, 2.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement in core content areas including ELA/ELD, Mathematics, Science, and History for all students and sub groups throughout grades TK-8.	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)

An explanation of why the LEA has developed this goal.

To enhance the educational outcomes and opportunities for all students at Monson-Sultana School, it is imperative to prioritize the goal of increasing student achievement in core content areas, encompassing English Language Arts/English Language Development (ELA/ELD), Mathematics, Science, and History across all grade levels from Transitional Kindergarten (TK) through 8th grade. This goal underscores our commitment to academic excellence and equity, ensuring that every student, regardless of background or circumstance, has access to a high-quality education that prepares them for future success. By focusing on improving achievement in these fundamental subjects, we aim to empower students with the knowledge, skills, and competencies necessary to thrive in an ever-evolving global society. Moreover, this goal aligns with our broader mission of fostering a culture of continuous improvement and accountability, as we strive to narrow achievement gaps and provide equitable learning opportunities for all subgroups within our diverse student population. Through targeted interventions, personalized instruction, rigorous curriculum, and ongoing assessment and monitoring, we are dedicated to fostering a supportive and inclusive learning environment where every student can reach their full potential and become lifelong learners and contributing members of society.

Data that supports our actions and continuing our work in this area includes the December 2023 CDE School Dashboard:

English Language Arts-
Our students performed an average of 34.6 points below grade level standards. This was a 4.4 point increase from 2022. This placed us in the "Yellow" range.
The Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups of students all performed in the yellow range as well with an increase for all three groups from the prior year's results.
Our Students with Disabilities group did not receive a color range assignment, but also increased from the prior school year.

Mathematics-
Our students performed an average of 27.2 points below grade level standards. This was an 18.4 point increase from 2022. This placed us in the "Yellow" range.

The Socioeconomically Disadvantaged, English Learner, and Hispanic subgroups of students all performed in the yellow range as well with significant increases for all three groups from the prior year's results.
Our Students with Disabilities group did not receive a color range assignment, but also increased from the prior school year.

English Learner Progress Indicator-
46.7% of our English Learners progressed one ELPI level on the English Learner Proficiency Assessment for California (ELPAC). This was an increase of 2.9% from the prior year.

The overall growth for all of our students in Math, ELA, and English Language acquisition speaks strongly to our coordinated action plan and staff dedication to this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Results Average score Distance from Standard CDE Dashboard	All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup 2023 Dashboard	All Students: 31.1 Points below standard Hispanic: 31.6 Points below standard (new baseline) El: 60.6 Points below standard SED:37.8 Points below standard SWD: 103.9 Points below standard LTEL: 80.3 Points below standard (new baseline)		All Students: 29 points below EL: 50 points below SED: 30 Points below SWD: 80 points below LTEL: 70 points below Foster Youth: * * no data reported on dashboard due to small size of subgroup Hispanic- 20 points below	All Students: increase 3.5 points Hispanic: new baseline El: increase 1.6 points SED: increase 1.6 points SWD: decline 12.3 points LTEL: new baseline FY- no data reported due to small group size 2024 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FY- no data reported due to small group size 2024 Dashboard			
1.2	CAASPP ELA Results % of students at or above "Standard Met" ETS report	All Student Group: 38.39% EL: 17.86% SED: 35.93% SWD: 3.85% Foster Youth: * no data/ group too small 2022-23 Data	36.77%- All Students 13.27%- EL 33.86%- SED 11.54%- SWD 0% LTEL- New baseline FY data not reported due to small group size 2023-24 Data		All Students: 45% EL: 25% SED: 40% SWD: 10% LTEL- 10% - Foster Youth: *	All Students - decrease 1.62% EL- decrease 4.59% SED- decrease 2.7% SWD- increase 7.69% LTEL- New baseline FY data not reported due to small group size 2023-24 Data
1.3	English Learner Proficiency Indicator CA Dashboard	All English Learners: 46.7% 2023 Dashboard Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That data will be utilized as new baseline.	18.2% - All EL LTEL- 38.9% made progress (new baseline)		All English Learners:52.0% LTEL: 45%	All EL Students: decline 28.5% LTEL- 38.9% made progress (new baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	English Learner Reclassification Rate CALPADS Report	All English Learners: 23.3% 2023-2024 Long Term English Learners - 18% new baseline (2025 data)	6% of EL Students Reclassified 2024-25		All English Learners: 30% LTEL - 25%	decline of 17.3%
1.5	CAASPP Math Results Average score Distance from Standard CDE Dashboard	All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup 2023 Dashboard Hispanic- 24.25 points below standard Homeless- 72.3 points below standard LTEL- 42.4 points below standard New baselines from 2024 data	All Students: 24.8 Points below standard Hispanic: 24.2 points below standard (new baseline) El: 53.5 Points below standard SED: 33.8 Points below standard SWD: 109.8 Points below standard LTEL: 42.4 Points below standard (new baseline) Homeless: 72.3 Points below standard		All Students: 20 points below EL: 38 points below SED: 25 points below SWD: 100 points below Hispanic- 15 points below- Homeless- 50 points below- LTEL- 20 points below Foster Youth: *	All Students: increase 2.4 points Hispanic: new baseline EL: decline 7.3 points SED: decline 1.4 points SWD: increase 1.9 points LTEL: new baseline Homeless: new baseline FY- no data reported due to small group size 2024 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(new baseline) FY- no data reported due to small group size 2024 Dashboard			
1.6	CAASPP Math Results % of students at or above "Standard Met" ETS report	All Student Group: 40.41% EL: 25.89% SED: 38.67% SWD: 0% Foster Youth: * * no data reported on dashboard due to small size of subgroup 2023 Dashboard LTEL- 8.7% new baseline	41.58%- All Students 23.89%- EL 8.7%- LTEL new baseline 39.37%- SED 7.7%- SWD FY data not reported due to small group size 2023-24 Data		All Students: 45% EL: 32% SED: 45% SWD: 7% Foster Youth: * LTEL- 15%	All Students - increase 1.17%) EL -decrease 2% LTEL new baseline SED -increase 0.7% SWD -increase 7.7% FY data not reported due to small group size 2023-24 Data
1.7	CAASPP Science (CAST) Results Average score Distance from Standard (Grades 5 and 8 only) CDE Dashboard	All Student Group: # EL: # SED: # SWD: # Foster Youth: # # Data to be reported beginning with Dec. 2024 Dashboard. That data will be utilized as new baseline (see below)	19.3 Points below Standard- All Students 19 Points below standard- Hispanic Students 25.7 Points below standard- EL students 19.8 Points below standard- SED		All Students: 10 points below Hispanic: 10 points below EL: 15 points below SED: 10 points below LTEL: 25 points below	NEW BASELINES: All Students- 19.3 Points below Standard Hispanic Students- 19 Points below standard EL students- 25.7 Points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024- New baselines 19.3 Points below Standard- All Students 19 Points below standard- Hispanic Students 25.7 Points below standard- EL students 19.8 Points below standard- SED 30.1 Points below standard- LTEL FY, SWD data not reported due to small group size 2024 Dashboard	30.1 Points below standard- LTEL FY, SWD data not reported due to small group size 2024 Dashboard			SED- 19.8 Points below standard LTEL- 30.1 Points below standard FY, SWD data not reported due to small group size 2024 Dashboard
1.8	CAASPP Science (CAST) Results % of students at or above "Standard Met" (Grades 5 and 8 only) ETS report	All Student Group: 23.81% EL: 3.13% SED: 24.46% SWD: * Foster Youth: * * no data reported on dashboard due to small size of subgroup 2023 Dashboard	17.02%- All Student 2.7% EL 16.88%- SED FY, SWD, LTEL data not reported due to small group size. 2023-24 Data		All Students: 27% EL: 10% SED: 27% SWD: * Foster Youth:*	All Students - decrease 6.79% EL- decrease 0.43% SED -decrease 7.58% FY, SWD, LTEL data not reported due to small group size. 2023-24 Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Teachers Appropriately Assigned CALSAAS Report	100% of Teachers Appropriately Assigned 2023-24	100% Appropriately Assigned 2024-2025		Maintain 100%	Goal Met- Maintained 100%
1.10	Teachers Fully Credentialed CALSAAS Report	100% Fully Credentialed 2023-2024	100% Fully Credentialed 2024-2025		Maintain 100%	Goal Met- Maintained 100%
1.11	Developmental Reading Assessment Results K-3 % of students meeting benchmark at Trimester 2 assessment	Kindergarten: 56% 1st Grade: 23% 2nd Grade: 13% 3rd Grade: 71% 2023-2024	This information was not collected in 2024-25 due to error in data keeping		Kindergarten: 70% 1st Grade: 40% 2nd Grade: 40% 3rd Grade: 80%	No updated information
1.12	Participation in ELA, ELD, or Math Professional Development Per Training Sign-In Records	Paraprofessionals 85.7% Certificated Staff 100% 2023-2024	this information was not collected in 2024-25 due to an error in data keeping		Paraprofessionals 100% Certificated Staff 100%	no updated information
1.13	% of Students with access to standards aligned instructional materials. Self-Audit required by Williams Act.	100% of Students 2023-2024	100% of students 2024-25		Maintain 100% of students	Goal Met- Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Implementation of Academic Content Standards, including access to ELD standards by English Learners. Annual Local Indicator Survey results	Full Implementation 2023-2024	Full Implementation 2024-25		Maintain full implementation	Goal Met-Maintained Full Implementation
1.15	% of students feeling connected/engaged at school. Annual student survey	83% Students 80% of teachers 84% of parents Baseline established with 2024-2025 survey	83% Students 80% of teachers 84% of parents New baseline established with 2024-25 survey		90% Students 90% Teachers 90% Parents	New baselines established 2024-25

Goal Analysis [2024-25]

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

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

Most of the actions in this goal were fully implemented with only a few challenges.

Action 15 was not implemented, because we had difficulty finding a TOSA that met our needs, and the position went unfilled.
Action 11 was implemented, but there was not as much need as anticipated when we were planning the prior year.
Action 22 was not implemented because no needs in that area were identified during 2024-25 that qualified for LCFF funding

All other actions were implemented as planned.

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

Action 1.2- Response to intervention- Additional cost over planned expenditures of $20, 021 due to increased need for intervention hours to meet students' intervention needs, increased salary/benefit hourly costs, and additional supply orders.
Action 1.5- Transitional Kinder teacher and para- Increased cost of $45,259 for additional TK aide due to enrollment
Action 1.8- Professional Development- cost savings of $5,000 due to actual contracted amounts for days needed.
Action 1.9- Technology- Savings of $5,000 due to fewer replacements needed than anticipated for student devices.
Action 1.10- Engaging and rigorous academic program - Increased costs of $6,000 do to additional supply needs identified to implement new programs including supplemental materials for ELD, Reading, and writing units of study.
Action 1.11- After school and summer programs- savings of approx $205,000 due to less than anticipated enrollment, and corresponding staffing and supply needs for these programs.
Action 1.12- Student assessment and data software- increased costs of $14,400 due to contract amount increases and identification of new programs to support this work
Action 1.14- Teacher Leadership Committee- Increased costs of $12,000 due to additional meeting dates/ hours as well as expansion of membership
Action 1.15- TOSA- Savings of $75,000 due to difficulty finding the correct person for this position.
Action 1.16- Intervention materials- Savings of $4,500 because additional materials needed were less than anticipated in this area.
Action 1.17- Savings of approx. $33,000 due to fewer days contracted for these services than originally planned for.
Action 1.19- TOSA- Increase of approx $26,000 due to overall increases for salaries and benefits for these staff members, and their initial placement on the salary scale.
Action 1.22- Classroom Furnishings- Savings of $15,000 since no additional needs were identified that qualified under LCFF spending. Basic furnishings were purchased from general funds.
Action 1.23- Library materials- Savings of $5,500 due to fewer materials identified as needed than anticipated in the libraries.

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

We are in the beginning of a three year plan, and much of the reported data is from before any actions could be fully implemented this year.

Action 1 was effective as we maintained highly qualified staffing, with all classes being covered.

For data we have so far, related to these metrics:

Actions within this goal related to English Language Arts SBAC Performance improvement were slightly effective this first year, with a 3.5 point increase for overall and a 37.8 point increase for SED students.
This includes Actions 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.12, 1.14, 1.16, 1.17, 1.20, 1.21, and 1.23

Actions within this goal related to math SBAC performance improvement were slightly effective with increase overall of 2.4 points, but with declines for EL and SED students.

This includes Actions 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.12, 1.14, 1.17, and 1.21.

Actions related to English Learner growth on the ELPI and reclassification were not effective yet. Data from the beginning of this year before implementation of our new plan shows severe drops in both indicators. We are eagerly anticipating the results from Spring 2025 testing and reclassification to determine initial year program effectiveness. This includes actions 1.3, 1.9 and 1.14

Actions related to Student Connectedness are not yet effective and this data was not collected this year due to an issue with the electronic survey used.
This includes actions 1.13, 1.18

Action 10 was effective as we were able to maintained academic rigor and see improvements in ELA and Math results.

Actions 11, 15, and 22 were not implemented and cannot be evaluated for 2024-25

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.

There were no changes made to the planned goals, or actions for the coming year because we are in the initial implementation year of a three year plan. We look forward to continuing to work on consistent practices of these actions and refinements within the actions themselves.

Metrics were updated with newly established baselines for some students groups and targets. The changes include:

Adding Hispanic to the targets and baselines for Metric 1
Adding LTEL to the targets for Metrics 1, 2, 3, 4, 5
Adding LTEL/ Hispanic/ Homeless to the baselines and the target groups with current data in Metric 5
Adding 2024-25 data for new baseline and outcomes in Metric 7 and 15 and establishing targets for all groups

Fiscal amounts have been adjusted where needed to reflect new budget figures for 2025-26

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	Maintain Highly Qualified Teaching Staff	The district provides highly qualified teachers to ensure quality teaching in all classrooms. 100% of teachers will be appropriately assigned as per the county personnel report. 92% of the teaching staff are fully credentialed in 2023-2024.	$2,733,862.00	No
1.2	Response to Intervention	Intensive and Strategic interventions for students below grade level in ELA and/or math including "Kindergarten Boot Camp" as an early intervention. Purchase of materials and applications to support interventions (IXL, Zearn, Lexia). Other state funds: LREBG (Literacy coach), Federal funds: Title I, Title IV and ESSER. Local grant from Save The Children paying part of literacy coach LREBG Funding Information: $127,789 This action was chosen as an allowable expenditures in the category of : Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports such as providing early intervention and literacy programs and tutoring or other one-on-one or small group learning supports. They are designed as evidence based solutions to address- overall literacy rates and English Learner results on ELA and ELPAC in the area of reading as identified in the Educational Partners needs assessment process. This is based on the research behind effective implementation of Response to Intervention and providing smaller group, targeted assistance to meet the diverse learning needs of students and close achievement gaps between subgroups. Success will be measured by literacy results as shown in metrics 1 and 11	$163,885.00	Yes
1.3	Supplemental Math Materials	Supplemental math materials that are aligned with Common Core State Standards grades (TK-8) will be purchased. In addition, the district will	$191,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide training as needed, based on student assessment results and teacher/ administration input.		
1.4	Learning Director	Funding for 2 Learning Directors. Funding of position ensures that actions principally directed towards unduplicated, EL, and exceptional needs students takes place. Federal funds: Title I, Title II, Title III	$354,082.00	Yes
1.5	Transitional Kindergarten Teacher and Paraprofessional	The district will continue to provide an additional Highly Qualified teacher and paraprofessional to provide a transitional kindergarten class that is differentiated (not integrated) specifically for transitional kindergarten students, also allowing for smaller classes in support of students with exceptional needs.	$296,041.00	Yes
1.6	Paraprofessional Support	Fund current paraprofessionals for instructional support and intervention, support of students with exceptional needs and low-income students: library technician, mobile computer aide support, and technology assistant. Federal funds: Title I, ESSER	$386,335.00	Yes
1.7	Core Paraprofessionals	Fund basic staffing of Paraprofessionals for instructional support of at-risk students including EL, Foster youth, and homeless, and exceptional needs students. Federal Funds: Title I	$86,849.00	No
1.8	Professional Development	Provide differentiated professional development for all certificated and classified staff in alignment with professional goals. This could include	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance at conferences or trainings as determined by individual needs and goals. Certificated Staff Professional Learning Community (PLC) Staff Development.		
1.9	Student Technology	Providing students with easy access to technology hardware and software for required learning and assessments to include Chromebooks and internet access in grades TK-8. Federal funds: Title IV	$10,000.00	Yes
1.10	Engaging and Rigorous Academic Program	Provide an engaging and rigorous academic program to increase participation for all students including English Learners, Foster Youth, and Low Income, students with exceptional needs subgroups. Specific steps to include implementation of Guided Level Reading, Writing Units of Study, Reading Units of Study, and supplemental materials for integrated ELD for Reading and writing units of study.	$10,000.00	Yes
1.11	After School and Summer School Programs	Provide additional intervention opportunities for at risk youth such as English Learners, Foster Youth, and Low-Income subgroups through extended learning opportunities including after school and summer school interventions. ASES/ELOP Funded and supplemented with Title IV	$949,060.00	No
1.12	Student Assessment and Data Software	Student Assessment, and Data Software Technology will be implemented as needed to assist with data analysis and disaggregation. This action includes purchase of software and personnel costs to implement action.	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Classroom Libraries	The school will maintain supplemental classroom libraries in all TK-8 classrooms.	$5,000.00	Yes
1.14	Teacher Leadership Committee	The school will maintain a teacher leadership team to assist with analyzing achievement data, determining appropriate next steps, and helping to facilitate collaboration in grade level spans. Teachers providing their service will be paid an additional stipend.	$25,887.00	Yes
1.15	Teacher on Special Assignment (TOSA)	The district will be adding a teacher on special assignment (TOSA) in the 2023-24 school year and maintain that position to provide additional electives in the area of arts and music.	$74,056.00	No
1.16	Intervention Learning Materials	The District will purchase intervention curriculum/materials to provide supplemental services for all students in response to assessment data showing achievement gaps between student groups in Math, ELA, and ELD.	$5,000.00	Yes
1.17	Professional Development Consultants and Coaching	The district will provide staff development to certificated and classified staff in ELA/ELD, science, and mathematics state standards to support the achievement of all students including EL, and exceptional needs students. Consulting contracts with TCOE will be paid to provide these services. Federal Funds: Title I, Title II	$70,130.00	Yes
1.18	Project Based Study Trips	Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards.	$30,000.00	Yes
1.19	Teacher on Special Assignment	The school will add another TOSA to support with coordinating, implementing and training Instructional Assistants to run interventions around literacy.	$198,892.00	No

Action #	Title	Description	Total Funds	Contributing
		LREBG Funds: $85,282 This action directly addresses the reading achievement gaps identified by educational partners by providing a Teacher on Special Assignment (TOSA) to train and support instructional assistants in implementing small-group and one-to-one interventions designed to close literacy gaps.Research indicates that small group and one-to-one interventions for students demonstrating achievement gaps in literacy are highly effective. Ludwig, Guo, Georgiou et al. (2019) found that literacy interventions had a significant impact on reading accuracy, fluency, and comprehension. Success will be measured by Metrics 1.1, 1.3, and 1.11.		
1.20	Credentialed Librarian	The district will provide a certificated Librarian to assist teachers in providing materials that are standards aligned and support academic achievement.	$159,679.00	Yes
1.21	PE Program and Equipment	In order to free up multiple subject teachers to meet as PLC's and plan interventions, the District has added a full time Physical Education Teacher and PE Assistant to improve both the quality of the academic program and the quality of the PE program provided.	$149,824.00	Yes
1.22	Classroom Furnishings	Purchase classroom furniture to create a classroom environment that promotes collaboration, creativity, and problem solving.	$15,500.00	Yes
1.23	Library Materials	Purchase additional materials for new library/media center.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve English language acquisition of all English Language Learners, including Long Term English Learners (LTEL) who have been in the program 6 years or more without being reclassified to "Fluent."	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Educational Partners note the need to continue support of English Learners students through targeted actions and to note the importance of this through a separate LCAP goal.

53.3% of our English Learner students didn't not increase 1 ELPI level last year.
EL students performed 27.6 scaled score points below the school average on the CAASPP ELA test last year
EL students performed 19 scaled score points below the school average on the CAASPP Math test last year

To address the continuing gap in EL vs. ALL student groups for math and ELA as well as the continuing needs shown by reclassification results to support language acquisition, the actions in this goal were planned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Improving Proficiency % of English Learners who increased one ELPI level or more that year. English Language Proficiency Indicator (ELPI)	All English Learners: 46.7% Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That	18.2% made progress (decline of 28.5%) 38.9% of LTEL made progress (new baseline) 2024 Dashboard		All English Learners 50% Long Term English Learners (LTEL) 45%- new target	Overall EL Group: decline of 28.5% 38.9% of LTEL made progress (new baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ca School Dashboard Indicator	data will be utilized as new baseline. 2023 Dashboard 38.9% of LTEL made progress (new baseline) 2024 Dashboard				
2.2	Reclassification Rate % of English Learner Students who were reclassified to "Fluent" that year. CALPADS Report	All English Learners 23.3% Long Term English Learners- Baseline to be established in 2024-2025 school year 2022-2023 School Year Long Term English Learners- 28% (new baselined) based on 2024-25 data	6% Reclassification Rate 28% LTEL (new baselined) 2023-24 School Year		All English Learners 30% LTEL- 35%- new target	decline of 17.3%
2.3	CAASPP ELA Results Average Score for English Learner Students CA School Dashboard	All Students: 34.6 points below EL Students: 62.2 Points below Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That	All Students- 31.1 points below (increase 3.5 points) EL students- 60.6 points below (increase 1.6 points) LTEL students- 80.3 points below		All Students: 20 points below - new baseline EL Students: 40 points below- new baseline LTEL: 60 points below- new baseline	All Students- increase 3.5 points EL students- increase 1.6 points LTEL students- new baseline 2024 Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		data will be utilized as new baseline. 2023 Dashboard LTEL- 80.3 points below New baseline from 2024 Dashboard	(new baseline) 2024 Dashboard			
2.4	CAASPP Math Results Average Score for English Learner Students CA School Dashboard	All Students: 27.2 Points below EL Students: 46.2 Points below Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That data will be utilized as new baseline. 2023 Dashboard LTEL- 42.4 points below- new baseline from 2024 Dashboard data	All Students- 24.8 points below (increase 2.4 points) EL students- 53.5 points below (decline 7.3 points) LTEL students- 42.4 points below (new baseline) 2024 Dashboard		All Students: 15 points below EL Students: 30 points below LTEL Students- 22 points below	All Students- increase 2.4 points EL students- decline 7.3 points LTEL students- new baseline 2024 Dashboard

Goal Analysis [2024-25]

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

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

All actions in this goal were fully implemented with out any distinct implementation successes or challenges.

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

Action 2.1- ELD Professional Development- Savings of approximately $24,400 since much of our ELD training was folded into our other professional development with costs appearing in Goal 1.8
Action 2.2- Classroom Supports- Savings of approximately $26,000 due to less need identified in this area than anticipated. teaching staff were able to provide some of the intended supports during their duty times.
Action 2.3- Reclassification Celebration- overspent by approximately $8,500 due to expanding the attendance, # of guests and location of the event.

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

We are in the first year of a three year plan, so there has not been much effect from these actions yet, and much of our data reported is actually from the 2023-24 school year program effects.

(Actions 2.1, 2.2, 2.3, and 2.4)
The data from the first year shows significant drops in EL performance, overall, except for a very slight increase in ELA SBAC results. This would be from Spring 2024 ELPAC and SBAC testing, so not indicative of this year's actions. While these actions were carried over from the previous LCAP, there are adjustments within the actions being made with the Differentiated Assistance work to address this overall lull in improvement for these areas and to provide more targeted PD and student supports (Actions 1, 2)

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.

We made no changes to planned goals or actions for the coming year as we are working on systematically implementing a three year plan.
Metrics 1, 2, 3, 4 were updated with new baselines for newly reported subgroups as well as targets for those groups.
Metrics 3 and 4 had targets corrected because they didn't align with the way data was reported (percentages instead of points)

Some adjustments were made to funding amounts to reflect the 2025-25 anticipated budget amounts.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ELD Professional Development	Provide staff development for teachers, paraprofessionals, and administrative staff on best practices for English Language Development including Designated ELD (Separate instruction in language development) and Integrated ELD (support for English Learners and Long-term English Learners across all subjects/classes). Federal funds: Title II	$19,233.00	Yes
2.2	Classroom Supports	Provide paraprofessional support for English Learner and Long-term English Learners students. Title III Funding and LCFF	$68,709.00	Yes
2.3	Reclassification Celebration	A reclassification celebration will be held for English Learners and Long-term English Learners who have met all reclassification criteria in that school year. Title III Funding and LCFF	$6,649.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create a positive school and community culture by providing parents, students, and staff with a safe, well maintained school environment that is accessible by all educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Monson-Sultana is proud of its low suspension and expulsion rates, high average attendance rates, and overall positive school culture. We would like to continue to maintain these, while working on our Chronic Absenteeism rate this coming school year.

A positive school culture contributes to the overall success of students both academically and socially. Clean and well-kept facilities, positive attendance habits, and a broad course of study all contribute to positive student outcomes. Educational partner input and survey data has shown a great need to support the social emotional needs of students including providing a welcoming environment that supports feelings of connectedness and safety for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation in Surveys	28 Parents completed the online LCAP survey. 2023-2024	25 parents completed the online survey 2024-25		50 Parents will complete the online LCAP survey.	Declined by 3 parents
3.2	Suspension Rate	2.5% of All students	4.2% - All Students (increased 1.7%)		1.5% of All students	All Students - increased 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students suspended one or more days during that school year. CA School Dashboard	2.2 % of English Learners (EL) 2.5% of Socioeconomically Disadvantaged (SED) 0% of Students with Disabilities (SWD) * Foster Youth data not provided due to small subgroup size 2023 CA Dashboard 15% LTEL- New baseline 3.8% Homeless- New baseline 2024 CA Dashboard	4.3% Hispanic (increased 1.7%) 5.4% EL- (increased 3.2%) 4.8% SED- (increased 2.3%) 0%- SWD (maintained) 15% LTEL- (new baseline) 3.8% Homeless- (new baseline) FY data not reported due to small group size 2024 Dashboard		1.2 % of English Learners (EL) 1.5% of Socioeconomically Disadvantaged (SED) 0% of Students with Disabilities (SWD) 8% LTEL (New target) 2% Homeless (New target) * Foster Youth data not provided due to small subgroup size	Hispanic - increased 1.7% EL- increased 3.2% SED- increased 2.3% SWD - maintained 15% LTEL - new baseline 3.8% Homeless - new baseline FY data not reported due to small group size 2024 Dashboard
3.3	Expulsion Rate % of students expelled during that school year CALPADS	0% of students	0% maintained 2023-2024		Maintain 0%	Goal Met: Maintained 0%
3.4	Chronic Absenteeism Rate % of students absent 10% of more of the days during that school year. CA School Dashboard	16.8% of All Students 16.5% of English Learners (EL) 18.8% of Socioeconomically Disadvantaged (SED) 25.5% of Students with Disabilities (SWD)	6.9% - All Students (improved 9.9%) 6.9% Hispanic (improved 9.9%) 5.5% EL- (improved 11%) 7.4% SED- (improved 11.5%)		10.5% of All Students 9% of English Learners (EL) 10.5% of Socioeconomically Disadvantaged (SED)	All Students - improved 9.9% Hispanic - improved 9.9% EL- improved 11% SED- improved 11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard 0% LTEL- (new baseline) 15.4% Homeless- (new baseline) 2024 Dashboard	18.2%- SWD (improved 7.3%) 0% LTEL- (new baseline) 15.4% Homeless- (new baseline) FY data not reported due to small group size 2024 Dashboard		15.0% of Students with Disabilities (SWD) 0% LTEL- (new target) 15.48 Homeless (new target)	SWD -improved 7.3% 0% LTEL- -new baseline 15.4% Homeless- -new baseline FY data not reported due to small group size 2024 Dashboard
3.5	Facilities Inspection Results Facilities Inspection Tool (FIT) Report Annually	"Exemplary" rating 2023-2024 FIT report	"Exemplary" rating maintained 2024-2025		Maintain "Exemplary" Rating	Goal Met-Exemplary rating maintained
3.6	Choir participation % of TK-5 students that receive weekly choir instruction. % of students in grades 6-8 that have choir available to them.	100% of TK-5th grade Students 100% of 6-8th grade students 2023-2024 School Year	100% of TK-5th 100% of 6th grade 2024-25		Maintain 100% of TK-5th grade students and 100% of 6-8th grade students	Goal Met-Maintained 100% for both grade level groups
3.7	Parent Education Events Number of events provided on relevant topics and needs, primarily focused on	11 events held 2023-2024 School Year	11 events held 2024-2025		20 events will be held	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SED, EL and SWD students.					
3.8	Middle School Drop Out Rate % of students leaving before grade 9, and not enrolling elsewhere to finish their education. CALPADS Report	0% 2023-2024 School Year	0% maintained 2024-2025		Maintain 0%	Goal Met: Maintained 0%
3.9	Average Daily Attendance Rate CALPADS Report P2	97% per P2 report Spring 2023	96.27% Spring 2025		98% Per P2 Report	decreased .73%
3.10	CTE Class enrollment	0 - 6th- 8th grade students Enrollment for fall/spring 2023-2024	0 students		5 - 6th- 8th grade students will be enrolled in the CTE class offering	Maintained 0- Goal not met
3.11	Middle school elective offerings Number of choices for students in grades 6, 7, and 8. Master Schedule	1 elective options were provided 2023-2024 School Year	2 offerings 2024-25		5 elective offerings will be provided	Increased 1
3.12	Access to a Broad Course of Study CA School Dashboard	"Met" per Local Indicator 2023 Dashboard	"Met" per Local Indicator 2024 Dashboard		Maintain "Met" Status on CA State Dashboard	Goal Met: Maintained Met Status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	School Connectedness % of students, parents, and teachers who report feeling connected to school Annual Survey Results	83% Students 71.5% of teachers 96% of parents Baseline was established with 2024-2025 survey	83% Students 71.5% of teachers 96% of parents Baseline was established with 2024-2025 survey		100% Students 100% of teachers 100% of parents	Baseline was established with 2024-2025 survey
3.14	Feeling of Safety % of students, parents, and teachers who report feeling safe at school.	70% Students 83% of teachers 94% of parents 2023-2024 Survey	__*Students (data not collected) 71.5% of teachers 80% of parents 2024-25		100% Students 100% of teachers 100% of parents	Teachers decreased 12.5% Parents decreased 14%

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.

Actions were fully implemented although there were a few deviations from the original plans.

Action 2 was incorporated with other services to meet the goal and save costs.
Action 3 was reduced in scope due to needs and to reduce costs
Action 5 was expanded to increase engagement and support attendance goals
Action 6 was focused more on electronic communication forms due to ongoing parent feedback

Challenges occurred in the areas of accounting for transportation costs (Action 2), because those got folded in to Action 4 at times. We are working on cleaning up that accounting piece.

Successes include the student activities center project being implemented with less than anticipated costs. (Action 3)

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.

Action 3.1- Maintain safe and secure environment- Savings of approx. $18,000 due to less equipment and improvements identified for safety than anticipated and lower contracted costs than anticipated for identified projects.
Action 3.2- Transportation- Savings of $5,000 because this costs was included in other services.
Action 3.3- Student Activities Center- Savings of approx $275,000 due to project contracts coming in less than anticipated, and savings found by reducing scope of the project.
Action 3.5- Positive Behavior Incentives- Increased costs of $100,000 due to picking up transportation costs in this action (from Action 3.2), increasing incentive trips and assemblies to address identified connection/ engagement and promote positive attendance improvements.
Action 3.6- Parent/ Guardian Communication- Savings of approx. $18,000 due to less mailings and more use of electronic means for communication than planned.
Action 3.7- Assemblies- Savings of $5,000 due to more use of ASB and agency fund offerings, and fewer costs associated with the assemblies that were paid out of LCFF
Action 3.8- Improve Facilities- Savings of $10,000 due to fewer needs identified this year than in prior years and the initial budgeting was historically based.

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

In the initial implementation phase of a long-term plan, effectiveness of individual actions is difficult to determine. Much of our data is a result of our actions in the 2023-24 school year. We look forward to results from this year's program and the results of continuing to systematically implement our plan.

In the meantime,

Actions related to the Facilities Inspection Report (FIT)- (Actions 1 and 8)
These were effective in helping us maintain our facilities and provide a positive learning and teaching environment for our students, staff, and parents.

Actions related to After School Enrollment - (Action 2)- was effective as enrollment was maintained. But it was decided to change the metric for measuring effectiveness to its affect on chronic absenteeism moving forward. Chronic absenteeism (Metric 4) did decline this first year of the plan.

Actions related to Student feeling of connectedness, parent connectedness -(Actions 1, 3 4,6 and 7) Effective- Baseline was established for connectedness rates, but educational partners report success in this area vs. prior years.

Actions related to Suspensions (Action 5-) Partially Effective: Suspensions increased per 2024 Dashboard, but internal data shows referrals decreased. We will continue with this Action as is and monitor progress.

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.

There were no changes to the goal or actions because this is only the initial implementation year of a three year plan.

Actions 2 and 5 had a change made to metrics to monitor effectiveness cited in the Increased or Improved Services section as we don't report after school enrollment in our LCAP and overall our focus has been increasing attendance within the programs by providing the after school program and behavior referrals were removed as they are not reported in out LCAP metrics.

Metrics 2 and 4 had baseline data established for LTEL and Homeless subgroups, as well as target outcomes set for those grops.

Adjustments were made to some of the funds for each action to align with 2025-26 anticipated budget figures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain Safe and Secure Environment	Provide a secure environment with clean and accessible facilities that support student engagement and maintain a safe and positive climate of learning. Federal funds: Title V REAP	$141,168.00	Yes
3.2	Transportation	Increase attendance and safe routes to school by ensuring transportation for rural area route and adding additional routes for after school programs as needed.	$5,000.00	Yes
3.3	Student Activities Center	Maintain a gym to serve students and community to house events, assemblies, performances, graduations, and athletic competitions which provides greater engagement and connectedness to the school.	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Expand After School Programs	Expand program offerings after school including extra and co-curricular activities.	$253,780.00	Yes
3.5	Positive Behavior Incentives	Provide assemblies, monthly/ trimester incentives, and other activities that reward students for behavior and attendance. This includes positive behavior promotions, posters, charts, and other schoolwide visible items for these themes.	$132,500.00	Yes
3.6	Parent/Guardian Communication	Utilize a variety of communication methods/strategies for parent outreach, including Parent Square, signage, web page, and other technology solutions. Federal funds: Title I and Title V REAP	$26,922.00	Yes
3.7	Assemblies	Promote a positive learning environment across campus with events and assemblies for students that provide education on appropriate behaviors, anti-bullying activities, and online safety.	$7,000.00	Yes
3.8	Improve Facilities	Ensure "exemplary' rating is maintained on facilities inspection so that students, parents, and staff have a pleasant work environment that is conducive to student learning and a feeling of safety for all. This may include purchase or early replacement of worn outdoor equipment and outdoor/indoor facilities improvements.	$60,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,797,011.00	$227,005.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.090%	0.000%	$0.00	38.090%

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
1.2	**Action:** Response to Intervention **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below	Provides additional instructional time and resources to address learning gaps for at risk students. Pays for technology based- adaptive learning programs and diagnostic programs that help staff understand areas of struggle and design further interventions. Provides for an early intervention program for entering kindergarten students to support literacy, parent engagement, and school readiness.	1.11- DIBELS/ DRA Reading Results 1.1- SBAC ELA Results (EL, SED, SWD, FY)

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
	Foster Youth: * * no data reported on dashboard due to small size of subgroup Our English Learner and Students with Disabilities groups fell significantly lower on ELA state testing results than the overall school population. The majority of these students are also dually identified as low-income. There is a need for early interventions to prepare them for school and also programs that adjust to learner needs to meet their wide array of performance levels. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	
1.3	**Action:** Supplemental Math Materials **Need:** CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup	Provides additional learning materials to address targeted instructional areas for math achievement, that are needed by the EL, SED, and SWD students. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.5- CAASPP Math Results (EL, SED, SWD, FY)

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
	EL, SED, and SWD student math results on standardized testing are significantly lower than the overall student average. Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for instruction and practice to address the areas needed by these subgroups. **Scope:** LEA-wide		
1.4	**Action:** Learning Director **Need:** CAASPP 23-24 ELA RESULTS All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: *	Increases professional development and data services for teachers of unduplicated pupils to support them in better meeting their unique needs. This requires a dedicated staff member to run and analyze data with staff, support staff development, coach new teachers, and assist students/parents in partnering with the school for student performance. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1 and 1.5- CAASPP Scores 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
	* no data reported on dashboard due to small size of subgroup CAST Science results 2023-24 % at or above proficient All Student Group: 23.81% EL: 3.13% SED: 24.46% SWD: * Foster Youth: * SED, EL and FY students show significant gaps in ELA, Math, and Science on the CAASPP results (See metrics in Goal One) During analysis of the student results, a wide variety of individualized needs were identified. Additionally, students, staff, and parents (annual survey) report the need for greater supports for teachers addressing unduplicated student needs while still meeting state standards. **Scope:** LEA-wide		
1.5	**Action:** Transitional Kindergarten Teacher and Paraprofessional **Need:** CAASPP 23-24 ELA RESULTS All Students: 34.6 points below EL: 62.2 Points below	Early childhood education has been shown to have a significant effect on academic achievement, particularly for students from disadvantaged backgrounds. Evidence shows long term effects on academic achievement as well as social and emotional skill development. 1 teacher will be added to baseline staffing FTE allowing full day instruction for both grade levels without a combination class. Additional instructional time will allow additional intervention	1.1, 1.5- CAASPP Math and ELA Scores- EL Subgroup

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
	SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup CAST Science results 2023-24 % at or above proficient All Student Group: 23.81% EL: 3.13% SED: 24.46% SWD: * Foster Youth: * The results of our CAASPP 2023-24 performance data analysis shows that our unduplicated students including English Learners, SED have significant performance gaps in ELA and math that require long-term intervention strategies starting at the earliest grade levels, in order to improve. **Scope:** LEA-wide	to meet the needs of English Learners, SED, and SWD early learners, particularly in the area of early literacy and school-based social emotional/ behavioral skills. The district will ensure equitable access to all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	
1.6	**Action:** Paraprofessional Support	Provides staffing support for interventions, technology, and library services to reduce the	1.1 CAASPP ELA (SED, SWD, FY, EL)

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: CAASPP 23-24 ELA RESULTS All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup Staff and parent feedback on the annual survey shows increased needs for small group supports during Tier One and Tier Two instruction in order to meet the diverse needs of unduplicated students within their classrooms. Additionally, reading material access to increase student recreational reading interests was noted as a need because unduplicated students and parents report a lack of high interest reading materials in the home and lack of access to other library resources locally.	access gap for SED, EL and FY students. Their services will increase library access to recreational reading sources, improve technology use for high interest supplemental learning programs/materials, and provide small group interventions- all of which meet unduplicated student identified needs on our campus. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis. It is implemented LEA wide because other students groups, such as SWD demonstrate the same need.	1.5 CAASPP Math (SED, SWD, FY, EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Professional Development **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup CAASPP math, English Language Arts, and ELPAC scores have not returned to pre-COVID rates, and unduplicated subgroups continue to perform below standard on average. (See Goal One Metrics) Teachers and administrators report a need for targeted trainings to help them support at-risk student diverse intervention needs, particularly	Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices, such as PLCs, designed to meet the needs of unduplicated students, and reinforcing those learnings with coaching and classroom walkthroughs, we will be providing staff with quality professional development and supports to meet student needs. By offering Professional Development programs district-wide, the district ensures that all students, regardless of their background, have access to enriching educational experiences, thereby promoting equity and excellence.	1.1- CAASPP ELA (SED, SWD, FY, EL) 1. 5- CAASPP Math (SED, SWD, FY, EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learners and SED as well as Students with Disabilities. **Scope:** LEA-wide		
1.9	**Action:** Student Technology **Need:** CAASPP 23-24 ELA RESULTS All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup SED, EL, and FY students and their parents report (annual survey results) the greatest difficulties maintaining reliable technology access including current table/computers and reliable internet access.	Provides necessary technology tools for all students, to maintain equitable use of electronic academic resource. Educational partners identified gaps in student access to technology and the growing need for such access to maintain equitable ability to use modern learning tools and develop skills for success in our modern work world. Students who are unable to access ELA and math intervention tools from home, provided to reduce learning gaps, do not have the same opportunities for additional practice needed to improve skills. The district will ensure equitable access to technology for all students, enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	1.1- CAASPP ELA (SED, SWD, FY, EL) 1.5- CAASPP Math (SED, SWD, FY, EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	**Action:** Engaging and Rigorous Academic Program **Need:** 33.7% of our EL students are performing at level three on the ELPAC exam. Further analysis shows that students performed most poorly in the areas of Reading and Writing on this exam. Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for instruction and practice in these areas. **Scope:** LEA-wide	Provides additional materials to address identified English Learner supplemental materials for reading and writing, aligned with the ELD roadmap, that use evidence based instructional strategies and design. While this action is primarily directed at the needs of the English Learner students, most are dually identified as Socioeconomically Disadvantaged, and both groups will benefit from these materials. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	1.3- English Learner Proficiency Indicator 1.4- EL Reclassification Rate
1.12	**Action:** Student Assessment and Data Software **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below	The disaggregated data from these systems will drive interventions as well as keep students and parents informed of student progress towards grade level standards and personal goals. Provides tools for data collection, reporting, and analysis for teachers, aides, and administration to use for unduplicated student interventions and	1.11 DRA/ DIBELS results 1.1 CAASPP ELA (SED, EL, FY, SWD) 1.5 CAASPP Math (SED, EL, FY, SWD)

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
	EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup Our unduplicated students continue to perform below grade level, on average, in math and ELA. In order to implement the evidence-based package of strategies labeled as Professional Learning Communities, our teachers have identified a need for timely, targeted, and disaggregated data from their ongoing common formative assessments. **Scope:** LEA-wide	program evaluations. It also provides staff support for teachers in using this system and maintaining the data. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	
1.13	**Action:** Classroom Libraries **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below	Provides increased access to reading materials at home and representative reading materials for our unduplicated students. This is based on an evidence based strategy: American Library Association reports to student access to a wide variety of reading materials as	Student Survey- feeling of connectedness to school

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
	EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * SED and EL students and families report a lack of access to reading materials at home and an overall lack of representation in reading materials. This can prevent students from seeing themselves in the learning and connecting it to their own experiences and context, which is vital for mastery. **Scope:** LEA-wide	key to language development as well as social-emotional well-being. By offering classroom libraries district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	
1.14	**Action:** Teacher Leadership Committee **Need:** Based on staff analysis of unduplicated student and family needs additional, ongoing teacher input is needed to be able to adapt in a timely fashion to meet the diverse intervention needs of our unduplicated population. Additional time is needed to analyze data for learning gaps, select instructional tools to meet those specific needs, and plan classroom and schoolwide interventions targeted to meet those needs. Throughout our surveys of students, teachers, and parents it was clear that the needs of our English Learners, socioeconomically disadvantaged students, foster youth, and	Provides extra duty pay for teachers, serving on the leadership team, to meet after teaching hours and plan with the site administration team members to meet unduplicated student Tier One and Tier Two needs. A guiding Coalition is a key foundation to the professional learning community and MTSS evidence-based processes. Teacher input provides the best window into how instructional programs are going in the classroom and the overall results for students as the year progresses. It allows proper placement of students in interventions, and an understanding of the effectiveness of each intervention as it is progressing. Teacher input also is the key to buy in and effective implementation of education programs.	1.1 CAASPP Math Results (EL, SED, SWD, FY) 1.4 CAASPP ELA Results (EL, SED, SWD, FY) 1.3 ELPI Results

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 with disabilities were diverse, complex, and evolving. CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * **Scope:** LEA-wide	In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.16	**Action:** Intervention Learning Materials **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: *	Provides additional materials to address identified unduplicated student learning needs. These will be targeted at Math, ELA, and ELD areas shown on the most recent student diagnostics and classroom formative assessments to be learning gaps for our unduplicated students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	1.1, 1.5 -CAASPP Math and ELA scores- Disaggregated for EL, SED and SWD vs. All student group

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
	CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup Significant performance gaps exist between EL, SED, SWD students and the overall school average in math and ELA- according to the most recent state testing results. This has resulted in the need for further intervention. Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for additional intervention, instruction and practice in these areas. **Scope:** LEA-wide		
1.17	**Action:** Professional Development Consultants and Coaching **Need:** CAASPP 2023-24 ELA Results	Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices designed to meet the needs of unduplicated students, and reinforcing those learnings with	1.5- CAASPP Math Results: EL, SWD 1.1- CAASPP ELA Results: EL, SWD

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 Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * * no data reported on dashboard due to small size of subgroup In reviewing the results further, the greatest percentage of at-risk students in the EL and SWD subgroups were dually identified as Socioeconomically Disadvantaged (SED). Teachers and administrators report a need for targeted trainings to help them support the diversity of at-risk student needs and particularly focused on the needs of unduplicated students, particularly SWD dually identified as EL or SED. **Scope:** LEA-wide	coaching and classroom walkthroughs, we will be providing staff with quality professional development and supports to meet diverse unduplicated student needs. By offering professional development district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	
1.18	**Action:** Project Based Study Trips	Ensures equity for SED, EL, and FY students to participate, regardless of parent ability to pay for additional experiences beyond the classroom.	1.15- Annual Survey- Student Connectedness to school

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: Student, parent, and staff feedback on annual survey indicates the need to continue engaging students in opportunities to expand their knowledge and reach beyond local boundaries with opportunities to expand their current, socioeconomically limited, world view. Additionally, evidence-based practice for English Learners is to contextualize learning as much as possible with visual and practical examples to assist them in internalizing the intended learning. **Scope:** LEA-wide	Provides context for content area grade level learnings, expanded experiences for socio-economic and foster youth in order to assist them in competing with other students who do not have those same barriers. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.20	**Action:** Credentialed Librarian **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * In analyzing our unduplicated students' recreational reading habits to increase ELA results, we determined that additional access to a range of high interest reading materials and non-fiction materials is needed to promote	Provides additional reading materials, interest-based recreational reading materials, and representational reading material access for our unduplicated students who otherwise to not have local access to such materials that improve reading scores. School libraries are an evidence-based strategy. Research shows that school library spending has a strong correlation to student reading scores. Effects of library were across all students' groups, but particularly in the disadvantaged student group. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains	1.11- DRA/ DIBELS results 1.1 -CAASPP ELA results (SED, EL, FY, SWD)

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
	learning. Teacher, student, and parents report a shortage of reading materials in the home for SED, SWD, FY and English Learner students. Further, data shows that more than 1/3 of our unduplicated families do not have reliable access to online research and data and the library supports non-fiction research and data tools that students need for content area learning. Our rural location and financial constraints limit access to reading materials for unduplicated students in the district **Scope:** LEA-wide	on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and access across the entire student population.	
1.21	**Action:** PE Program and Equipment **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: *	There is a continuing performance gap between EL/ SED student results on CAASPP in ELA and Math and our "All student" groups. In order to implement the PLC process, our teachers needed protected and designated time to meet together to analyze data related to unduplicated students' distinct needs, pre-plan tier one intervention strategies, groups students for Tier two interventions, and design common formative assessments. Administrative and teaching educational partner groups recognized this as an ongoing need to continue the development and growth of PLC's. While multiple subject teachers can teach PE, the hiring of a PE teacher would permit other staff to meet together, plan together, and operate as professional learning communities, while PE	1.5, 1.1 CAASPP Math and ELA 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
	* no data reported on dashboard due to small size of subgroup Our unduplicated students continue to perform below standard on math and ELA, despite improvements in their academic results on the CAASPP. Teachers need time to discuss targeted interventions and plan Tier One supports into their daily routines, to target unduplicated student needs. **Scope:** LEA-wide	teachers instruct and supervise those learning activities. Provides all grade level classroom teachers time to meet as a PLC team and plan Tier One and Tier Two interventions. Collaboratively developing Tier One instruction and Tier Two intervention, the LEA staff will be able to address achievement gaps for unduplicated pupils in ELA and Math. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.22	**Action:** Classroom Furnishings **Need:** 83% of students feel connected/engaged at school. GOAL = 100% In forums and surveys unduplicated parents, staff, and unduplicated students indicated the need to support diverse thinkers through non-traditional and flexible classroom environments. SED and EL parents, students and our staff note that these help unduplicated students by supporting academic conversations and respecting their non-traditional thinking, individuality and differences at the same time.	Provides non-traditional classroom furniture, in addition to the essentials for instruction that allow flexible seating and instructional groupings to meet unduplicated students diverse needs. Educational partners report that different learning modalities need to be supported within classrooms. The room set-up changes are needed to make those an integrated part of the operations. The district will ensure equitable access to classroom furniture for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and	1.15- % of students feeling connected/ engaged

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
	CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * CAASPP Math Test Results 2023-24 All Students: 27.2 Points below EL: 46.2 Points below SED: 32.4 Points below SWD: 111.7 Points below Foster Youth: * **Scope:** LEA-wide	supports their engagement and access s in a well-rounded educational experience on an LEA-wide basis.’	
1.23	**Action:** Library Materials **Need:** CAASPP 2023-24 ELA Results All Students: 34.6 points below EL: 62.2 Points below SED: 39.4 Points below SWD: 91.6 Points below Foster Youth: * In analyzing our unduplicated students' recreational reading habits to increase ELA results, we determined that additional access	Meets the increased need for high interest reading materials available to our unduplicated student population. This action maintains library collections, supports unduplicated students in book selection, and provides teachers with supplemental non-fiction materials for units of study. School libraries are an evidence-based strategy. Research shows that school library spending has a strong correlation to student reading scores. Effects of library were across all student groups, but particularly in the disadvantaged student group.	1.11- DRA/ DIBELS results 1.1- CAASPP ELA results (SED, EL, FY, SWD)

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
	to a range of high interest reading materials and non-fiction materials is needed to promote learning. Teacher, student, and parents report a shortage of reading materials in the home for SED, SWD, FY and English Learner students. Further, data shows that more than 1/3 of our unduplicated families do not have reliable access to online research and data and the library supports non-fiction research and data tools that students need for content area learning. Our rural location and financial constraints limit access to reading materials for unduplicated students in the district **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	
3.1	**Action:** Maintain Safe and Secure Environment **Need:** FIT Report- Maintaining at 100% due to our attention to upkeep of our facilities to maintain a safe and positive work and educational setting. Living in a small rural community, many of the district's low-income and English Learner students do not have access to extra-curricular or enrichment activities outside of what the school provides during the instructional and after school time. Many face fiscal or transportation constraints that limit their access to such activities.	Provides cleaning and maintenance services that allow us to continue offering unduplicated student services and family engagement events related to unduplicated student needs. Increases staff time for maintenance and cleaning services connected to the increased use of facilities for LCAP actions and related unduplicated student support programs. This action will continue to provide an environment conducive to learning, safe and well functioning facilities, and access for parents looking to engage in their children's education. The district will ensure equitable access to safe and secure environments for all students, fostering and enriching their educational experience. This approach is particularly beneficial for unduplicated	FIT Inspection report Percent of Parents, staff, and students who report feeling safe and connected to school. Annual Survey

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
	Increasing our services for unduplicated students to better meet their needs, and provide programs for extended learning opportunities, parent engagement activities, community services, etc. that serve our unduplicated students takes a large toll on facilities and places stress on the current maintenance team unless additional time and staffing is provided. Educational partners note that the increased programs take a toll on our physical environment and increase safety concerns on campus. In order to continue offering extended services to our unduplicated students, we need to have additional maintenance and cleaning hours for staff. Research indicates the need to maintain students' and staff feeling of safety (A Maslow hierarchy need) before staff can excel in their craft and students affective filter allows long-term learning of materials and academic success. We need to maintain the systems in place that makes that possible. In order to continue these expanded services for unduplicated students, and maintain the facilities with the added wear and tear, additional staffing time is needed. **Scope:**	pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	

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		
3.2	**Action:** Transportation **Need:** SED, EL, and FY parents (annual survey) report continued need for safe and enriching after school programs, but they also report issues with transportation to and from the school site. The coordinator of the program agrees that most unduplicated pupils in the program require school to home transportation services in order to participate. In order to support unduplicated student enrollment in these programs, the district must provide additional transportation services. **Scope:** LEA-wide	Increase the ability of unduplicated students to attend afterschool programs- targeted to their need for engagement, safety, and enriching educational experiences- by providing additional transportation services for after school program and events. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	Metric # 3.4
3.3	**Action:** Student Activities Center **Need:** 83% Students 71.5% of teachers 96% of parents Reported feeling connected to school in 2024-25 Baseline was established with 2024-2025 surveySite administration, staff, parents, and students report a lack of local community	Maintain a gym to serve students and community to house events, assemblies, performances, graduations, and athletic competitions whichprovides greater engagement and connectedness to the school. By offering the student activities center district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	Metric # 3.13

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
	events for unduplicated students due to our location in a small, rural community. (annual survey analysis). Interviews with parents and staff note that the lack of area facilities that pull the community together for services, programs, supports, recreational opportunities and meetings/informational gatherings has an affect on the community connectedness and the feeling of connectedness to the school site. SED and EL parents, specifically, note that attending events in larger cities around us is not possible due to work schedules and the economic costs associated with additional transportation. We need to address a lack of local programs and community space for students, and a lack of transportation to offerings outside of the immediate area for Socio-Economically Disadvantaged students, Foster, and Migrant students by maintaining a safe and local facility for such activities that can be used by school and community groups. **Scope:** LEA-wide		
3.4	**Action:** Expand After School Programs **Need:** Site administration, staff, parents, and students report a lack of local community	Provides context for content area grade level learnings, expanded experiences for English learners, socio-economically disadvantaged and foster youth in order to assist them in competing with other students who do not have those same barriers.	Student survey results: Feelings of engagement/connected to school

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
	events for unduplicated students due to our location in a small, rural community. (annual survey analysis) Additionally, SED and EL parents note that attending events in larger cities around us is not possible due to work schedules and the economic costs associated with additional transportation. We need to address our unduplicated students lack of educational enrichment opportunities in the areas of science, art, and broader community awareness. **Scope:** LEA-wide	Provides funding for co-curricular and extra-curricular experiences that enrich student learning, build additional context for new learnings, and provides a broader awareness of the larger community we live in as well as opportunities for our students' futures. By offering after school programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	Locally calculated by enrollment and teacher survey
3.5	**Action:** Positive Behavior Incentives **Need:** 2.5% of All students 2.2 % of English Learners (EL) 2.5% of Socioeconomically Disadvantaged (SED) 0% of Students with Disabilities (SWD) * Foster Youth data not provided due to small subgroup size Student Suspension rate 2023-2024 Disaggregating additional behavioral data we see an increase of suspensions for SED students vs. non SED students and behavioral	Supports Positive Behavior Intervention and Support program which is an evidence based program designed to increase positive culture on campus, recognize good conduct, and reduce bullying, fighting, and other unsafe behaviors. Decreases effect of bullying and defiant behavior on campus for unduplicated students and provides parents with concrete programs to alleviate safety concerns. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of	Metric # 3.2

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
	referrals prior to suspension for lesser offenses such as defiance and bullying. SED and EL students are both victims and offenders in the data. Addressing increased behavior concerns, bullying reports, and overall campus safety concerns as seen in the discipline data and reported by parents of unduplicated students in annual survey results. **Scope:** LEA-wide	students, promoting equity and success across the entire student population.	
3.6	**Action:** Parent/Guardian Communication **Need:** Parent engagement data baseline to be established 2024-25 with specific survey question to measure % similar to student group data. SED and EL parents (Annual Survey) report issues knowing when events are scheduled, changes to schedules, and opportunities to engage in decision making processes. Additionally, when speaking during interviews, unduplicated parents note a lack of reliable internet/ computer access, widespread use of cell phone data for contacts, and irregular mail services/ mail pick up increase difficulties.	The school must use multiple methods to reach unduplicated families, because they are using multiple methods for their own information intake and communication tools. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	% of parents reporting feeling connected to school

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
	Parent engagement relies on communication with school. This is a challenge at Monson-Sultana with our unduplicated families. **Scope:** LEA-wide		
3.7	**Action:** Assemblies **Need:** 83% of pupils report being engaged/connected to school (2024-25) Baseline was established with 2024-2025 survey Unduplicated students perform lower on math, ELA, and Science than the all student group. In analyzing those CAASPP results further, we went to our educational parents for EL, SED parents/students and the teachers of unduplicated pupils and they reported a general feeling of disengagement and discouragement in students that continues to impede student progress. They noted a need for recognition of successes to bring students, parents, and teachers together to celebrate the wins and increase motivation and the feeling of common goals and teamwork. **Scope:**	By increasing opportunities for Unduplicated Pupil to participate in activities/events that build a positive school culture, these students will feel a sense of belonging and connectedness that will increase engagement and positive feelings toward school. Recognizes growth, progress, achievement and add motivation to continue academic/ behavioral improvement efforts. Provides an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit similar needs.	% of SED, FY, and EL parents feeling connected to school % of SED, FY, and EL students feeling connected to school

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		
3.8	**Action:** Improve Facilities **Need:** Reported feelings of safety on campus (2023-24 survey) 70% Students 83% of teachers 94% of parents FIT report- 100% Our unduplicated pupils require more supports during school hours, after school, and for parents/families in order to meet their diverse needs. This requires using our facilities more extensively for additional programs. The additional events including parent, student, and staff focused activities, as a result of these actions places additional strain on facilities and maintenance staff. Educational Partner feedback from our other personnel indicates the need to acknowledge and support that as we plan around these additional services and events. For students: Research indicates the need to maintain students' and staff feeling of safety (A Maslow hierarchy need) before staff can excel in their craft and students affective filter allows long-term learning of materials and academic	Allows us to continue providing additional services in our facilities to meet the needs of unduplicated students and their families. Provides additional support for maintenance and cleaning needs, due to the increased programmatic services offered to support unduplicated students on campus. By offering improved facilities district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	FIT Report

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
	success. We need to maintain the systems in place that makes that possible. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** ELD Professional Development **Need:** MATH CAASPP results All Students: 34.6 points below EL Students: 62.2 Points below ELA CAASPP results All Students: 34.6 points below EL Students: 62.2 Points below Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That data will be utilized as new baseline. English Learners performed lower than the overall average in math, and ELA on the state	Provides professional development to meet the identified need of our staff to better meet the variety of learning needs within the EL and LTEL student group. Teachers will analyze data, look at evidence-based strategies for supporting English language development, and incorporate those, with the assistance of consultants, into their daily instructional routines. Since our English Learner population is predominately dually identified as Socioeconomically Disadvantaged, these actions will benefit both subgroup results.	EL Reclassification ELPI rate CAASPP ELA (EL) CAASPP Math (EL)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	tests. Additionally, they struggled on the ELPAC in the domains of writing and reading. Teachers and administrators analyzed the results and determined a need for targeted professional development in the areas of differentiation and meeting struggling English Learner students' needs. **Scope:** Limited to Unduplicated Student Group(s)		
2.2	**Action:** Classroom Supports **Need:** Math CAASPP Results All Students: 27.2 Points below EL Students: 46.2 Points below Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That data will be utilized as new baseline. ELA CAASPP results All Students: 34.6 points below EL Students: 62.2 Points below Long Term English Learners (LTEL): Data to be reported beginning with Dec. 2024 Dashboard. That data will be utilized as new baseline.	Additional in-class and small group intervention support for EL and LTEL students. Provides staffing for small group interventions for English Learner and Long-Term English Learner students.	EL Reclassification ELPI rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The consistent academic performance gap for EL students indicates the need for additional in-class support and small group interventions. This is particularly true given the feedback from parents, students and staff that EL students have very diverse learning needs that are difficult for one person to meet during Tier One instruction. Since our English Learner population is predominately dually identified as Socioeconomically Disadvantaged, these actions will benefit both subgroup results. **Scope:** Limited to Unduplicated Student Group(s)		
2.3	**Action:** Reclassification Celebration **Need:** All English Learners 23.3% Long Term English Learners- Baseline to be established in 2024-2025 school year Staff surveys indicate that when interacting with EL parents, there is a hesitancy and feeling that they are less welcome and respected as educational partners because of language skills. LTEL and EL Parent engagement is a strategy for increasing student achievement includes recognizing student accomplishments as a	Provides opportunities for LTEL and EL parents to support their students' accomplishments and for staff to recognize parent contributions to student success. Builds EL and LTEL parent engagement and partnership for student success. Since our English Learner population is predominately dually identified as Socioeconomically Disadvantaged, these actions will benefit both subgroup results.	EL Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	home-school team due to both the school staff and parent commitment to support learning. **Scope:** Limited to Unduplicated Student Group(s)		

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

This plan contains no actions with a planned percentage of improved services.

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.

Monson-Sultana is a single school district.

Additional staffing for direct services to students can be found in these actions within our LCAP.

1.2, 1.6, 1.7, and 2.2- paraprofessionals for instructional supports and interventions
1.5- TK program instruction- full day and eliminating a TK/K combination class
1.15- Art/Music instruction
1.19- Intervention teacher/Learning Director
1.20- Library staffing
1.21- Physical Education- additional teacher

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

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	4,717,791.00	1,797,011.00	38.090%	0.000%	38.090%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,774,666.00	$2,804,315.00	$62,306.00	$444,156.00	$7,085,443.00	$4,881,180.00	$2,204,263.00

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	Maintain Highly Qualified Teaching Staff	All	No			All Schools	2024-2027 School Years	$2,733,862.00	$0.00	$1,774,323.00	$959,539.00			$2,733,862.00	
1	1.2	Response to Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027 School Years	$112,810.00	$51,075.00	$33,610.00	$127,789.00		$2,486.00	$163,885.00	
1	1.3	Supplemental Math Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$191,400.00	$11,400.00	$180,000.00			$191,400.00	
1	1.4	Learning Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$354,082.00	$0.00	$328,095.00			$25,987.00	$354,082.00	
1	1.5	Transitional Kindergarten Teacher and Paraprofessional	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	2024-2027 School Years	$194,316.00	$101,725.00	$194,316.00	$101,725.00			$296,041.00	
1	1.6	Paraprofessional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$386,335.00	$0.00	$199,358.00		$22,306.00	$164,671.00	$386,335.00	
1	1.7	Core Paraprofessionals	All	No			All Schools	2024-2027 School Years	$86,849.00	$0.00				$86,849.00	$86,849.00	
1	1.8	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.9	Student Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Engaging and Rigorous Academic Program	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027 School Years	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.11	After School and Summer School Programs	All	No			All Schools	2024-2027 School Years	$266,060.00	$683,000.00		$949,060.00			$949,060.00	
1	1.12	Student Assessment and Data Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$19,000.00	$19,000.00				$19,000.00	
1	1.13	Classroom Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.14	Teacher Leadership Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$19,887.00	$6,000.00	$25,887.00				$25,887.00	
1	1.15	Teacher on Special Assignment (TOSA)	All	No			All Schools	2024-2027 School Years	$0.00	$74,056.00		$74,056.00			$74,056.00	
1	1.16	Intervention Learning Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.17	Professional Development Consultants and Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027 School Years	$39,433.00	$30,697.00	$35,843.00			$34,287.00	$70,130.00	
1	1.18	Project Based Study Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.19	Teacher on Special Assignment	All	No			All Schools	2024-2027 School Years	$170,564.00	$28,328.00		$85,282.00		$113,610.00	$198,892.00	
1	1.20	Credentialed Librarian	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$159,679.00	$0.00	$159,679.00				$159,679.00	
1	1.21	PE Program and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$145,824.00	$4,000.00	$149,824.00				$149,824.00	
1	1.22	Classroom Furnishings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027 School Years	$0.00	$15,500.00	$15,500.00				$15,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.23	Library Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.1	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027 School Years	$12,233.00	$7,000.00	$7,685.00			$11,548.00	$19,233.00	
2	2.2	Classroom Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027 School Years	$63,591.00	$5,118.00	$65,091.00			$3,618.00	$68,709.00	
2	2.3	Reclassification Celebration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027 School Years	$2,549.00	$4,100.00	$5,549.00			$1,100.00	$6,649.00	
3	3.1	Maintain Safe and Secure Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$78,268.00	$62,900.00	$140,168.00	$1,000.00			$141,168.00	
3	3.2	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Student Activities Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$400,000.00	$300,000.00	$100,000.00			$400,000.00	
3	3.4	Expand After School Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$50,691.00	$203,089.00	$50,691.00	$203,089.00			$253,780.00	
3	3.5	Positive Behavior Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$132,500.00	$132,500.00				$132,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.6**	Parent/Guardian Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$4,147.00	$22,775.00	$4,147.00	$22,775.00			$26,922.00	
3	**3.7**	Assemblies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$7,000.00	$7,000.00				$7,000.00	
3	**3.8**	Improve Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Years	$0.00	$60,000.00	$20,000.00		$40,000.00		$60,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,717,791.00	1,797,011.00	38.090%	0.000%	38.090%	$2,000,343.00	0.000%	42.400 %	**Total:**	$2,000,343.00
								LEA-wide Total:	$1,922,018.00
								Limited Total:	$78,325.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Response to Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$33,610.00	
1	**1.3**	Supplemental Math Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,400.00	
1	**1.4**	Learning Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$328,095.00	
1	**1.5**	Transitional Kindergarten Teacher and Paraprofessional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK	$194,316.00	
1	**1.6**	Paraprofessional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,358.00	
1	**1.8**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	**1.9**	Student Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.10	Engaging and Rigorous Academic Program	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
1	1.12	Student Assessment and Data Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
1	1.13	Classroom Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.14	Teacher Leadership Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,887.00	
1	1.16	Intervention Learning Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	1.17	Professional Development Consultants and Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$35,843.00	
1	1.18	Project Based Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.20	Credentialed Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,679.00	
1	1.21	PE Program and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,824.00	
1	1.22	Classroom Furnishings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,500.00	
1	1.23	Library Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.1	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,685.00	
2	2.2	Classroom Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$65,091.00	
2	2.3	Reclassification Celebration	Yes	Limited to Unduplicated	English Learners	All Schools	$5,549.00	

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 (%)
				Student Group(s)				
3	3.1	Maintain Safe and Secure Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,168.00	
3	3.2	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	Student Activities Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
3	3.4	Expand After School Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,691.00	
3	3.5	Positive Behavior Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,500.00	
3	3.6	Parent/Guardian Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,147.00	
3	3.7	Assemblies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
3	3.8	Improve Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,336,156.00	$6,895,390.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Maintain Highly Qualified Teaching Staff	No	$2,605,765.00	$2,662,134.00
1	**1.2**	Response to Intervention	Yes	$75,505.00	$95,526.00
1	**1.3**	Supplemental Math Materials	Yes	$155,000.00	$157,400.00
1	**1.4**	Learning Director	Yes	$349,487.00	$348,182.00
1	**1.5**	Transitional Kindergarten Teacher and Paraprofessional	Yes	$237,764.00	$192,033.00
1	**1.6**	Paraprofessional Support	Yes	$409,695.00	$445,773.00
1	**1.7**	Core Paraprofessionals	No	$88,604.00	$91,457.00
1	**1.8**	Professional Development	Yes	$20,000.00	$15,000.00
1	**1.9**	Student Technology	Yes	$15,000.00	$10,000.00
1	**1.10**	Engaging and Rigorous Academic Program	Yes	$6,000.00	$12,000.00
1	**1.11**	After School and Summer School Programs	No	$736,930.00	$531,040.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Student Assessment and Data Software	Yes	$20,000.00	$34,400.00
1	1.13	Classroom Libraries	Yes	$5,000.00	$5,000.00
1	1.14	Teacher Leadership Committee	Yes	$19,886.00	$31,886.00
1	1.15	Teacher on Special Assignment (TOSA)	No	$75,000.00	$0.00
1	1.16	Intervention Learning Materials	Yes	$5,000.00	$5,000.00
1	1.17	Professional Development Consultants and Coaching	Yes	$96,576.00	$63,844.00
1	1.18	Project Based Study Trips	Yes	$30,000.00	$31,000.00
1	1.19	Teacher on Special Assignment	No	$164,783.00	$201,876.00
1	1.20	Credentialed Librarian	Yes	$154,309.00	$158,171.00
1	1.21	PE Program and Equipment	Yes	$144,508.00	$149,383.00
1	1.22	Classroom Furnishings	Yes	$15,500.00	$5,500.00
1	1.23	Library Materials	Yes	$10,000.00	$7,500.00
2	2.1	ELD Professional Development	Yes	$23,894.00	$2,484.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Classroom Supports	Yes	$66,960.00	$50,200.00
2	2.3	Reclassification Celebration	Yes	$11,925.00	$19,000.00
3	3.1	Maintain Safe and Secure Environment	Yes	$145,206.00	$127,683.00
3	3.2	Transportation	Yes	$5,000.00	$0.00
3	3.3	Student Activities Center	Yes	$1,195,731.00	$918,338.00
3	3.4	Expand After School Programs	Yes	$245,172.00	$252,217.00
3	3.5	Positive Behavior Incentives	Yes	$107,000.00	$208,363.00
3	3.6	Parent/Guardian Communication	Yes	$27,956.00	$9,000.00
3	3.7	Assemblies	Yes	$7,000.00	$4,000.00
3	3.8	Improve Facilities	Yes	$60,000.00	$50,000.00

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)
$1,758,804.00	$2,746,020.00	$1,826,936.00	$919,084.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Response to Intervention	Yes	$24,540.00	$21,630.00		
1	**1.3**	Supplemental Math Materials	Yes	$5,000.00	$7,400.00		
1	**1.4**	Learning Director	Yes	$316,011.00	$314,298.00		
1	**1.5**	Transitional Kindergarten Teacher and Paraprofessional	Yes	$150,764.00	$143,308.00		
1	**1.6**	Paraprofessional Support	Yes	$184,548.00	$145,773.00		
1	**1.8**	Professional Development	Yes	$20,000.00	$15,000.00		
1	**1.9**	Student Technology	Yes	$10,000.00	$10,000.00		
1	**1.10**	Engaging and Rigorous Academic Program	Yes	$6,000.00	$12,000.00		
1	**1.12**	Student Assessment and Data Software	Yes	$20,000.00	$34,400.00		
1	**1.13**	Classroom Libraries	Yes	$5,000.00	$5,000.00		
1	**1.14**	Teacher Leadership Committee	Yes	$19,886.00	$31,886.00		
1	**1.16**	Intervention Learning Materials	Yes	$5,000.00	$5,000.00		
1	**1.17**	Professional Development Consultants and Coaching	Yes	$30,848.00	$28,848.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.18	Project Based Study Trips	Yes	$30,000.00	$31,000.00		
1	1.20	Credentialed Librarian	Yes	$154,309.00	$158,171.00		
1	1.21	PE Program and Equipment	Yes	$144,508.00	$149,383.00		
1	1.22	Classroom Furnishings	Yes	$15,500.00	$5,500.00		
1	1.23	Library Materials	Yes	$10,000.00	$7,500.00		
2	2.1	ELD Professional Development	Yes	$3,435.00	$0.00		
2	2.2	Classroom Supports	Yes	$61,942.00	$50,200.00		
2	2.3	Reclassification Celebration	Yes	$5,549.00	$5,549.00		
3	3.1	Maintain Safe and Secure Environment	Yes	$141,206.00	$127,683.00		
3	3.2	Transportation	Yes	$5,000.00	$0.00		
3	3.3	Student Activities Center	Yes	$1,195,731.00	$368,564.00		
3	3.4	Expand After School Programs	Yes	$43,088.00	$48,747.00		
3	3.5	Positive Behavior Incentives	Yes	$107,000.00	$79,191.00		
3	3.6	Parent/Guardian Communication	Yes	$4,155.00	$6,905.00		
3	3.7	Assemblies	Yes	$7,000.00	$4,000.00		
3	3.8	Improve Facilities	Yes	$20,000.00	$10,000.00		

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)
$4,610,487.00	$1,758,804.00	0	38.148%	$1,826,936.00	0.000%	39.626%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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