

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lemoore Union Elementary School District

CDS Code: 16-63974-0000000

School Year: 2024-25

LEA contact information:

Cheryl Hunt

Superintendent

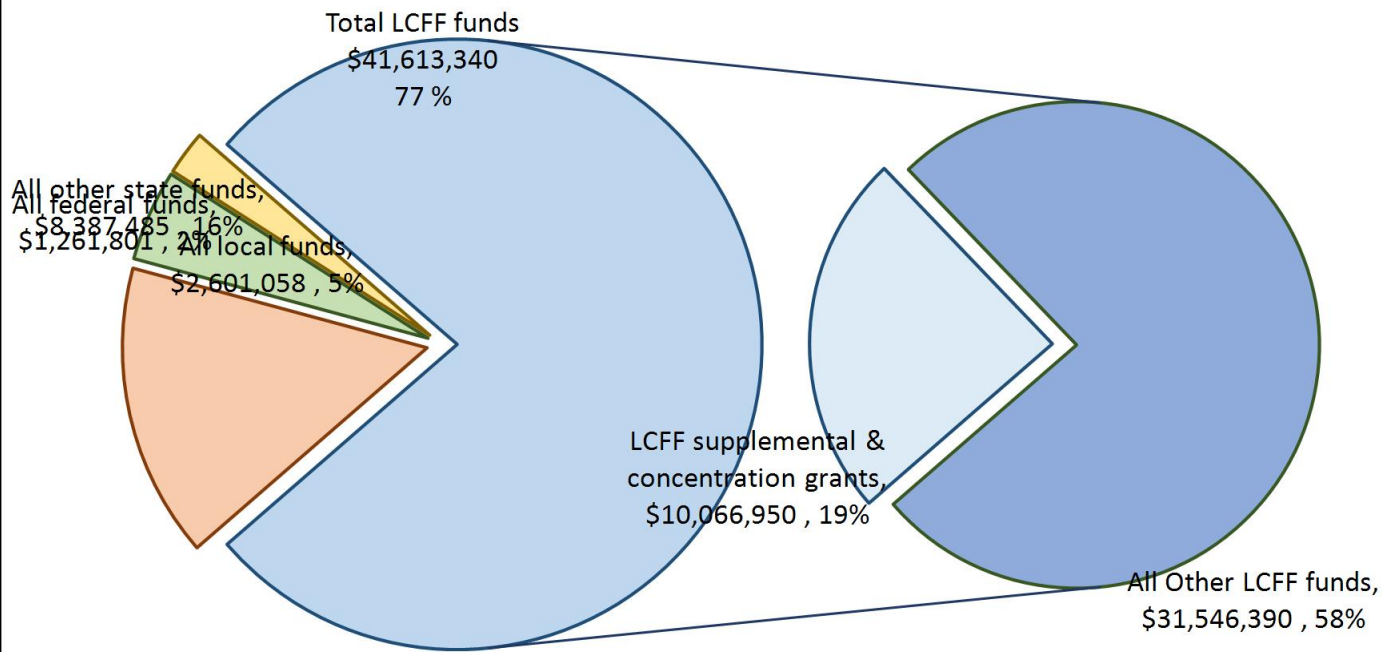
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

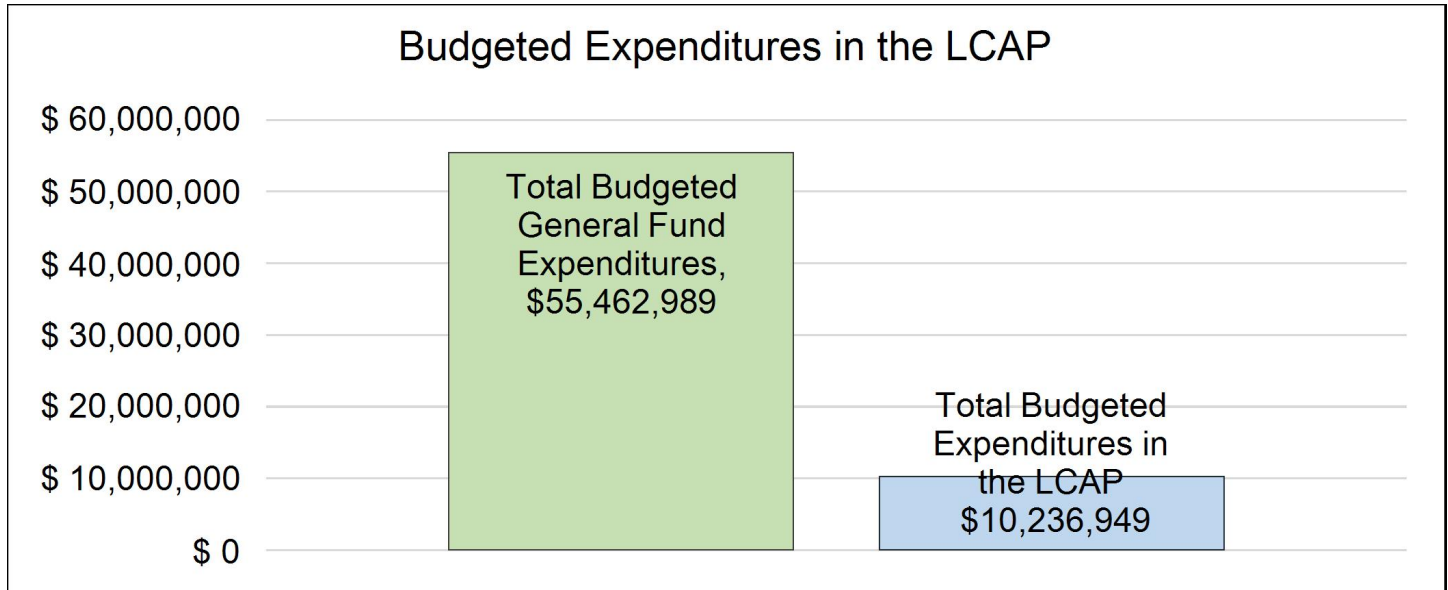


This chart shows the total general purpose revenue Lemoore Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemoore Union Elementary School District is \$53,863,684, of which \$41,613,340 is Local Control Funding Formula (LCFF), \$8,387,485 is other state funds, \$2,601,058 is local funds, and \$1,261,801 is federal funds. Of the \$41,613,340 in LCFF Funds, \$10,066,950 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 Lemoore Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lemoore Union Elementary School District plans to spend \$55,462,989 for the 2024-25 school year. Of that amount, \$10,236,949 is tied to actions/services in the LCAP and \$45,226,040 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

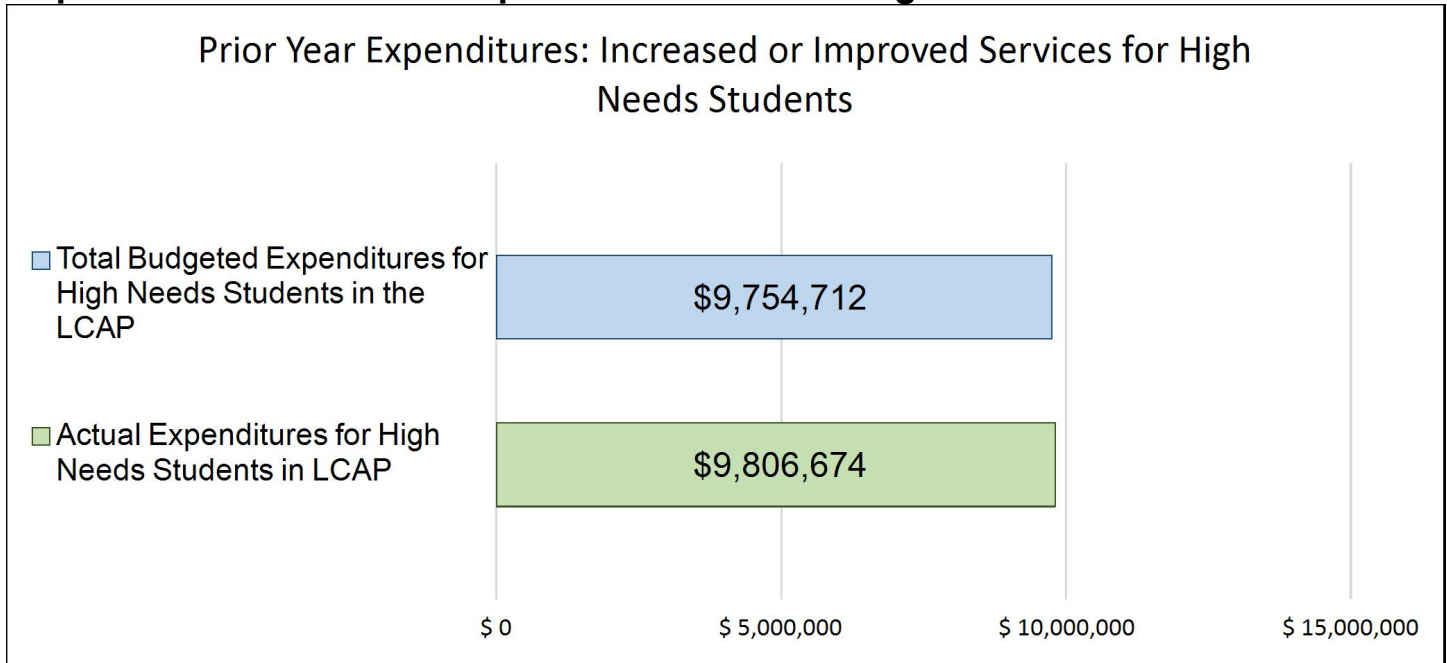
Teachers, Sp-Ed teachers, Paras, Custodial Staff, Certificated Management and Classified Management. Instructional Supplies, Operational Supplies and Professional Services.

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

In 2024-25, Lemoore Union Elementary School District is projecting it will receive \$10,066,950 based on the enrollment of foster youth, English learner, and low-income students. Lemoore Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lemoore Union Elementary School District plans to spend \$10,236,949 towards meeting this requirement, as described in the LCAP.

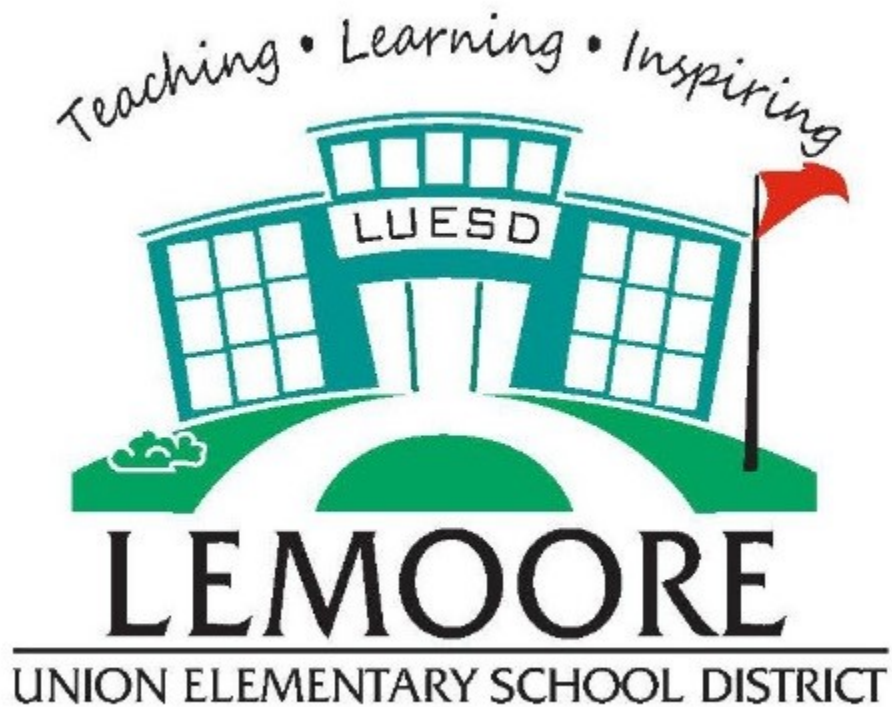
LCFF Budget Overview for Parents

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



This chart compares what Lemoore 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 Lemoore 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 2023-24, Lemoore Union Elementary School District's LCAP budgeted \$9,754,712 for planned actions to increase or improve services for high needs students. Lemoore Union Elementary School District actually spent \$9,806,674 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemoore Union Elementary School District	Cheryl Hunt Superintendent	cherylhunt@myluesd.net (559) 924-6800

Goals and Actions

Goal

Goal #	Description
1	Provide a safe and nurturing learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Average Daily attendance rate (DataQuest)	1. Average daily attendance rate 2019-2020: 95.7%	1. Average daily attendance rate 2020-2021: 92.5% (Dataquest)	1. Average daily attendance rate 2021-2022: 92.57%	Average daily attendance rate 2022/2023: 93.83	Average daily attendance rate: 96.4%
2. Chronic Absenteeism rate(CA Dashboard)	2. Chronic Absenteeism rate 2018--2019: All Students - 6.1%; SWD - 10.3%	2. Chronic Absenteeism rate 2020-2021: All Students - 28.9%; SWD - 33.7% (Dataquest)	2. Chronic Absenteeism rate 2021-2022: All Students - 29.7%; SWD - 40% American Indian - 36.4% (Added DA) (Dashboard)	2. Chronic Absenteeism rate 2022-2023: All Students - 18.6%; SWD - 27.2% American Indian - 26.4% (Added DA) (Dashboard)	Chronic Absenteeism rate: All Students - 5.0% (26.7% Updated) SWD - 8% (37% Updated) American Indian - 33.4% (Added DA)
3. Suspension rate (District)- (CA Dashboard) 3b. Suspension rate (African American) (CA Dashboard)	3. Suspension rate 2019-2020 (District): 2.3%. 3b. Suspension rate: 3.1%	3. Suspension rate 2020-2021 (District): 1.5%. 3b. Suspension rate (African American): 0.0% (Dataquest)	3. Suspension rate 2021-2022 (District): 2.5%. 3b. Suspension rate (African American): 3.1% 3c. American Indian 6.7%	3. Suspension rate 2022-2023 (District): 3.3%. 3b. Suspension rate (African American): 6.3% 3c. American Indian 7.4%	3. Suspension rate (District): 2.0%. 3b. Suspension rate: 2.5% 3c. American Indian 6% (Added DA)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(Added DA) (Dashboard)	(Added DA) (Dashboard)	
4. Expulsion rate (DataQuest)	4. Expulsion rate 2019-2020: 0.47%.	4. Expulsion rate 2020-2021: 0.20%. (Dataquest)	4. Expulsion rate 2021-2022: 0.30%. (Dataquest)	Expulsion rate: 202-2023 1% (Dataquest)	Expulsion rate: 0.40%.
5. Middle school drop out rate- (DataQuest)	5. Middle School Drop out rate 2019-2020: 0%	5. Middle School Dropout rate 2021/2022 0% (Aeries)	5. Middle School Dropout rate 2022/2023 0% (Aeries)	Middle School Drop out rate: 2023/2024 0% (Aeries)	Middle School Drop out rate: 0%
6. Pupil, Parents and staff surveys. (Local Data Surveys)	6. 2020 survey results indicate a. Pupil satisfaction rate in the areas of safety and school connectedness: 83.2%, 85.1% b. Parent satisfaction rate in the areas of safety and school connectedness: 96.3%, 94.8% c. Staff satisfaction rate in the areas of safety and school connectedness: 92.6%, 96.7%	6. 2021/2022 survey results indicate a. Pupil satisfaction rate in the areas of safety and school connectedness: 82.4%, 85.1% b. Parent satisfaction rate in the areas of safety and school connectedness: 96.3%, 93.9% c. Staff satisfaction rate in the areas of safety and school connectedness: 96.9%, 98.5%	6. 2022/2023 survey results indicate a. Pupil satisfaction rate in the areas of safety and school connectedness: 73.4%, 81.8% b. Parent satisfaction rate in the areas of safety and school connectedness: 92.5%, 91.2% c. Staff satisfaction rate in the areas of safety and school connectedness: 83.5%, 96.1%	6. 2023/2024 survey results indicate a. Pupil satisfaction rate in the areas of safety and school connectedness: 73.4%, 81.2% b. Parent satisfaction rate in the areas of safety and school connectedness: 91.6%, 93.4% c. Staff satisfaction rate in the areas of safety and school connectedness: 70.5%, 93.4%	Survey results will increase: a. Pupil satisfaction rate in the areas of safety and school connectedness: 85%, 86.% b. Parent satisfaction rate in the areas of safety and school connectedness: 97%, 95% c. Staff satisfaction rate in the areas of safety and school connectedness: 94%, 97%
7. Extracurricular Program participation rates	7. 32.9% of K-6 students participated in school sports or	7. 28.3% of K-6 students participated in school sports or	7. 33.9% of K-6 students participated in school sports or	41.32% of K-6 students participated in school sports or	40% of K-6 students participated in school sports or other

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>other extracurricular programs. 12.5% of K-6 students on an IEP participated in school sports or other extracurricular programs.</p> <p>18.5% of 7-8 students participated in school sports or other extracurricular programs. 5.2% of 7-8 students on an IEP participated in school sports or other extracurricular programs.</p>	<p>other extracurricular programs. 26.2% of K-6 students on an IEP participated in school sports or other extracurricular programs.</p> <p>25.2% of 7-8 students participated in school sports or other extracurricular programs. 10.8% of 7-8 students on an IEP participated in school sports or other extracurricular programs.</p>	<p>other extracurricular programs. 19.3% of K-6 students on an IEP participated in school sports or other extracurricular programs.</p> <p>21.7% of 7-8 students participated in school sports or other extracurricular programs. 9.5% of 7-8 students on an IEP participated in school sports or other extracurricular programs.</p>	<p>other extracurricular programs. (Aeries 4/24/24) 26.14% of K-6 students on an IEP have participated in school sports or other extracurricular programs. (Aeries 4/24/24)</p> <p>24.02% of 7-8 students participated in school sports or other extracurricular programs. (Aeries 4/24/24) 10.52% of 7-8 students on an IEP participated in school sports or other extracurricular programs. (Aeries 4/24/24)</p>	<p>extracurricular programs. 20% of K-6 students on an IEP participated in school sports or other extracurricular programs.</p> <p>25% of 7-8 students participated in school sports or other extracurricular programs. 15% of 7-8 students on an IEP participated in school sports or other extracurricular programs.</p>
8. High School Drop-Out rates and High School Graduation rates: Do not apply to us as we are a K-8 elementary district	Not applicable.	Not applicable.	Not applicable.	Not applicable	Not applicable

Goal Analysis

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

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

In Action 1.1, counseling services and social-emotional support were extended to TK-8. Despite budgeting for these positions, staffing challenges led to turnover and a failure to secure suitable candidates. Action 1.2 ensured the continuation of nursing services, responding to the rising medical needs of students. Conversely, Action 1.3, foster youth services, were not contributing rather it being executed through the county office of education. Action 1.4 successfully launched extracurricular programs at the start of the academic year, sustaining them throughout. Action 1.5, however, was not enacted externally, as responsibilities for sending notices and tracking absences were shifted to Office Assistants. Lastly, Action 1.6 was implemented, resulting in the middle school benefiting from an additional Assistant Principal who facilitated intervention services.

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.

LUESD analyzed the material difference between Budgeted Expenditures and Estimated Actual Expenditures. The budgeted amount for the 2023-24 LCAP Action 1.1 was \$1,869,441; however, the estimated actual expenditure is \$1,731,702. The budgeted amount for the 2023-24 LCAP Action 1.2 was \$1,202,758; however, the estimated actual expenditure is \$1,084,937. The decrease in spending is a direct result of unfilled positions and staff turnover. The budgeted amount for the 2023-24 LCAP Action 1.6 was \$181,250; however, the estimated actual expenditure is \$198,543. The increase in spending is a direct result of expenditures stemming from negotiated salary increases and benefits.

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

To create a safe and nurturing learning environment and enhance outcomes related to student attendance, discipline, and school climate, the district implemented various supports. These include assigning dedicated counselors (Action 1.1), nurses (Action 1.2), and social-emotional support personnel (Action 1.1) at each school site. Additionally, sports (Action 1.4) opportunities were expanded at elementary sites for 5th and 6th graders, as well as at the middle school for 7th and 8th graders. Furthermore, an additional Assistant Principal for Intervention Services (Action 1.6) was invested in at the middle school to bolster attendance and behavior management efforts.

The district experienced successes in several areas, notably in attendance, Middle School dropout rates, and perceptions of school connectedness among parents and staff. For instance, chronic absenteeism decreased from 29.70% in 2022 to 18.6% in 2023 for all students, and from 40% to 27.2% for students with disabilities. However, there were increases in suspension rates, particularly among American Indian and African American students. Despite these challenges, Middle School dropout rates remained at 0%, and average daily attendance slightly decreased from 93.83% in 2022 to 92.57% in 2023.

However, despite these efforts, concerning trends emerged in survey data regarding perceptions of school safety. Both parents and staff reported decreased feelings of safety in 2023 compared to 2022. Similarly, student perceptions of school connectedness showed a slight

decrease. However, there was an increase in participation in after-school sports at both elementary and middle school levels, including among students with disabilities.

At the elementary level, sports participation rose from 33.9% in 2022 to 41.32% in 2033 for all students, and from 19.3% to 26.14% for students with Individualized Education Programs (IEPs). Additionally, middle school sports participation increased from 21.7% in 2022 to 24.02% in 2033 for all students, and from 9.5% to 10.52% for students with IEPs.

Although we experienced improvement in a number of areas year over year none of the contributed actions that were identified in Goal 1 were considered effective in regard to the Actions and the progress toward making the desired outcome for the three- LCAP cycle. However, that isn't to say that these actions did not have positive impacts on the students served they simply did not have the desired affect on the metric that was used to measure their effectiveness.

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

Goal 1, "Provide a safe and nurturing learning environment," will remain unchanged.

Action 1.1, "Counseling Services - Provide counseling services and Social Emotional Support for TK-8 grade students," will remain unchanged in its objective but will undergo changes in its implementation approach. Previously, the focus of counseling services and Social Emotional Learning (SEL) supports was predominantly reactionary, with counselors and SEL Paras primarily responding to students experiencing behavioral challenges. Moving forward, the implementation goal will shift towards creating and implementing more proactive supports using behavioral data. This will involve establishing dedicated Behavioral Response to Intervention (BRTI) meetings and incorporating recommendations from staff and/or parents. The metrics to measure the effectiveness of Action 1.1 will include suspension rates, counseling contacts, and attendance rates.

Action 1.2, "Provide nursing services, including 2 FTE (RN) registered nurses and 8 FTE (LVN) licensed vocational nurses," will remain unchanged in its scope. The metrics to measure effectiveness will include average daily attendance, chronic absenteeism, and student contacts. To enhance these outcomes, nurses will receive additional training on the importance of student attendance and its impact on student achievement.

Action 1.3, "Foster Youth Services - Nursing staff will coordinate with County services for additional support for foster youth as needed, partly through LUESD participation on the Kings County Executive Advisory Council (KCEAC)," was found non-contributing this past year and will be excluded from the next year's LCAP.

Action 1.4, "Extra Curricular Programs - Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school," although found ineffective in achieving the targeted percent of student participation in sports for grades 7th-8th (Goal 25%, Actual 24.02%), met the goal for elementary students in 5th-6th (Goal 40%, Actual 41.32%). The overall metric of student participation will remain the same.

However, since this action encompasses more than just sports, additional metrics will be introduced to measure participation in other extracurricular activities. An additional metric to monitor for this goal is the attendance of students who participate in sports or other extracurricular activities.

Action 1.5, "Attendance Communication - Each school will promote positive attendance using an attendance communication system to support early identification of and coordinate interventions for truancy and chronic absenteeism," was deemed non-contributing in the past year and will be omitted from the next year's LCAP.

Action 1.6, "Administrative Intervention Services - Provide Administrative Intervention Services for Middle School Pupils," underwent a review revealing incongruence between the action's scope and metrics. While the action targeted the middle school specifically, the metrics measured suspensions, attendance, and expulsions for the entire district, rendering the action ineffective. Moving forward, adjustments will be made to ensure alignment, with metrics tailored specifically to the middle school for attendance, suspensions, expulsions, and dropouts.

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

Goals and Actions

Goal

Goal #	Description
2	Maximize pupil achievement and success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA and Math; Academic Indicators (CA Dashboard) % indicates met/exceed	ELA: 49.45% met/exceeded (All Students) CA Dashboard ELA Academic Indicator (Green) Math: 40.27% met/exceeded (All Students) CA Dashboard Math Academic Indicator (Green)	2020-2021 ELA: 49.01% met/exceeded (All Students) Math: 33.76% met/exceeded (All Students) (Dataquest used in place of Dashboard as state law has suspended the reporting of state indicators on the 20-21 dashboard due to the COVID-19 Pandemic)	2021-2022 ELA: 49.75% met/exceeded (All Students) CA Dashboard ELA Academic Indicator (Medium) Math: 36.24% met/exceeded (All Students) CA Dashboard Math Academic Indicator (Low) Proficiency rates for ELA included 25% for FY, 45.92% for LI, 21.29% for SWD and 17.30% for ELs. Proficiency rates for math included 0% for FY, 33.18% for LI, 19.25 for SWD, and 10.61% for ELs.	2022-2023 ELA: 48.35% met/exceeded (All Students) CA Dashboard ELA Academic Indicator (Orange) Math: 32.84% met/exceeded (All Students) CA Dashboard Math Academic Indicator (Orange) Proficiency rates for ELA included 23.52% for FY, 44.10% for LI, 17.01% for SWD and 14.18% for ELs. Proficiency rates for math included 12.5% for FY, 29.16% for LI, 12.04 for SWD, and 5.76% for ELs.	ELA: 55% (All Students) CA Dashboard ELA Academic Indicator (Green) Math: 45% (All Students) CA Dashboard Math Academic Indicator (Green) Proficiency rates for ELA included 25% for FY, 45.92% for LI, 21.29% for SWD and 17.30% for ELs. Proficiency rates for math included 0% for FY, 33.18% for LI, 19.25 for SWD, and 10.61% for ELs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA and Math; Academic Indicators (CA Dashboard) % indicates met/exceed	ELA: 16.35% met/exceeded (SWD) CA Dashboard ELA Academic Indicator (Orange) Math: 12.61% met/exceeded (SWD) CA Dashboard Math Academic Indicator (Orange)	2020-2021 ELA: 15.48% met/exceeded (SWD) Math: 10.79% met/exceeded (SWD) (Dataquest used in place of Dashboard as state law has suspended the reporting of state indicators on the 20-21 dashboard due to the COVID-19 Pandemic)	2021-2022 ELA: 21.29% met/exceeded (SWD) CA Dashboard ELA Academic Indicator (Low) Math: 19.25% met/exceeded (SWD) CA Dashboard Math Academic Indicator (Low)	2022/2023 ELA: 17.01% met/exceeded (SWD) CA Dashboard ELA Academic Indicator (Red) Math: 12.04% met/exceeded (SWD) CA Dashboard Math Academic Indicator (Red)	ELA: 22% (SWD) CA Dashboard ELA Academic Indicator (Yellow) Math: 20% (SWD) CA Dashboard Math Academic Indicator (Yellow)
ELPAC, EL Progress Indicator (ELPI);	48.5% of EL students making progress towards English language proficiency 32.4% of students maintained ELPI levels of 1, 2L, 2H, 3L, or 3H 19% of EL students decreased at least one ELPI Level	The EL Progress Indicator was not released in 2020/2021 Listed below are the percentages for each of the ELPAC levels. Level 4 7.85% Level 3 42.60% Level 2 40.58% Level 1 8.97%	50.1% of EL students making progress towards English language proficiency 30.8% of students maintained ELPI levels of 1, 2L, 2H, 3L, or 3H 19% of EL students decreased at least one ELPI Level Level 4 13.56% Level 3 44.49% Level 2 33.05% Level 1 8.90%	50.6% of EL students making progress towards English language proficiency CA Dashboard English Learner Progress Indicator (Red) 30,7% of students maintained ELPI levels of 1, 2L, 2H, 3L, or 3H 18.9% of EL students decreased at least one ELPI Level Level 4 16.85%	55% of EL students making progress towards English language proficiency 40% of students maintained ELPI levels of 1, 2L, 2H, 3L, or 3H 5% of EL students decreased at least one ELPI Level Level 4 20.0% Level 3 50.0% Level 2 25.0% Level 1 5.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Level 3 41.91% Level 2 33.70% Level 1 7.54%	
District Reclassification	% of EL students reclassified in 2019-2020: 14.6%	% of EL students reclassified in 2020-2021: 11.9%	% of EL students reclassified in 2021-2022: 10.1%	% of EL students reclassified 2022-2023: 12.78%	% of EL students reclassified: 25%
CAASPP- DataQuest	<p>In 2019-2020, the achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 44% Math: 33%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 14% Math: 13%</p> <p>The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 23% Math: 18%</p>	<p>In 2020-2021, the achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 37.7% Math: 25.35%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 22.49% Math: 25.11%</p> <p>The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 28.35% Math: 30.58%</p>	<p>In 2022-2023, the achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 32.45% Math: 25.63%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 3.16% Math: 4.95%</p> <p>The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 3.83% Math: 3.06%</p>	<p>The achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 36.42% Math: 29.33%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 9.95% Math: 16.86%</p> <p>The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 19.53% Math: 16.83%</p>	<p>The achievement gap between English Learners (EL) and English Only (EO) pupils: ELA: 22% Math: 16%</p> <p>The achievement gap between Hispanic (H) and White (W) pupils: ELA: 7% Math: 6%</p> <p>The achievement gap between low-income (LI) and not-low-income (NLI) pupils: ELA: 12% Math: 9%</p>
Credential Data	100% of teachers were appropriately assigned in 2020-2021.	100% of teachers are appropriately assigned in 2021-2022.	100% of teachers are appropriately assigned in 2022-2023.	99% of teachers are appropriately assigned in 2023-2024.	<p>100% of teachers are appropriately assigned.</p> <p>95% of teachers are fully credentialed.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	88.51% (154/174) of teachers were fully credentialed in 2020-2021.	88.7% (152/172) of teachers were fully credentialed in May 2022	93.2% (165.5/177.5) of teachers were fully credentialed in 2022/2023	93% (168/181) of teachers were fully credentialed in 2023/2024 fully credentialed (4/18/24).	
Annual textbook resolution	100% of pupils are provided sufficient instructional materials	100% of pupils are provided sufficient instructional materials	100% of pupils are provided sufficient instructional materials	100% of pupils are provided sufficient instructional materials	100% of pupils are provided sufficient instructional materials
Facilities Rating	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).	All facilities have a rating of at least "Good" and two are rated (Exemplary) as reported by the Facilities Inspection Tool (FIT).	All facilities have a rating of at least "Good" and one was rated "Exemplary" as reported by the Facilities Inspection Tool (FIT) 2023	All facilities have a rating of at least "Good" as reported by the Facilities Inspection Tool (FIT) 2024	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT)
Attendance at Parent-teacher Conferences Parent Survey Results Parent Participation	Parent teacher conference attendance is at 97% 37% of parents submitted the Parent Survey. Attendance at DELAC averaged seven parents per meeting. Attendance at School Site Council (SSC) averaged 4 parents per site. Attendance at Parent Advisory Committee	Parent teacher conference attendance is at 95.21% (2021-2022). 38% of parents submitted the Parent Survey 1141/2987 (February 2022). Attendance at DELAC averaged five parents per meeting (2021-2022). Attendance at School Site Council (SSC) averaged four parents per site (2021-2022).	Parent teacher conference attendance is at 96.7% (2022-2023). 23% of parents submitted the Parent Survey 501/2162 (February 2023). Attendance at DELAC averaged seven parents per meeting (2022-2023). Attendance at School Site Council (SSC) averaged seven	Parent teacher conference attendance is at 97% (2023-2024) 30% of parents submitted the Parent Survey 885/2954 (February 2024). Attendance at DELAC averaged five parents per meeting (Four Meetings). Alecia Attendance at School Site Council (SSC) averaged 3	Parent teacher conference attendance is at 97.5% 40% of parents submitted the Parent Survey. Attendance at DELAC averaged eight parents per meeting. Attendance at School Site Council (SSC) averaged 5 parents per site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(PAC) averaged ten parents per a meeting. Parent representatives included students with exceptional needs.	Attendance at Parent Advisory Committee (PAC) averaged seven parents per a meeting. Parent representatives included students with exceptional needs (2021-2022).	parents per site (2022-2023). Attendance at Parent Advisory Committee (PAC) averaged seven parents per a meeting. Parent representatives included students with exceptional needs (2022-2023).	parents per site (5/23/24). Attendance at Parent Advisory Committee (PAC) averaged four parents per a meeting. Parent representatives included students with exceptional needs, English Learners (Four Meetings).	Attendance at Parent Advisory Committee (PAC) averaged twelve parents per a meeting. Parent representatives included students with exceptional needs.
A-G pass rate, CTE, AP pass rate, and EAP	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation, except in Action 2.3, Summer School. Initially, this action was intended to be carried out through the LCAP. However, this expense was subsequently moved to ELOP.

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.

LUESD analyzed the material difference between Budgeted Expenditures and Estimated Actual Expenditures. The budgeted amount for the 2023-24 LCAP Action 2.3 was \$200,000; however, the estimated actual expenditure is zero; however, the services were still provided. The district utilized ELOP funds to provide Summer School. The budgeted amount for the 2023-2024 LCAP Action 2.4 was \$1,415,908, but the estimated actual expenditure is \$1,491,134. The increase in spending is a direct result of expenditures stemming from negotiated salary increases and benefits. The budgeted amount for the 2023-2024 LCAP Action 2.5 was \$2,535,259; however, the estimated actual

expenditure is \$2,911,427. The increase in spending is a direct result of expenditures stemming from negotiated salary increases and benefits.

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

Reflecting on the past year at our school, we've witnessed notable strides in English Language proficiency, with an increase from 50.1% in 2022 to 50.6% in 2023, alongside a rise in the reclassification of English Learners from 10.01% to 12.78% over the same period. These achievements underscore the unwavering commitment of our staff and the effectiveness of our support initiatives. To further build on this momentum, our focus will be on pinpointing and addressing the specific needs of our English Learner population, implementing evidence-backed interventions, and nurturing a culture of high expectations and support for all students.

However, despite our successes in English Language Development (ELD), there was a slight decrease in overall performance on the CAASPP in English Language Arts (ELA) from 2022 to 2023. In 2022, 49.75% of students met or exceeded the standard, compared to 48.35% in 2023. This could partly be attributed to the district's ongoing efforts to clarify its approach to Professional Learning Communities (PLC), enhance instructional effectiveness, and cultivate a student-centered ethos, all of which require time for effective implementation. Nonetheless, the district remains steadfast in its commitment to these goals through upcoming professional development initiatives.

While previously marked as a contributor to our efforts, Summer School funding has been redirected to Enrichment and Learning Opportunities Program (ELOP) to align more closely with its evolved focus on enrichment rather than solely academic remediation. Additionally, despite the provision of one-to-one devices, we have yet to observe a significant increase in academic achievement, prompting a need for a closer examination of their usage and effectiveness. Another area of focus is the district's pledge to maintain smaller class sizes, which remains integral to our strategy for narrowing achievement gaps.

Unfortunately, the achievement gap between English-only students and English Learners widened in both ELA (from 32.45% to 36.42%) and math (from 25.63% to 29.33%). Similarly, disparities between white and Hispanic students also increased from 2022 to 2023, with ELA gaps expanding from 3.16% to 9.95% and math gaps from 4.95% to 16.86%. Moreover, the achievement gap widened between Low Income students and Non Low Income students substantially in ELA (from 3.83% to 19.53%) and math (from 3.06% to 16.83%) from 2022 to 2023. These concerning trends are reflected in the California Dashboard ratings, where various student groups, including English Learners, students with disabilities, and those from low-income backgrounds, are designated as needing improvement. The following table represents the performance ratings for different student groups in both ELA and Math, with colors indicating their respective performance levels on the California Dashboard.

Student Group	ELA Performance Math Performance	
All Students	Orange	Orange
Foster Students	Orange	Red

Low-Income Students	Orange	Red
English Learners (ELs)	Orange	Red
Students with Disabilities	Red	Red

Although we experienced improvement in a number of areas year over year none of the contributed actions that were identified in Goal 2 were considered effective in regard to the Actions and the progress toward making the desired outcome for the three- LCAP cycle. However, that isn't to say that these actions did not have positive impacts on the students served they simply did not have the desired affect on the metric that was used to measure their effectiveness.

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

Goal 2, "Maximize pupil achievement and success," will remain unchanged.

Action 2.1, "Professional Development - Provide three extra days for annual professional development for all instructional staff in core instruction and social/emotional supports," while not uniformly effective in meeting desired goals, demonstrated pockets of success in certain years and areas. Over the past two years, the district has concentrated the majority of its training on cultivating a student-centered culture, implementing the professional learning community model, and enhancing effective instruction in both academics and behavior. It's important to note that initiatives like these typically require time to yield tangible outcomes. However, recent data from the Interim Comprehensive Assessment indicates an increase in both ELA and math proficiency. Moving forward, potential areas of focus could include implementing authentic literacy practices in ELA and providing continued training in English Language Development.

Action 2.2, "Computer Technology - Provide computer technology to sustain unit-to-pupil ratio in grades TK-8; used by students to achieve in English language arts, math, and English language development," was deemed ineffective based on the associated metrics. However, despite this evaluation, there were positive outcomes linked to it. After reviewing this action, adjustments will be implemented to improve its efficacy.. Specifically, in addition to providing devices on a 1-to-1 basis, technical assistance and training will be offered to staff on how to utilize them most effectively. Furthermore, technical support will be extended to students and their families. With these devices, staff will be better equipped to address individual students' skills, focusing on specific areas of need and strength tailoring instruction accordingly.

Action 2.3, "Summer School - Provide Summer School Program," was reclassified as non-contributing because the funding for this action was provided through the Extended Learning Opportunities Program (ELOP). Consequently, this action will not be included in the upcoming LCAP.

Action 2.4, "English Language Development - Provide ELD support under the direction of the certificated English language development teachers, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition," was found to be ineffective overall. However, despite this assessment, there were observed gains, including an increase in

students making progress on the English Language Progress Indicator. Nevertheless, the percentage of students redesignated as fluent English Proficient decreased, and there were decreases in ELA and math achievement on the CAASPP among English learners. Despite these challenges, the achievement gap between English learners and English-only students decreased compared to baseline data. The action of having dedicated ELD teachers and paras will continue, with a change in the delivery of these services. Starting last year, the district transitioned from a pull-out to a push-in program to provide more support in integrated ELD.

Action 2.5, "Class Size Reduction K-3 - Operate class size reduction at 24:1 pupil to teacher ratio in the K-3 grade span. Paying for the discrepancy between 24:1 and the contracted ratio of 32:1," will undergo changes due to the misalignment between the action and its metrics. Although designated for K-3, there was no metric in the LCAP for this group of students. Therefore, this action will be revised to focus on reducing class sizes in grades 4-8. This adjustment ensures better alignment with the metrics associated with the CAASPP and ELPAC assessments.

Action 2.6, "Learning Coordinators - Six Learning Coordinators provide coaching, lesson demonstrations, and site-based professional development to support the school's instructional program," was deemed non-contributing, and as such, it will not be included in the LCAP moving forward.

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

Goals and Actions

Goal

Goal #	Description
3	All pupils have access to broad range of courses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site administration reports	100% of 4th - 8th grade students received social science and science instruction.	100% of 4th - 8th grade students received social science and science instruction.	100% of 4th - 8th grade students received social science and science instruction.	100% of 4th - 8th grade students will receive social science and science instruction.	100% of 4th - 8th grade students will receive social science and science instruction.
Master schedule in middle school					
SEIS Reports	100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E.	100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E.	100% of 1 - 6th grade students receive instruction in ELA, math, social science, science, art and P.E.	100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E.	100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E.
	100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and have access to fine arts	100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and have access to fine arts	100% of 7 - 8th grade students receive instruction in ELA, math, social science, science, P.E. and have access to fine arts	100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and have access to fine arts	100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and have access to fine arts
	100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.	100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.	100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.	100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.	100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants demonstrated an average of 13.1% growth on a pre-post summer school literacy assessment.</p>	<p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants demonstrated an average growth of 1.67 months of growth in their reading during summer school on a pre-post summer school literacy assessment. This equates to 13.9%.</p>	<p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants demonstrated an average of 14.8% growth on a pre-post summer school literacy assessment.</p>	<p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners will receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants demonstrated an average of 4% growth on a pre-post summer school literacy assessment</p>	<p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners will receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.</p> <p>LI/FY summer school participants will demonstrate an average of 17% growth on a pre-post summer school literacy</p>
Participation reports for music program	100% of 4th -6th grade students received fine arts instruction.	100% of 4th -6th grade students received fine arts instruction.	100% of 4th -6th grade students received fine arts instruction.	100% of 4th -6th grade students receive fine arts instruction.	100% of 4th -6th grade students will receive fine arts instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master schedule in middle school	<p>29% of middle school students are enrolled in the music program. 10.8% of middle school students on an IEP are enrolled in the music program.</p> <p>54% of 5th - 6th grade students participated in the music program. 41.7% of 5th-6th grade students on an IEP participated in the music program.</p>	<p>163/671 - 24.3% of middle school students are enrolled in the music program. (2021/2022)</p> <p>10/73 - 13.7% of middle school students on an IEP are enrolled in the music program. (2021/2022)</p> <p>350/739 - 47.4% of 5th - 6th grade students participated in the music program. (2021/2022)</p> <p>23/56 - 41.1% of 5th-6th grade students on an IEP participated in the music program. (2021/2022)</p>	<p>177/705 - 25.1% of middle school students are enrolled in the music program. (2022/2023)</p> <p>13/74 - 17.6% of middle school students on an IEP are enrolled in the music program. (2022/2023)</p> <p>397/749 = 53.0% of 5th - 6th grade students participated in the music program. (2022/2023)</p> <p>35/83 = 42.2% of 5th-6th grade students on an IEP participated in the music program. (2022/2023)</p>	<p>25.86% of middle school students are enrolled in the music program. (Aeries 4/24/24)</p> <p>14.03% of middle school students on an IEP are enrolled in the music program. (Aeries 4/24/24)</p> <p>53.82% of 5th - 6th grade students participate in the music program. (Aeries 4/24/24)</p> <p>35.22% of 5th-6th grade students on an IEP participate in the music program. (Aeries 4/24/24)</p>	<p>32% of middle school students will be enrolled in the music program. 15% of middle school students on an IEP will be enrolled in the music program.</p> <p>62% of 5th - 6th grade students will participate in the music program. 50% of 5th-6th grade students on an IEP will participate in the music program.</p>
Physical Fitness Testing (PFT)	<p>5th and 7th grade physical fitness test scores in 2018-2019 were as follows:</p> <p>5th grade Aerobic Capacity: 59% Body Composition: 53%</p>	<p>In 2021-2022 the state suspended the body mass index requirement which is used to determine V02 max. V02 max is used to determine proficiency for various exercises. Therefore, the only requirement for the year was to</p>	<p>In 2021-2022 the state suspended the body mass index requirement which is used to determine V02 max. V02 max is used to determine proficiency for various exercises. Therefore, the only requirement for the year was to</p>	<p>***In-Progress Physical Fitness Testing (PFT) to take place in May. Participation only and no Body Mass Index (BMI)</p>	<p>5th and 7th grade physical fitness test scores:</p> <p>5th grade Aerobic Capacity: 65% Body Composition: 60% Abdominal Strength: 93%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Abdominal Strength: 91%</p> <p>Trunk Extension: 83%</p> <p>Upper Body Strength: 70%</p> <p>Flexibility: 69%</p> <p>Percent of 5th Students Meeting Fitness standards 5 of 6 standards: 47% 6 of 6 standards: 25%</p> <p>7th grade Aerobic Capacity: 60% Body Composition: 53% Abdominal Strength: 78% Trunk Extension: 83% Upper Body Strength: 45% Flexibility: 72%</p> <p>Percent of 7th Students Meeting Fitness standards 5 of 6 standards: 39% 6 of 6 standards: 19%</p>	<p>report participation rate. The district's participation rate for 2021/2022 is as follows:</p> <p>5th grade: 395/413 = 95.6% 7th grade: 390/430 = 90.7% Total: 785/843 = 93.1%</p>	<p>report participation rate. The district's participation rate for 2022/2023 is as follows:</p> <p>5th grade: 335/335 = 100% 7th grade: 318/325 = 97.8% Total: 653/660 = 98.9%</p>		<p>Trunk Extension: 86%</p> <p>Upper Body Strength: 73%</p> <p>Flexibility: 73%</p> <p>Percent of 5th Students Meeting Fitness standards 5 of 6 standards: 50% 6 of 6 standards: 30%</p> <p>7th grade Aerobic Capacity: 65% Body Composition: 60% Abdominal Strength: 81% Trunk Extension: 86% Upper Body Strength: 50% Flexibility: 76%</p> <p>Percent of 7th Students Meeting Fitness standards 5 of 6 standards: 45% 6 of 6 standards: 25%</p> <p>Participation 5th Grade = 96% 7th Grade = 91% (added)</p>

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions for the 2023/2024 school year. There were many successes based on the investments in both programs. The district observed an increase in participation for the music program at the elementary schools and middle school. In addition, the Physical Education program, provided classroom teachers with additional collaboration time to deepen their understanding of the content standards.

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.

LUESD analyzed the material difference between Budgeted Expenditures and Estimated Actual Expenditures. The budgeted amount for the 2023-2024 LCAP Action 3.2 was \$690,000, but the estimated actual expenditure is \$756,469. The increase in spending is a direct result of expenditures stemming from negotiated salary increases and benefits. The budgeted amount for the 2023-2024 LCAP Action 3.3 was \$571,766; however, the estimated actual expenditure is \$702,132. The increase in spending is a direct result of expenditures stemming from negotiated salary increases and benefits. The budgeted amount for the 2023-2024 LCAP Action 3.4 was \$250,000; however, the estimated actual expenditure is \$82,000.

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

Through the implementation of dedicated music and PE teachers, along with enriching study trips, our district has made significant strides in providing a well-rounded educational experience for all students. The increase in music participation rates, particularly among students on IEPs, underscores our commitment to inclusivity and access to enriching extracurricular activities. However, challenges remain, particularly in sustaining and improving participation rates in music education at the middle school level and addressing disparities among students on IEPs. Moving forward, we will continue to refine our strategies, monitor progress, and collaborate with stakeholders to ensure that every student receives a comprehensive and enriching education that fosters their holistic development.

In our ongoing efforts to enrich the educational journey of every student in our district, we have embarked on several key initiatives aimed at providing a diverse array of courses and opportunities. Our focus has been on fostering a love for music, promoting physical fitness, and offering enriching study trips to complement classroom learning. One significant step forward has been the introduction of dedicated music teachers at our elementary sites. This strategic move ensures that each student receives high-quality instruction in music, setting the stage for a lifelong appreciation of the arts. Moreover, these teachers collectively cover the middle school, ensuring continuity and progression in musical learning throughout a student's academic journey. Recognizing the importance of physical fitness in the overall well-being of our students, we have implemented dedicated Physical Education (PE) teachers at the elementary level. These specialized instructors play a pivotal role in instilling healthy habits and promoting an active lifestyle among our young learners. In addition to enhancing academic

subjects, we have also prioritized enriching study trips for students at every grade level. These field trips offer invaluable hands-on experiences, exposing students to diverse environments, cultures, and learning opportunities outside the confines of the classroom.

Our commitment to inclusivity and access to these enriching experiences is reflected in our ongoing assessment of key metrics:

Music Participation Rate:

- At elementary schools, we have observed a positive trend in music participation rates, with an increase to 53.82% in 2023 from 53% in 2022. Notably, participation among students on Individualized Education Programs (IEPs) has seen a decrease, reaching 35.22% in 2023 from 42.2% in 2022, highlighting a challenge that warrants further attention to ensure equitable access to music education for all students.
- While our middle school maintained a steady overall participation rate of 25.1% in 2023, there was a slight decrease in participation among students on IEPs, from 17.6% in 2022 to 14.03% in 2023. This underscores the need for ongoing efforts to ensure equitable access to music education for all students.

State Physical Fitness Testing Participation Rate:

- Our district achieved an impressive overall participation rate of 98.9% in the state's physical fitness testing (PFT) in 2023, reflecting a high level of engagement and commitment to physical wellness among our students. Although our PFT has not been completed yet this year we are confident that participation rates will remain high.

As we reflect on our progress and achievements, we remain committed to refining our strategies, monitoring progress, and collaborating with stakeholders to ensure that every student receives a comprehensive and enriching education. By continuing to prioritize inclusivity, access, and student engagement, we are confident in our ability to empower every student to reach their full potential and thrive in both academic and personal endeavors.

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

Goal 3, "All pupils have access to broad range of courses." Will remain unchanged

Action, 3.1 "Fine Arts Instruction-All second through sixth grade pupils receive instruction in fine arts throughout the school year to enhance and improve engagement in the learning environment." The action was not contributing on the last LCAP and will not be included in the

Action 3.2, "Music Instruction - Operate a fine arts program staffed by 5 music teachers who provide instruction to students in grades four through eight," was deemed ineffective in terms of the desired metric of participation. However, the program demonstrated success in various areas, notably in competitions. Specifically, during the past year, the band program received numerous superior ratings. The modification to this action will be the inclusion of a dedicated full-time music teacher for the middle school.

Action 3.3, "Physical Education - Operate a Physical Education program staffed by 5 PE teachers who provide instruction to students in grades TK through six." With the change in the state's reporting of physical fitness testing in grades five and seven, it is inconclusive if the metric was achieved with this action. However, because of this action, elementary grade level teacher teams were able to collaborate with their teammates at least twice per week for 40 minutes. Therefore, we will be moving this action to goal 2.

Action 3.3, "Study Trips - Students in each grade level attend a study trip that is aligned with content standards for their grade. Entrance fees Transportation," was added to the LCAP this past year without an associated metric. Moving forward, more funds will be allocated for study trips and the action and associated metrics will be added to goal 2.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

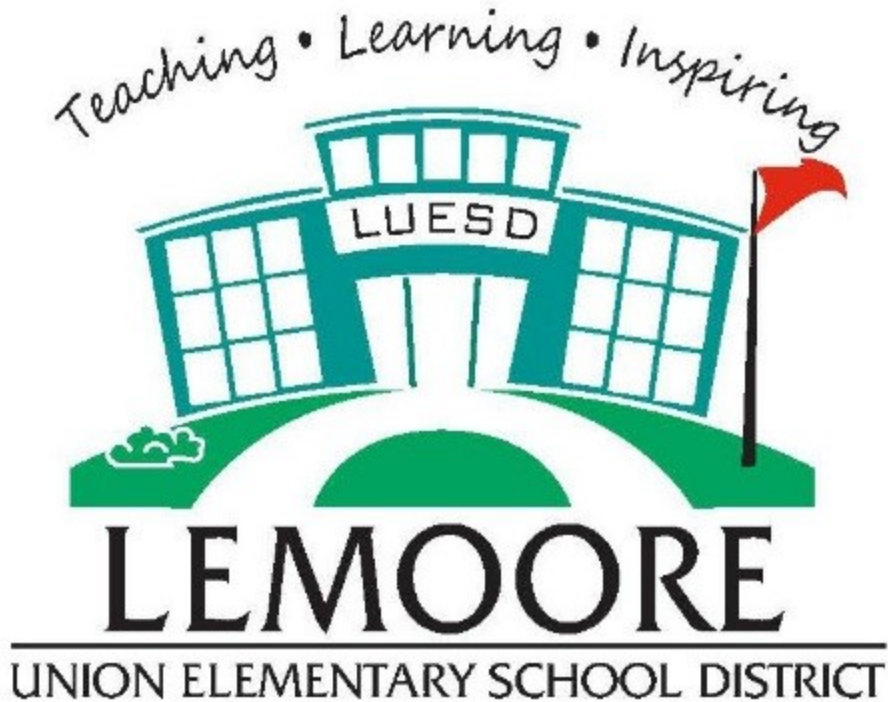
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemoore Union Elementary School District	Cheryl Hunt Superintendent	cherylhunt@myluesd.net (559) 924-6800

Plan Summary [2024-25]

General Information

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

The vision of the Lemoore Union Elementary School District is focused on Teaching, Learning and Inspiring. We believe in EACH ONE of our students to reach their full potential. This is accomplished by focusing on Every student, All staff, Committed to, High expectations, Oriented

to results, No excuses and Excellence every day. The Lemoore Union Elementary School District Board of Trustees along with district administration and key stakeholders developed the district's goals, indicators, beliefs and values to guide our district in serving the students in our community. The District acknowledges that our fundamental responsibility and the reason we exist is to ensure that our students acquire the knowledge and skills essential to achieving their highest level of learning and academic success. The District believes the highest levels of learning and achievement are directly correlated to a focus on and a commitment to the learning for each student supported by t

The Lemoore Union Elementary School District is dedicated to Teaching, Learning, and Inspiring. Our vision is to ensure every child is equipped with the skills and knowledge needed for success in life. We believe in EACH ONE of our students to achieve their fullest potential. This is achieved through a focus on Every student, All staff, Committed to excellence, High expectations, Results-oriented, No excuses, and Excellence every day. Our Mission is to do whatever it takes to ensure that every child is empowered with the skills and knowledge necessary to be successful in life.

The Lemoore Union Elementary School District Board of Trustees, alongside district administration and key stakeholders, have developed goals, indicators, beliefs, and values to guide our service to the community's students. We recognize that our primary responsibility and purpose is to facilitate our students' acquisition of essential knowledge and skills for their academic success. We hold that the highest levels of learning and achievement are directly linked to a commitment to learning for each and every student, supported by a collaborative process and a student-centered culture. As a Professional Learning Community, we are committed to working together interdependently to achieve learning outcomes and academic goals for our students. This includes a focus on Good First Instruction, Intervention, and Academic Progress Data, crucial for supporting academic growth and success for every student.

The Lemoore Union Elementary School District (LUESD) is situated in the charming city of Lemoore, nestled in Kings County within the picturesque landscape of the San Joaquin Valley. With a population of approximately 26,000 residents, Lemoore exudes the warmth of an intimate farming community. Notably, the city is home to a Naval Air Station, located just 7 miles west of town, housing the renowned Super Hornet F-18 and F-35C Lightning II Fighter Squadrons. Strategically positioned in central California, Lemoore enjoys convenient proximity to major urban centers, being approximately a three-hour drive north of Los Angeles and a three-hour drive southeast of San Francisco. The Central Valley, stretching from Redding to Bakersfield, is celebrated as the largest fertile valley globally, embodying the region's agricultural richness and vitality.

The district encompasses a diverse array of educational institutions, including five elementary (K-6) schools, a charter school (5-8), one middle school (7-8), and Bridges Academy (Equity Multiplier Funding), a community day school catering to grades 6-8. LUESD is committed to providing comprehensive education from transitional kindergarten through eighth grade, serving the majority of the city's children. Among its elementary schools are Cinnamon Elementary (451), P.W. Engvall Elementary (524), Freedom Elementary (418), Lemoore Elementary (512), Meadow Lane Elementary(468), and University Charter School(152). Liberty Middle School caters to approximately (650) students that comprise the 7th and 8th-grade student population, preparing them for their transition to high school. Most high school students in Lemoore pursue their education at Lemoore High School, spanning grades 9 through 12. West Hills College, a community college based in Coalinga, California, operates a comprehensive campus in Lemoore, providing further educational opportunities. Additionally, California State University, Fresno, and Fresno Pacific University are conveniently located within an hour's drive from Lemoore, offering tertiary education prospects to the community.

Since 2021, enrollment at Lemoore Union Elementary School District (LUESD) has remained steady, with approximately 3,225 students. The

district maintains an impressive average daily attendance rate of 95.4%, reflecting its commitment to student engagement and participation. With a focus on providing optimal learning environments, LUESD endeavors to uphold lower class sizes across its schools. In 2023, the average class sizes for various grade levels were as follows: kindergarten classes averaged 20 students per class, first grade averaged 20 students, second grade averaged 22 students, and third grade averaged 22 students. Fourth-grade classes had an average of 25 students, fifth-grade classes had an average of 25 students, and sixth-grade classes had an average of 24 students. Middle school classes similarly maintained manageable class sizes, with an average of 26 students per class for seventh grade and 27 students per class for eighth grade. These efforts reflect LUESD's dedication to providing individualized attention and support to its students, fostering a conducive environment for academic growth and success.

Currently, Lemoore Union Elementary School District (LUESD) boasts a dedicated team comprising 181 teachers serving grades TK-8. Additionally, numerous para-professionals are employed to provide crucial support in areas such as special education, English Language Development, and general instruction, with many of these professionals occupying part-time roles. Each of our elementary schools is led by a principal alongside a learning coordinator, ensuring effective management and educational support. Liberty Middle School benefits from the leadership of a principal and two assistant principals, facilitating a dynamic learning environment for our 7th and 8th-grade students. Moreover, LUESD is supported by a total of 14 site administrators and a district management team consisting of five individuals, who collectively provide strategic direction and operational oversight. Furthermore, the district benefits from the expertise of six ELD teacher specialists and seven Instructional Resource Teachers, who play pivotal roles in enhancing educational outcomes. Regional Migrant Education services from the Tulare County Office of Education further augment the district's resources, providing specialized support to migrant students and their families.

To address the diverse social-emotional needs of our students, the district employs a multidisciplinary team comprising three psychologists, one behavioral specialist, eight full-time counselors, and 10 Social-emotional Para-educators. Additionally, a dedicated Special Services Program Manager and a Mental Health Coordinator are tasked with providing specialized support to ensure the well-being of all students. LUESD is committed to providing inclusive education, evident in the maintenance of nine special day classes and the employment of seven resource specialist program teachers. These professionals work tirelessly to ensure that all students, regardless of their individual needs, receive the support necessary to thrive academically and personally.

The LUESD staff are dedicated to serving the students of Lemoore and are guided by the district's goals, beliefs and values as noted below.

GOALS AND INDICATORS

The long-range Goal Areas of Lemoore Union Elementary School District are the following:

- Maximize Student Achievement and Success
- Provide Safe and Nurturing Learning Environments
- Maintain a Supportive and Professional Teaching Environment Foster Positive Relationships and Customer Service
- Maintain Fiscal Health through Careful Planning

BELIEFS AND VALUES

- We value collaboration and believe that by collaborating we will maximize student learning.
- We value each child and believe that they can make significant growth academically and socially each year.
- We believe that all children share responsibility for their learning and that we will find ways to support them to be successful.

Reflections: Annual Performance

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

Goal 1:

To create a safe and nurturing learning environment and enhance outcomes related to student attendance, discipline, and school climate, the district implemented various supports. These include assigning dedicated counselors (Action 1.1), nurses (Action 1.2), and social-emotional support personnel (Action 1.1) at each school site. Additionally, sports (Action 1.4) opportunities were expanded at elementary sites for 5th and 6th graders, as well as at the middle school for 7th and 8th graders. Furthermore, an additional Assistant Principal for Intervention Services (Action 1.6) was invested in at the middle school to bolster attendance and behavior management efforts.

The district experienced successes in several areas, notably in attendance, Middle School dropout rates, and perceptions of school connectedness among parents and staff. For instance, chronic absenteeism decreased from 29.70% in 2022 to 18.6% in 2023 for all students, and from 40% to 27.2% for students with disabilities. However, there were increases in suspension rates, particularly among American Indian and African American students. Despite these challenges, Middle School dropout rates remained at 0%, and average daily attendance slightly increased from 92.57% in 2022 to 93.83% in 2023.

However, despite these efforts, concerning trends emerged in survey data regarding perceptions of school safety. Both parents and staff reported decreased feelings of safety in 2023 compared to 2022. Similarly, student perceptions of school connectedness showed a slight decrease. However, there was an increase in participation in after-school sports at both elementary and middle school levels, including among students with disabilities.

At the elementary level, sports participation rose from 33.9% in 2022 to 41.32% in 2023 for all students, and from 19.3% to 26.14% for students with Individualized Education Programs (IEPs). Additionally, middle school sports participation increased from 21.7% in 2022 to 24.02% in 2023 for all students, and from 9.5% to 10.52% for students with IEPs.

Goal 2:

Reflecting on the past year at our school, we've witnessed notable strides in English Language proficiency, with an increase from 50.1% in 2022 to 50.6% in 2023, alongside a rise in the reclassification of English Learners from 10.01% to 12.78% over the same period. These achievements underscore the unwavering commitment of our staff and the effectiveness of our support initiatives. To further build on this momentum, our focus will be on pinpointing and addressing the specific needs of our English Learner population, implementing evidence-backed interventions, and nurturing a culture of high expectations and support for all students.

However, despite our successes in English Language Development (ELD), there was a slight decrease in overall performance on the CAASPP in English Language Arts (ELA) from 2022 to 2023. In 2022, 49.75% of students met or exceeded the standard, compared to

48.35% in 2023. This could partly be attributed to the district's ongoing efforts to clarify its approach to Professional Learning Communities (PLC), enhance instructional effectiveness, and cultivate a student-centered ethos, all of which require time for effective implementation. Nonetheless, the district remains steadfast in its commitment to these goals through upcoming professional development initiatives.

While previously marked as a contributor to our efforts, Summer School funding has been redirected to Expanded Learning Opportunities-Program (ELO-P) to align more closely with its evolved focus on enrichment rather than solely academic remediation. Additionally, despite the provision of one-to-one devices, we have yet to observe a significant increase in academic achievement, prompting a need for a closer examination of their usage and effectiveness. Another area of focus is the district's pledge to maintain smaller class sizes, which remains integral to our strategy for narrowing achievement gaps.

Unfortunately, the achievement gap between English-only students and English Learners widened in both ELA (from 32.45% to 36.42%) and math (from 25.63% to 29.33%). Similarly, disparities between white and Hispanic students also increased from 2022 to 2023, with ELA gaps expanding from 3.16% to 9.95% and math gaps from 4.95% to 16.86%. Moreover, the achievement gap widened between Low Income and Non Low Income substantially in ELA (from 3.83% to 19.53%) and math (from 3.06% to 16.83%) from 2022 to 2023. These concerning trends are reflected in the California Dashboard ratings, where various student groups, including English Learners, students with disabilities, and those from low-income backgrounds, are designated as needing improvement.

Goal 3:

Through the implementation of dedicated music and PE teachers, along with enriching study trips, our district has made significant strides in providing a well-rounded educational experience for all students. The increase in music participation rates, particularly among students on IEPs, underscores our commitment to inclusivity and access to enriching extracurricular activities. However, challenges remain, particularly in sustaining and improving participation rates in music education at the middle school level and addressing disparities among students on IEPs. Moving forward, we will continue to refine our strategies, monitor progress, and collaborate with stakeholders to ensure that every student receives a comprehensive and enriching education that fosters their holistic development.

In our ongoing efforts to enrich the educational journey of every student in our district, we have embarked on several key initiatives aimed at providing a diverse array of courses and opportunities. Our focus has been on fostering a love for music, promoting physical fitness, and offering enriching study trips to complement classroom learning. One significant step forward has been the introduction of dedicated music teachers at our elementary sites. This strategic move ensures that each student receives high-quality instruction in music, setting the stage for a lifelong appreciation of the arts. Moreover, these teachers collectively cover the middle school, ensuring continuity and progression in musical learning throughout a student's academic journey. Recognizing the importance of physical fitness in the overall well-being of our students, we have implemented dedicated Physical Education (PE) teachers at the elementary level. These specialized instructors play a pivotal role in instilling healthy habits and promoting an active lifestyle among our young learners. In addition to enhancing academic subjects, we have also prioritized enriching study trips for students at every grade level. These field trips offer invaluable hands-on experiences, exposing students to diverse environments, cultures, and learning opportunities outside the confines of the classroom.

Our commitment to inclusivity and access to these enriching experiences is reflected in our ongoing assessment of key metrics:

Music Participation Rate:

- At elementary schools, we have observed a positive trend in music participation rates, with an increase to 53.82% in 2023 from 53% in 2022. Notably, participation among students on Individualized Education Programs (IEPs) has seen a decrease, reaching 35.22% in 2023 from 42.2% in 2022, highlighting a challenge that warrants further attention to ensure equitable access to music education for all students.
- While our middle school maintained a steady overall participation rate of 25.1% in 2023, there was a slight decrease in participation among students on IEPs, from 17.6% in 2022 to 14.03% in 2023. This underscores the need for ongoing efforts to ensure equitable access to music education for all students.

State Physical Fitness Testing Participation Rate:

- Our district achieved an impressive overall participation rate of 98.9% in the state's physical fitness testing (PFT) in 2023, reflecting a high level of engagement and commitment to physical wellness among our students. Although our PFT has not been completed yet this year we are confident that participation rates will remain high.

As we reflect on our progress and achievements, we remain committed to refining our strategies, monitoring progress, and collaborating with stakeholders to ensure that every student receives a comprehensive and enriching education. By continuing to prioritize inclusivity, access, and student engagement, we are confident in our ability to empower every student to reach their full potential and thrive in both academic and personal endeavors.

The following student groups within LUESD received the lowest performance level (red) on the following state indicators on the 2023 Dashboard:

ELA proficiency for Students with Disabilities (SWD) is 80.4 points below the target.

Math proficiency for English Learners (EL) is 98.1 points below the target.

Math proficiency for Foster Youth is 100.8 points below the target.

Math proficiency for Homeless students is 95.2 points below the target.

Math proficiency for Students with Disabilities (SWD) is 116 points below the target.

Suspension rate for African American students is 6.30%.

Suspension rate for American Indian students is 7.40%.

Suspension rate for Foster Youth is 8.70%.

The following student groups received the lowest performance level (red) on the following state indicators on the 2023 Dashboard:

Cinnamon Elementary:

- ELA proficiency for English Learners (EL) is 92.2 points below the target.
- Math proficiency for English Learners (EL) is 105.5 points below the target.

Lemoore Elementary:

- EL Progress Indicator (ELPI) for English Learners (EL) indicates 40.5% progress made.

Meadow Lane:

- ELA proficiency for English Learners (EL) is 93.3 points below the target.
- ELA proficiency for Students with Disabilities (SWD) is 113.3 points below the target.
- Math proficiency for English Learners (EL) is 100 points below the target.
- Math proficiency for Students with Disabilities (SWD) is 133.8 points below the target.
- Suspension rate for Socioeconomically Disadvantaged (SED) students is 3.5%.

Liberty Middle School:

- ELA proficiency for Students with Disabilities (SWD) is 88.5 points below the target.
- Math proficiency for English Learners (EL) is 113 points below the target.
- Math proficiency for Students with Disabilities (SWD) is 153.5 points below the target.
- Chronic absenteeism rate for Students with Disabilities (SWD) is 38.50%.
- Suspension rate for Students with Disabilities (SWD) is 15.70%.

Reflections: Technical Assistance

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

During the 2021/2022 academic year, LUESD was identified for Differentiated Assistance due to data regarding chronic absenteeism and suspension rates among American Indian students. Subsequently, in the 2022/2023 academic year, the district partnered with the Kings County Office of Education to implement a collaborative plan aimed at improving outcomes in these areas. This concerted effort resulted in notable improvements in these metrics. However, challenges persisted, particularly concerning Foster students' performance in math and suspension rates, necessitating continued eligibility for Differentiated Assistance. Throughout the 2023/2024 academic year, the district has remained committed to working collaboratively with KCOE to address these challenges and enhance outcomes for our Foster students.

AIMS Statements:

In 2022/2023 Foster Youth scored 100.8 points below the standard in math on the CAASPP. By June 2025, this score will improve by at least 4 points, reducing the deficit to no more than 96.8 points below the standard.

In fall 2024-2025 LUESD will decrease suspension rates for foster youth from 6 students to 4 students. Students with repeat suspensions will decrease from 3 students to 2 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.

Lemoore Union Elementary School District does not have any schools eligible 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.

Lemoore Union Elementary School District does not have any schools eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Lemoore Union Elementary School District does not have any schools eligible for CSI.

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
<p>As part of the approval process, many groups have been engaged and involved in the development, implementation, review and update of the 2024-2025 LCAP. We continued with our strategic decision to coordinate site single plans for student achievement (SPSA) with the district LCAP. The SPSA template aligned with the LCAP goals and therefore key areas of the LCAP were identified as part of the SPSA plans.</p>	<p>Time was spent with administration and the Assistant Superintendent to complete this task of streamlined plans. In addition, coordination between our Assistant Superintendent of Curriculum, Instruction and Categorical Programs, Assistant Superintendent of Special Services along with our Director of Technology, Chief Business Official, and site Principals met regularly to review LCAP implementation efforts and establish firm budget reviews throughout the year. Beginning in January, 2023, we began the review process of our LCAP. This consisted of collecting and analyzing metrics and providing updates and reviews pertinent to our LCAP goals and expenditures. This time provided us with the data and analytics to inform our decisions moving towards our LCAP development. The metrics both state and local were reviewed and presented during the following sessions as noted below.</p>
<p>1. The Superintendent and/or the Assistant Superintendent shared data related to the construction of the 2024-2025 LCAP and related information to the community during LUESD Board of Trustees open sessions: October, December, January, February, March, April and May.</p>	<p>During board meetings presentations were shared on both qualitative and quantitative data to support progress monitoring. This included benchmark assessments, survey data and local and state assessment data.</p>
<p>2. School Services LCAP training sessions, KCOE LCAP trainings and meetings with the Superintendent, Assistant Superintendent, and Chief Business Official were conducted: October 19, 2023, January 9, 2024, February 14, 2024, March 21, 2024, April 9, 2024 and ongoing including consultations and review with KCOE staff in May 2024.</p>	<p>Training sessions are provided to ensure clarity and expectations regarding each portion of the new LCAP document. The Superintendent, Assistant Superintendent, and Chief Business Official attended scheduled trainings to glean information, engage in activities and discussions to further support the completion of the plan following all requirements.</p>

Educational Partner(s)	Process for Engagement
<p>3. Site administrators and district administrators discussed 2023-2024 and 2024-2025 LCAP actions, goals, metrics, services, and program options. The discussions took place during weekly administrator meetings throughout the school year.</p>	<p>The district maintains a comprehensive meeting structure in which district administration attend weekly district instructional and school leadership meetings. During these structured meeting sessions a review of district metrics, progress monitoring and analysis is conducted.</p>
<p>4. Surveys were deployed to teachers, parents and students to collect local indicator data. The teacher survey was conducted in February 2024. Of the 181 teachers in the district, 105 responded.</p> <p>Parent surveys regarding school climate and parent involvement were collected by each of the elementary schools and Liberty Middle School during the month of February 2024 with data presented to the School Board and community on March 12, 2024. A total of 948 surveys were received.</p> <p>A pupil survey regarding school climate and pupil engagement was gathered from 4th - 8th grade pupils during the month of February. Data gleaned from this survey was shared with the School Board and community during the March 12, 2024 meeting. A total of 1359 survey's were completed.</p>	<p>The surveys were shared with all teachers via email with a timeline set for completion. Our parent surveys were shared in paper format in both English and Spanish to support additional responses. This was due in part to the previous year electronic method yielding a decrease in participation rated from the previous year, when paper surveys were utilized.</p> <p>Student surveys were delivered via email to all 4th-8th grade students giving students from February 1st-9th to complete the survey during class time.</p>
<p>5. The Superintendent and Assistant superintendent met with the District Advisory Council (DAC) which includes teachers, classified personnel and administration representation from all school sites/departments: October 12, 2023, February 22, 2024, April 18, 2024, and May 23, 2024.</p> <p>The Superintendent and Assistant Superintendent met with the Parent Advisory Committee (PAC) which includes parents and/or representatives of English Language Learners, and students exceptional needs, along with community members including our Military Liaison on: September 26, 2023, November 28, 2023, February 27, 2024, April 23, 2024 and May 21, 2024.</p> <p>The Assistant Superintendent met with the District English Learner Advisory Committee (DELAC) which consists of parents representing</p>	<p>In each of these educational partner groups the focus of sharing regular updates regarding the LCAP goals, actions, and metric updates is conducted. Time is built into the meetings to ensure discussions, breakouts, and feedback gathering. Present at each meeting is a translator to ensure equitable access.</p>

Educational Partner(s)	Process for Engagement
<p>site English Learner Advisory Committee (ELAC) representative and other parent/community members: October 20, 2023, November 6, 2023 December 7, 2023, February 21, 2024, April 3, 2024, and May 8, 2024.</p> <p>Site Principals met with their School site councils to discuss site goals, data and district LCAP goals, actions and feedback.</p>	
<p>6. The Superintendent, Assistant Superintendents, Human Resources Director, and Chief Business Official met with representatives of the Lemoore Elementary Teachers' Association (LETA) in August 22, 2023, November 16, 2023, January 31, 2024, February 27, 2024, April 16, 2024, and May 29, 2024. In addition, the Superintendent, Assistant Superintendents, Human Resources Director, and Chief Business Official met with representatives of the Lemoore Elementary Classified Association (LECO) on August 21, 2023, November 13, 2023, March 4, 2024, April 29, 2024, May 20, 2024.</p>	<p>In each of the union educational partner groups meetings, the Superintendent and Assistant Superintendent shared information regarding our district LCAP goals, actions and metrics. Both local and state metric data was shared. Feedback was gleaned during open discussions provided during these sessions.</p>
<p>7. The district collaborated with the Kings County Office of Education, Assistant Superintendent of Special Education on June 5, 2024, to review special education supports. SELPA feedback indicated our LCAP captured all student groups and we specifically included metrics for our special education students in order to monitor progress in the areas of academic and social emotional supports along with attendance and extracurricular involvement. Our LUESD LCAP was also shared with the Kings County staff for review and feedback on all plan elements.</p>	<p>The Superintendent attends all monthly SELPA governance meeting. In addition, a LCAP consultation meeting was held with the KCOE, Assistant Superintendent of Special Education to review how SWDs were incorporated into our LCAP goals, along with a review of pertinent metrics analyzing successes and areas of focus. In addition, discussions focused on increasing Least Restrictive Environment (LRE) targets and inclusion into general education.</p>
<p>8. Bridges staff, students and parents convened to discuss the development of the focus goal as part of the Equity Multiplier funds.</p>	<p>Bridges student were interviewed by the Bridges Administrative staff via 1:1 conversations. Parents were contacted and surveyed by phone due to the small number of students enrolled in the program. Staff including the teacher and paraprofessional support staff provided feedback to support the focus goal and action development. Suspensions, absences and conversations with students throughout the year influenced the decision on how to use the funding to meet the identified areas of student needs.</p>

Educational Partner(s)	Process for Engagement
9. Superintendent Student Advisory Committee was held February 29, April 23 and May 28, 2024.	The Superintendent met with 7th and 8th grade students to discuss the LCAP goals, actions and metrics. During these meeting students shared their understanding of the actions and investments along with sharing feedback on whether the actions or investments should be kept, changed or dropped. Students took part in several activities including a review of academic, social emotional and climate data. During the activities students were asked to provide feedback via small group discussions, gallery walks with prompts eliciting direct written and verbal feedback. The process of ensuring student voice and engagement on the LCAP development was empowering as they witnessed their feedback realized in the the new LCAP plan.

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

The feedback provided from our educational partners included the need for the district to continue to invest in social emotional supports and training (Action 1.1), academic intervention supports, lowering class sizes (Action 2.4), and increasing paraprofessional supports (Action 1.1, 1.6, 2.3) In addition, feedback gleaned indicated the need to continue and expand current actions related to the districts three goal areas. During District Advisory Committee (DAC) and Parent Advisory Committee (PAC) meetings, both groups shared the need to invest in social emotional supports including maintaining social emotional paraeducators (Action 1.1), counselors (Action 1.1) and nursing services (Action 1.2) particularly due to the ongoing student needs. Furthermore, they requested additional investments in mental health services and supports. The DAC specifically supported reading and math intervention along with student for student field trips (Action 2.6). The expansion of Universal TK was supported and a request of tutoring support to close the academic gaps for our students. In addition, technology investments (Action 2.2) to ensure access to the curriculum was a high priority. Ongoing professional development (Action 2.1) was also noted as an area of continued need in the review of the LCAP for 2023-2024. The ability to ensure our students had access to a broad range of courses and experiences during their academic day was important. Therefore maintaining the physical education investments (Action 2.5) and fine arts program (Action 3.1) were critical areas of supporting the whole child. Site and district administration also concurred with the feedback gleaned from the DAC and PAC groups. LETA and LECO shared the need to invest in social emotional supports (Action 1.1) for our students and increased fine arts access (Action 3.1) for primary students along with intervention supports for identified students. DELAC emphasized the need to continue the district EL teacher and paraprofessional supports (Action 2.3). DELAC also appreciated the District's model of delivery providing push-in support as opposed to pull-out only. This has made a positive impact on student growth. The parent/teacher/pupil surveys provided additional data and indicated the need to include or increase social emotional supports (Action 1.1). SELPA feedback indicated the need to ensure special education metrics were captured in academic areas. Our tribal educational liaison was consulted regarding chronic absenteeism data and suspension data specific to American Indian students. The feedback received indicated support of our efforts to engage our students in specific interventions (Action 1.5) and counseling services (Action 1.1). Based on board meeting LCAP updates, the board continued to support the district's ELD investments, which include dedicated ELD teachers at each site along with paraprofessionals to support supplemental daily instruction and intervention to support language development and acquisition (Action 2.3). They also shared the need to invest in social emotional supports (Action 1.1) to meet the diverse needs of our students. A Superintendent Student Advisory was initiated with meetings held in February, April and May, with a group of 7th and 8th grade students.

The students reviewed key district data and provided feedback regarding the need to ensure counselors (Action 1.1) were readily available based on the increase of depression and anxiety amongst their peers. They suggested an additional counselor be added to the middle school campus (Action 1.1). They also shared that additional supports in math are needed and tutors to support identified gaps in knowledge. They would also recommend the district invest in additional sports (Action 1.3) offering to provide further connections for students. Students believed the study trips provided additional exposure to exploring new places and building additional knowledge. The key discovery of obtaining educational partner feedback was the coherence of responses from each educational partner group. They each valued the investments currently provided and recognized the same needs in expanding opportunities and resources i.e. counselors/social-emotional supports/sports/extra-curriculars and safety being a priority.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a safe and nurturing learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The district has chosen this goal because the Dashboard data indicates that our students average daily attendance, chronic absenteeism and suspension and expulsion data are areas that have made progress but must be continually monitored in order to maintain a safe and nurturing environment for all students. Furthermore, student connectedness to school is a key factor in increasing daily attendance and reducing chronic absenteeism. The investment in counselors and nursing services and providing extra-curricular experiences provides a system of support to meet the social-emotional and health needs of our students. As a result, the district believes these actions and supports will increase the likelihood of students attending school on a day to day basis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 5: Pupil Engagement A. School Attendance Rates Average Daily attendance rate (Aeries) Absenteeism Data (DataQuest)	Average daily attendance rate 2022-2023: All Students - 93.78% Average Days Absent 2022/2023 All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6 SWD - 13.1 Homeless - 12.3			Average daily attendance rate 2025-2026: All Students 95.68% Average Days Absent 2022/2023 All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SWD - 12 Homeless - 11.2	
1.2	Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates (CA Dashboard)	Chronic Absenteeism rate 2022-2023: All Students - 18.6% Homeless - 37.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% SWD - 27.2% (Schools with Red Indicators) Liberty Middle School SWD- 38.5%			Chronic Absenteeism rate 2025-2026: All Students - 9.6% Homeless - 28.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2% SWD - 18.2% (Schools with Red Indicators) Liberty Middle School SWD- 29.5%	
1.3	Priority 6: School Climate A. Pupil Suspension Rates (CA Dashboard)	Suspension rate 2022-2023 (District): All Students - 3.3% Homeless - 3.8% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7% SWD - 5.2% (District reds) African American - 6.3% American Indian - 7.4%			Suspension rate 2025-2026 (District): All Students - 2.7% Homeless - 3.2% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1% SWD - 4.6% (District reds)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Schools with Red Indicators) Meadow Lane SED - 3.5% Liberty Middle School SWD - 15.70%			African American - 5.7% American Indian - 6.8% (Schools with Red Indicators) Meadow Lane SED - 2.5% Liberty Middle School SWD - 10.70%	
1.4	Priority 6: School Climate B. Pupil Expulsion Rates (DataQuest)	Expulsion rate 2022-2023: All Students - 1% Homeless - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1% SWD - 2.7%			Expulsion rate 2025-2026: All Students - 0.5% Homeless - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55% SWD - 1.35%	
1.5	Priority 5: Pupil Engagement C. Middle school drop out rate (Aeries)	Middle School Drop out rate 2022/2023: 0% (Aeries)			Middle School Drop out rate 2025/2026: 0% (Aeries)	
1.6	Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness (Local Data Surveys)	Local survey results indicate 2023/2024: Pupil satisfaction rate: Safety 73.4% School Connectedness: 81.2%			Local survey results indicate 2025/2026: Pupil satisfaction rate: Safety 76.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent satisfaction rate: Safety - 91.6% School Connectedness - 93.4% Staff satisfaction rate: Safety - 70.5% School Connectedness - 93.4%			School Connectedness: 82.2% Parent satisfaction rate: Safety - 92.6% School Connectedness - 94.4% Staff satisfaction rate: Safety - 73.5% School Connectedness - 91.4%	
1.7	Priority 7: Course Access B. Programs and services for Unduplicated Pupils C. Programs and services for Students with Exceptional Needs Extracurricular Participation Rate: Sports Clubs, Programs, Events (Aeries)	2023/2024 Extracurricular Participation This will be implemented during the 2024/2025 school year at which point we will set baseline data. Percent of eligible K-6 students who played sports: All Students: 30.52% Homeless: 14.29% Foster: 33.33% EL: 21.98% SED: 31.78			2025/2026 Extracurricular Participation This will be implemented during the 2024/2025 school year at which point we will set baseline data. Percent of eligible K-6 students who played sports: All Students: 34% Homeless: 14.5% Foster: 35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 26.14% Percent of eligible 7-8 students who played sports: All Students: 19.48% Homeless: 0% Foster: 20% EL: 10.45% SED: 22.20% SWD: 10.52%			EL: 24% SED: 35. SWD: 27% Percent of eligible 7-8 students who played sports: All Students: 21.5% Homeless: 10% Foster: 25% EL: 11.5% SED: 24.5% SWD: 12%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling Services	<p>Provide counseling services and Social Emotional Support for TK-8 grade students.</p> <p>Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p> <p>Addresses: Metric 1.3 Suspension Rate: (District reds) African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p>	\$1,662,153.00	Yes
1.2	Nursing Services	<p>Provide nursing services, including 1 FTE (RN) registered nurses and 8 FTE (LVN) licensed vocational nurses</p> <p>Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p>	\$1,099,702.00	Yes
1.3	Extra Curricular Programs	<p>Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school.</p> <p>Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p> <p>Addresses: Metric 1.3 Suspension Rate:</p>	\$205,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(District reds) African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p>		
1.4	Campus Safety and Connectedness	<p>Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school. 2 FTE Youth Development Officers and 2 FTE Campus Safety Personnel.</p> <p>Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p> <p>Addresses: Metric 1.3 Suspension Rate: (District reds) African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p>	\$684,000.00	Yes
1.5	Attendance Supports	<p>Provide Administrative Intervention Services for Middle School Pupils and provide Clerical Office Aides (Attendance Clerks) to the Elementary Schools.</p> <p>Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p> <p>Addresses: Metric 1.3 Suspension Rate: (District reds) African American - 6.3%, American Indian - 7.4%</p>	\$418,664.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70%</p> <p>A detailed companion action can be found in Goal 1 in site SPSA</p>		
1.6	Community Day school	Provide supplemental services to the students at the community day school including; paraprofessionals, counselor, mentoring services, and Social Emotional Learning Paraprofessional.	\$270,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maximize pupil achievement and success.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The district has chosen this goal because the Dashboard data indicates that some of our students are lagging behind the state average in ELA and math performance. Furthermore, the state data indicates a need to reduce and eliminate the variance between student groups which is to improve the performance of English learners, low income students and Hispanic students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4: Pupil Achievement A. Statewide Assessments CAASPP ELA distance from proficiency (CA Dashboard)	CAASPP - ELA distance from proficiency (CA Dashboard) 2022-2023: All Students - 10.6 Points Below Homeless - 49.3 Points Below English Learners - 62.3 Points Below Foster Youth - 67.5 Points Below			CAASPP - ELA distance from proficiency (CA Dashboard) 2025-2026: All Students - 4.6 Points Below Homeless - 19.3 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - 19.9 Points Below LTEL - 6.38% Met or Exceeded Standard (District Reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below Meadow Lane EL - 93.3 Points Below Meadow Lane SWD - 113.3 Points Below Liberty MS SWD - 88.5 Points Below			SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard (District Reds) SWD - 50.4 Points Below (Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below	
2.2	Priority 4: Pupil Achievement A. Statewide Assessments CAASPP Math distance from proficiency (CA Dashboard)	CAASPP - Math distance from proficiency (CA Dashboard) 2022-2023: All Students - 45.4 Points Below SED - 53.8 Points Below (District Reds) English Learners - 98.1 Points Below			CAASPP - Math distance from proficiency (CA Dashboard) 2025-2026: All Students - 25 Points Below SED - 33.8 Points Below (District Reds) English Learners - 68.1 Points Below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Foster Youth - 100.8 Points Below Homeless - 95.2 Points Below SWD - 116.3 Points Below LTEL - 0% Met or Exceeded Standard</p> <p>(Schools with Red Indicators) Cinnamon EL - 105.5 Points Below Meadow Lane EL - 100 Points Below Meadow Lane SWD - 133.8 Points Below Liberty MS EL - 113 Points Below Liberty MS SWD - 153.5 Points Below</p>			<p>Foster Youth - 90.8 Points Below Homeless - 65.2 Points Below SWD - 86.3 Points Below LTEL - 5% Met or Exceeded Standard</p> <p>(Schools with Red Indicators) Cinnamon EL - 75.5 Points Below Meadow Lane EL - 70 Points Below Meadow Lane SWD - 100.8 Points Below Liberty MS EL - 83 Points Below Liberty MS SWD - 123.5 Points Below</p>	
2.3	<p>Priority 4: Pupil Achievement A. Statewide Assessments ELPAC</p> <p>EL Progress Indicator (ELPI) (CA Dashboard)</p>	<p>English Learner Progress Indicator 2022/2023:</p> <p>English Learners - 50.6% Made Progress</p> <p>(Schools with Red Indicators) Lemoore Elem - 40.5% Made Progress</p>			<p>English Learner Progress Indicator 2025/2026:</p> <p>English Learners - 54.6% Made Progress</p> <p>(Schools with Red Indicators)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Lemoore Elem - 45% Made Progress	
2.4	Priority 4: Pupil Achievement F. EL Reclassification Rate (Aeries)	EL Reclassification Rate 2022/2023: 12.78% of EL students reclassified			EL Reclassification Rate 2025/2026: 15% of EL students reclassified	
2.5	Priority 1: Basic Services A. Teacher Credentialing	99% of teachers are appropriately assigned in 2023-2024. 93% (168/181) of teachers were fully credentialed in 2023/2024 fully credentialed (4/18/24).			100% of teachers are appropriately assigned in 2025-2026. 95% of teachers were fully credentialed in 2023/2024 fully credentialed	
2.6	Priority 1: Basic Services B. Sufficient Access to Standards Aligned Materials Annual Textbook Resolution	100% of pupils are provided sufficient instructional materials			100% of pupils are provided sufficient instructional materials	
2.7	Priority 1: Basic Services C. Facilities Maintained in Good Repair (FIT)	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).			All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	<p>Priority 3: Parental Involvement</p> <p>Attendance at Parent-teacher Conferences</p> <p>Parent Survey Results</p> <p>Parent Participation</p>	<p>Parent Involvement 2023/2024:</p> <p>Parent teacher conference attendance is at 97%</p> <p>37% of parents submitted the Parent Survey.</p> <p>DELAC averaged seven parents per meeting.</p> <p>Attendance at School Site Council (SSC) averaged 3 parents per site.</p> <p>Attendance at Parent Advisory Committee (PAC) averaged seven parents per a meeting. Parent representatives included students with exceptional needs, ENglish Learners.</p>			<p>Parent Involvement 2025/2026:</p> <p>Parent teacher conference attendance is at 98%</p> <p>40% of parents submitted the Parent Survey</p> <p>Attendance at DELAC averaged seven parents per meeting (Four Meetings).</p> <p>Attendance at School Site Council (SSC) averaged 4 parents per</p> <p>Attendance at Parent Advisory Committee (PAC) averaged ten parents per a meeting. Parent representatives included students with exceptional needs, English Learners (Four Meetings).</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Priority 4: Pupil Achievement B. A-G Pass Rate C. CTE D. CTE G. AP Pass Rate H. EAP	N/A			N/A	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	<p>Provide three extra days for annual professional development for certificated and classified instructional staff in creating and maintaining a student-centered culture, implementing the PLC model (Working collaboratively to meet the needs of ALL students), and effective instruction in academics and social/emotional supports.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>	\$265,330.00	Yes
2.2	Tech support for Innovative Programming	<p>The district will continue to provide one-to-one devices for every student and the essential information technology staff to facilitate access to supplemental resources like iReady, Read Naturally, Star Reading, Star</p>	\$550,185.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Math, Illuminate, etc. This investment is aimed at addressing the diverse learning needs of students in the 21st century.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>		
2.3	English Language Development Teachers and Paraprofessionals	Provide supplemental EL support under the direction of the certificated English language development teachers, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.	\$1,575,769.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The ELD teacher and paraprofessionals will offer supplemental support to classroom teachers serving English learners, delivering daily services in English language development and acquisition.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Points Below, Liberty MS EL- 113 Points Below, Liberty MS SWD - 153.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>		
2.4	Class Size Reduction -4-6 Grades	<p>The district remains committed to hiring additional teachers in grades 4th through 6th to maintain optimal class sizes, despite the provision in the teacher contract permitting classes to have up to 32 students per teacher. This proactive approach ensures that students benefit from individualized attention and a conducive learning environment conducive to their academic success.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency</p>	\$983,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>(District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>		
2.5	Physical Education	<p>Operate Physical Education program to include 5 Supplemental PE teachers that provide instruction to students in grades TK through six in order to provide grade level teachers collaborative team time.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>	\$732,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>		
2.6	Additional Learning Opportunities for students-Field Trips	<p>The district will arrange study trips for students of each grade level aligned with their respective content standards.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below</p>	\$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 2 in site SPSA		
2.7	Media Technology Support Specialists and Assistants, Library Techs	<p>School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books.</p> <p>Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p> <p>Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below</p> <p>A detailed companion action can be found in Goal 2 in site SPSA</p>	\$563,925.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All pupils have access to broad range of courses.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has chosen to prioritize this goal to ensure that students have a well-rounded education that includes science, social science, art/music and PE. In addition, according to our educational partners there was a desire for music education to expand into the primary grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 7: Course Access A. Pupil Access to Courses B. Programs and Services Unduplicated Students C. Programs and Services Unduplicated Students Site administration reports Master schedule in middle school SEIS Reports	100% of 4th - 8th grade students will receive social science and science instruction. 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and have access to fine arts			100% of 4th - 8th grade students will receive social science and science instruction. 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.</p> <p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners will receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.</p>			<p>social science, science, P.E. and have access to fine arts</p> <p>100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E.</p> <p>100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction.</p> <p>100% of English Learners will receive daily Designated English Language Development support.</p> <p>100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 7: Course Access B. Programs and Services Unduplicated Students C. Programs and Services Exceptional Needs Student Participation in Music Program (Aeries)	Music Education Participation Rates 2023/2024: 5th/6th Grade Music Rates: All students - 50.41% Homeless - 9.52% English Learners - 41.76% Foster Youth - 50.00% SED - 52.04% SWD - 41.7% 7th/8th Grade Music Rates: All students - 21.81% Homeless - 0% English Learners - 17.91% Foster Youth - 10.00% SED - 23.55% SWD - 10.8%			Music Education Participation Rates 2025/2026: 5th/6th Grade Music Rates: All students - 54% Homeless - 14.52% English Learners - 44% Foster Youth - 50% SED - 55% SWD - 44% 7th/8th Grade Music Rates: All students - 29% Homeless - 10% English Learners - 25% Foster Youth - 15% SED - 25% SWD - 16%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Music Instruction	Operate music program that includes 6 music teachers that provide instruction. Along with an allocation of materials and supplies	\$825,584.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engagement in order for Bridges students to feel connected to school and experience a sense of belonging	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to support the intent of the Equity Multiplier funds providing additional service supports for the diverse needs of students attending the Bridges Community Day School program. Social Emotional supports, mentoring and connections are vitally important to support reductions in suspensions, increase daily attendance, decrease chronic absenteeism and increase both academic and social emotional positive outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates (CA Dashboard)	Chronic Absenteeism rate 2022-2023: Hispanic - 84.6% SED - 86.7%			Chronic Absenteeism rate 2025-2026: Hispanic - 75% SED - 73%%	
4.2	Priority 6: School Climate A. Pupil Suspension Rates (CA Dashboard)	Suspension rate 2022-2023: Hispanic - 42.1% SED - 50%			Suspension rate 2025-2026: Hispanic - 35% SED - 40%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access to a variety of Programs, Equipment, and Materials and Supplies	Sound Trap for Education, Lego Education, Second Step Middle School, Circle T Ranch (Horse Therapy), Urbanist Collective (Art), Cooking Supplies, Stackable Washer/Dyer, and PE Uniforms	\$50,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$10,066,950.00	\$\$1,106,387

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
32.309%	0.527%	\$157,031.00	32.836%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Counseling Services Need: Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates All Students - 93.78% Average Days Absent	Counselors and social emotional paraprofessionals play crucial roles in improving various aspects of education for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED). Here's a summary of how they can positively impact key areas: Attendance: These professionals can provide targeted support to identify and address barriers to attendance, such as transportation issues, health	Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7%</p> <p>(District reds) African American - 6.3% American Indian - 7.4%</p> <p>(Schools with Red Indicators) Meadow Lane SED - 3.5% Liberty Middle School SWD - 15.70%</p> <p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates</p>	<p>concerns, or family responsibilities. By building rapport and trust with students and families, they can encourage regular attendance through interventions tailored to individual needs.</p> <p>Suspensions and Expulsions: Counselors and social emotional paraprofessionals are adept at addressing underlying behavioral issues that may lead to disciplinary actions. Through counseling, conflict resolution techniques, and social skill development, they can help students navigate challenges, reduce incidents of disruptive behavior, and foster a positive school climate.</p> <p>Dropouts: By establishing supportive relationships with at-risk students, counselors and paraprofessionals can identify early warning signs of disengagement or academic struggles. Interventions such as academic tutoring, mentoring, and career counseling can help students stay on track to graduation and post-secondary success.</p> <p>School Safety: These professionals contribute to creating a safe and inclusive school environment by implementing proactive strategies for conflict resolution, bullying prevention, and crisis intervention. By promoting social-emotional learning and empathy, they help cultivate a culture of respect and mutual understanding among students and staff.</p> <p>School Connectedness: Counselors and social emotional paraprofessionals facilitate connections between students, families, and the school community by organizing outreach events, support</p>	<p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates</p> <p>Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 29.5%</p> <p>Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1%</p> <p>(District reds) African American - 5.7% American Indian - 6.8%</p> <p>(Schools with Red Indicators) Meadow Lane SED - 2.5% Liberty Middle School SWD - 10.70%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1%</p> <p>Metric 1.5 Priority 5: Pupil Engagement C. Middle school drop out rate Middle School Drop out rate 0%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 73.4% School Connectedness: 81.2%</p> <p>Parent satisfaction rate: Safety - 91.6% School Connectedness - 93.4%</p> <p>Staff satisfaction rate: Safety - 70.5% School Connectedness - 93.4%</p> <p>EL, FY, and SED students consistently exhibit higher rates of chronic absenteeism compared to the overall student population. This indicates a need for targeted support to address underlying factors contributing to absenteeism. By offering services tailored to the needs of these student groups, schools can work towards improving attendance rates</p>	<p>groups, and extracurricular activities. By fostering a sense of belonging and inclusion, they enhance students' engagement, motivation, and overall well-being.</p> <p>For EL, FY, and SED students who may face additional challenges related to language barriers, trauma, or socioeconomic disparities, the presence of dedicated professionals who understand their unique needs and cultural backgrounds is especially valuable. By providing targeted support and resources, counselors and social emotional paraprofessionals can help these students overcome obstacles, thrive academically, and reach their full potential.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%</p> <p>Metric 1.5 Priority 5: Pupil Engagement C. Middle school drop out rate Middle School Drop out rate 0%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 76.4% School Connectedness: 82.2%</p> <p>Parent satisfaction rate: Safety - 92.6% School Connectedness - 94.4%</p> <p>Staff satisfaction rate: Safety - 73.5%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and ensuring that all students have equal opportunities to benefit from education.</p> <p>Foster youth notably experience significantly higher suspension rates compared to the overall student body. Additionally, EL and SED students also have slightly elevated suspension rates. This suggests that these student populations may face unique challenges related to behavior, adjustment, or socioemotional factors that contribute to disciplinary actions. Providing targeted counseling and social-emotional support services can help address underlying issues, reduce incidents of disruptive behavior, and promote positive behavior management strategies, thus improving overall school climate and student outcomes.</p> <p>Although expulsion rates are relatively low across all student groups, it's notable that EL, FY, and SED students still exhibit slightly higher rates compared to the overall student population. This underscores the importance of implementing proactive interventions and support services to prevent situations that may lead to expulsion. By addressing underlying behavioral and socioemotional needs, schools can mitigate the risk of more severe disciplinary actions and ensure that all students have the opportunity to learn and succeed in a safe and supportive environment.</p> <p>The absence of middle school dropouts among the student population is a positive indicator of student engagement and retention.</p>		<p>School Connectedness - 91.4%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>However, it's essential to recognize that EL, FY, and SED students may still face challenges that could potentially lead to disengagement or dropout in later grades if not addressed proactively. By providing comprehensive counseling and social-emotional support services early on, schools can continue to promote student engagement, academic success, and positive outcomes throughout their educational journey. This proactive approach ensures that all students, including those from vulnerable populations, receive the necessary support to stay on track and achieve their educational goals.</p> <p>Survey results indicate varying levels of satisfaction among pupils, parents, and staff regarding safety and school connectedness. While overall satisfaction rates are relatively high, it's notable that pupil satisfaction with safety and school connectedness is lower compared to parents and staff. This suggests a potential gap in perceptions and experiences that may require attention, particularly among EL, FY, and SED students who may face additional barriers to feeling safe and connected within the school environment. By offering targeted counseling and social-emotional support services, schools can address concerns, build trust, and foster a sense of belonging among all students, thereby enhancing overall satisfaction levels and promoting a positive school climate conducive to academic success and well-being.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	<p>Action: Nursing Services</p> <p>Need: Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates</p> <p>Average Days Absent: All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Student Safety 73.4%</p>	<p>Nursing services play a vital role in enhancing various aspects of education for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED). Here's a summary of why nursing services would be beneficial in improving attendance, school safety, and school connectedness for these student groups:</p> <p>Attendance Improvement: Nursing services can address health-related barriers to attendance, such as chronic illnesses, injuries, and infectious diseases. By providing preventive care, managing chronic conditions, and offering timely interventions for health issues, nurses contribute to keeping students healthy and reducing absenteeism. This is particularly crucial for EL, FY, and SED students, who may face additional health challenges due to limited access to healthcare or socio-economic factors.</p> <p>School Safety Enhancement: Nurses play a key role in ensuring a safe and healthy school environment by implementing health protocols, managing medical emergencies, and promoting injury prevention strategies. They contribute to early detection and management of health-related safety concerns, such as allergies, asthma, and contagious diseases, thereby reducing risks and fostering a secure learning environment for all students, including EL, FY, and SED students.</p>	<p>Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates</p> <p>Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 29.5%</p> <p>Metric 1.6 Priority 6: School Climate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student Connectedness: 81.2%</p> <p>Parent satisfaction rate: Student Safety - 91.6% Student Connectedness - 93.4%</p> <p>Staff satisfaction rate: Student Safety - 70.5% Student Connectedness - 93.4%</p> <p>High rates of chronic absenteeism among EL, FY, and SED students indicate potential health-related barriers to attendance. Nursing services can address these barriers by providing preventive care, managing chronic illnesses, and offering timely interventions for health issues. By promoting student health and reducing absenteeism, nursing services contribute to increased engagement and academic success.</p> <p>While the middle school dropout rate is currently at 0%, it's essential to maintain this positive trend. Nursing services play a preventive role by addressing health-related factors that could lead to disengagement or dropout in later grades. By promoting overall student well-being and providing support for physical and mental health needs, nursing services contribute to maintaining high levels of student engagement and retention.</p> <p>The survey results indicate varying levels of satisfaction with safety and school connectedness among pupils, parents, and staff. Nursing services contribute to creating a</p>	<p>School Connectedness: Nursing services contribute to fostering a sense of connectedness and support among students by providing compassionate care, health education, and promoting overall well-being. By offering a supportive and nurturing presence, nurses help students feel valued, cared for, and more engaged in their school community. This is particularly important for EL, FY, and SED students, who may benefit from additional support and resources to address their holistic needs and build positive relationships within the school environment.</p> <p>Overall, nursing services play a crucial role in addressing the health-related needs of EL, FY, and SED students, thereby contributing to improved attendance, enhanced school safety, and strengthened school connectedness. By providing comprehensive health care and support, nurses help create a conducive learning environment where all students can thrive academically, socially, and emotionally.</p>	<p>C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 76.4% School Connectedness: 82.2%</p> <p>Parent satisfaction rate: Safety - 92.6% School Connectedness - 94.4%</p> <p>Staff satisfaction rate: Safety - 73.5% School Connectedness - 91.4%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>safe and healthy school environment by implementing health protocols, managing medical emergencies, and promoting injury prevention strategies. Additionally, nurses support overall well-being, fostering a sense of connectedness and support among students, parents, and staff. By addressing health-related concerns and promoting a positive school climate, nursing services enhance satisfaction levels and contribute to a supportive learning environment for all.</p> <p>In summary, nursing services are essential for addressing health-related barriers to attendance, promoting student well-being, and fostering a positive school climate. By providing comprehensive health care and support, nurses contribute to increased student engagement, academic success, and overall school satisfaction among EL, FY, and SED students, as well as the broader school community.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Extra Curricular Programs</p> <p>Need:</p>	Sports and extracurricular programs offer numerous benefits that can significantly improve attendance and school connectedness for English	Metric 1.1 Priority 5: Pupil Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates All Students - 93.78%</p> <p>Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6 SWD - 13.1 Homeless - 12.3</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7%</p> <p>(District reds) African American - 6.3% American Indian - 7.4%</p>	<p>learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED).</p> <p>Attendance: Sports and extracurricular activities provide students with opportunities to engage in interests outside of the traditional classroom setting. For EL, FY, and SED students who may face academic or social challenges, these programs offer a chance to discover and cultivate talents, interests, and skills, thereby increasing their motivation to attend school regularly.</p> <p>Connectedness: Participation in sports teams, clubs, and other extracurricular activities fosters a sense of belonging and connectedness among students. EL, FY, and SED students who may feel marginalized or isolated can find a supportive community within these programs, where they can develop friendships, build relationships with peers and mentors, and feel valued as contributing members of the school community.</p> <p>In summary, sports and extracurricular programs play a crucial role in improving attendance and school connectedness for EL, FY, and SED students by providing opportunities for engagement, fostering a sense of belonging, supporting academic success, developing life skills, and promoting cultural and social integration. By investing in these programs, schools can create a more inclusive and supportive environment where all students feel valued, motivated, and connected to their school community.</p>	<p>A. School Attendance Rates</p> <p>Average Days Absent 2022/2023: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates</p> <p>Chronic Absenteeism rate 2025-2026: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 29.5%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(Schools with Red Indicators) Meadow Lane SED - 3.5% Liberty Middle School SWD - 15.70%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: School Connectedness: 81.2%</p> <p>Parent satisfaction rate: School Connectedness - 93.4%</p> <p>Staff satisfaction rate: School Connectedness - 93.4%</p> <p>The data indicates that EL, FY, and SED students exhibit lower attendance rates and weaker school connectedness compared to their peers.</p> <p>By participating in sports teams, clubs, and other extracurricular programs, students can develop a sense of belonging and purpose within the school community, leading to increased motivation to attend school regularly. Additionally, these activities promote teamwork, discipline, and time management skills, which are essential for academic success. Overall, involvement in sports and extracurricular activities can enhance the overall school experience for EL, FY, and SED</p>	<p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>School Connectedness: 82.2%</p> <p>Parent satisfaction rate: School Connectedness - 94.4%</p> <p>Staff satisfaction rate: School Connectedness - 91.4%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students, leading to improved attendance and stronger connections to the school community.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: Campus Safety and Connectedness</p> <p>Need: Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates</p> <p>All Students - 93.78%</p> <p>Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>Metric 1.3</p>	<p>Youth Development Officers (YDOs) and campus security personnel play vital roles in enhancing various aspects of education and student well-being, especially for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED).</p> <p>Attendance Improvement: YDOs can work proactively to identify and address factors contributing to absenteeism among EL, FY, and SED students. By fostering relationships, providing mentorship, and offering support services, they can encourage regular attendance and help students overcome barriers such as transportation issues, health concerns, or family responsibilities. Additionally, campus security personnel contribute to a safe and welcoming environment, which can positively influence attendance rates.</p> <p>Reduction in Suspensions and Expulsions: YDOs play a crucial role in promoting positive behavior and conflict resolution skills among students. By implementing restorative justice practices, providing social-emotional support, and facilitating mediation, they can help mitigate conflicts and reduce the likelihood of suspensions and expulsions. Additionally, campus security personnel contribute to maintaining a safe and</p>	<p>Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates</p> <p>Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates</p> <p>Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 29.5%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7%</p> <p>(District reds) African American - 6.3% American Indian - 7.4%</p> <p>(Schools with Red Indicators) Meadow Lane SED - 3.5% Liberty Middle School SWD - 15.70%</p> <p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates All Students - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1%</p> <p>Metric 1.5 Priority 5: Pupil Engagement C. Middle school drop out rate Middle School Drop out rate 0%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 73.4% School Connectedness: 81.2%</p>	<p>orderly school environment, which can prevent situations that may lead to disciplinary actions.</p> <p>Prevention of Dropouts: YDOs offer mentorship, academic support, and guidance to students at risk of dropping out. By providing personalized interventions, connecting students with resources, and fostering a sense of belonging, they can help EL, FY, and SED students stay engaged and motivated to complete their education. Additionally, campus security personnel contribute to creating a supportive environment where students feel safe and connected, which can positively impact dropout rates.</p> <p>Enhanced School Safety: Campus security personnel play a crucial role in ensuring the physical safety and security of students, staff, and visitors. By implementing safety protocols, conducting regular patrols, and responding to emergencies, they create a secure learning environment conducive to academic success. YDOs also contribute to school safety by promoting positive behavior, fostering conflict resolution skills, and addressing underlying issues that may lead to safety concerns.</p> <p>Improved School Connectedness: YDOs foster a sense of belonging and connectedness among students by organizing extracurricular activities, leadership programs, and community engagement initiatives. By providing opportunities for students to build relationships, develop skills, and contribute to their school community, they enhance school connectedness and promote a positive school culture. Additionally, campus security personnel</p>	<p>Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1%</p> <p>(District reds) African American - 5.7% American Indian - 6.8%</p> <p>(Schools with Red Indicators) Meadow Lane SED - 2.5% Liberty Middle School SWD - 10.70%</p> <p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%</p> <p>Metric 1.5 Priority 5: Pupil Engagement C. Middle school drop out rate Middle School Drop out rate 0%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent satisfaction rate: Safety - 91.6% School Connectedness - 93.4%</p> <p>Staff satisfaction rate: Safety - 70.5% School Connectedness - 93.4%</p> <p>The involvement of Youth Development Officer (YDOs) and campus safety personnel is crucial in addressing the challenges faced by English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED), students in terms of attendance, suspensions, expulsions, dropout rates, and overall school safety and connectedness. Through proactive engagement and supportive practices, they can help create an environment where all students have the opportunity to succeed.</p> <p>Improving Attendance Rates and Reducing Chronic Absenteeism: EL, FY, and SED students exhibit higher rates of chronic absenteeism compared to the overall student population. YDOs and campus safety personnel can collaborate with school administrators and support staff to identify barriers to attendance and implement targeted interventions.</p> <p>By building positive relationships with these students and their families, YDOs and campus safety personnel can address factors such as</p>	<p>contribute to school connectedness by building rapport with students, serving as positive role models, and fostering a supportive atmosphere where students feel valued and respected.</p> <p>In summary, the presence of Youth Development Officers and campus security personnel can significantly impact attendance, suspensions, expulsions, dropouts, school safety, and school connectedness for EL, FY, and SED students. By providing support, guidance, and a safe learning environment, these professionals contribute to the overall well-being and academic success of students from diverse backgrounds.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 76.4% School Connectedness: 82.2%</p> <p>Parent satisfaction rate: Safety - 92.6% School Connectedness - 94.4%</p> <p>Staff satisfaction rate: Safety - 73.5% School Connectedness - 91.4%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>transportation issues or family responsibilities that may contribute to chronic absenteeism.</p> <p>Reducing Suspension and Expulsion Rates: Suspension and expulsion rates are disproportionately higher among EL, FY, and SED students. YDOs and campus safety personnel can implement restorative justice practices and conflict resolution techniques to address behavioral issues in a supportive manner.</p> <p>By fostering a culture of respect, understanding, and accountability, they can help create an environment where disciplinary actions are viewed as opportunities for learning and personal growth.</p> <p>Enhancing School Climate and Safety: While overall satisfaction rates regarding safety and school connectedness are relatively high among pupils, parents, and staff, disparities exist among different demographic groups.</p> <p>YDOs and campus safety personnel can actively engage with EL, FY, and SED students to ensure their concerns regarding safety and school connectedness are addressed.</p> <p>By facilitating open dialogue and collaboration among students, parents, staff, and community members, they can contribute to creating a more inclusive and welcoming school climate for all students.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	<p>Action: Attendance Supports</p> <p>Need: Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates</p> <p>All Students - 93.78%</p> <p>Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 38.5%</p> <p>Metric 1.3 Priority 6: School Climate</p>	<p>Due to decrease in ADA and increase in chronic absenteeism rates over the past few years, the need to ensure intense monitoring of attendance is crucial to the success of our students. Therefore, the addition of supplemental services in the utilization of attendance clerks is essential to progress monitoring daily attendance oversight. The attendance clerks, can significantly support English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED) in various aspects of their educational journey.</p> <p>Daily Attendance Monitoring and Support: A dedicated attendance clerk can closely monitor daily attendance records for EL, FY, and SED students. By identifying patterns of absenteeism early on, they can intervene promptly to address any underlying issues that may be affecting attendance, such as transportation barriers, health concerns, or family responsibilities.</p> <p>In addition, the assistant principal will work collaboratively with teachers, counselors, and support staff to implement targeted strategies aimed at improving daily attendance for these students. This may include personalized attendance plans, incentives for improved attendance, or connecting families with community resources to overcome attendance-related challenges.</p>	<p>Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates</p> <p>Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5</p> <p>Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates</p> <p>Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2%</p> <p>(Schools with Red Indicators) Liberty Middle School SWD- 29.5%</p> <p>Metric 1.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7%</p> <p>(District reds) African American - 6.3% American Indian - 7.4%</p> <p>(Schools with Red Indicators) Meadow Lane SED - 3.5% Liberty Middle School SWD - 15.70%</p> <p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates All Students - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1%</p> <p>Metric 1.5 Priority 5: Pupil Engagement C. Middle school drop out rate Middle School Drop out rate 0%</p> <p>Metric 1.6 Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 73.4% School Connectedness: 81.2%</p>	<p>Addressing Chronic Absenteeism: Chronic absenteeism is a significant concern for EL, FY, and SED students, as indicated by the provided data. A dedicated school administrator can lead efforts to develop and implement comprehensive attendance improvement initiatives tailored to the specific needs of these student populations.</p> <p>By analyzing attendance data, identifying root causes of chronic absenteeism, and implementing evidence-based interventions, the team can work proactively to reduce absenteeism rates among EL, FY, and SED students. This may involve conducting home visits, providing academic and social-emotional support, and fostering partnerships with community organizations to address barriers to attendance.</p> <p>Preventing Dropouts: Dropout prevention requires a multifaceted approach that addresses academic, social, and emotional needs. The dedicated Assistant Principal can oversee dropout prevention programs and initiatives that specifically target EL, FY, and SED students.</p> <p>By providing individualized support, academic interventions, and mentoring opportunities, they can help these students stay engaged and connected to their education. Additionally, they can collaborate with school counselors to develop personalized graduation plans and pathways to success for students at risk of dropping out.</p> <p>Fostering School Connectedness: School connectedness plays a vital role in student</p>	<p>Priority 6: School Climate A. Pupil Suspension Rates Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1%</p> <p>(District reds) African American - 5.7% American Indian - 6.8%</p> <p>(Schools with Red Indicators) Meadow Lane SED - 2.5% Liberty Middle School SWD - 10.70%</p> <p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%</p> <p>Metric 1.5 Priority 5: Pupil Engagement C. Middle school drop out rate Middle School Drop out rate 0%</p> <p>Metric 1.6</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent satisfaction rate: Safety - 91.6% School Connectedness - 93.4%</p> <p>Staff satisfaction rate: Safety - 70.5% School Connectedness - 93.4%</p> <p>A dedicated Assistant Principal, and dedicated attendance clerks would support English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED) in the areas of daily attendance, chronic absenteeism, dropouts, and school connectedness.</p> <p>Daily Attendance Monitoring and Support: Despite a relatively high overall attendance rate of 92.57%, there are specific subgroups such as EL, FY, and SED students who may face challenges in consistently attending school.</p> <p>Addressing Chronic Absenteeism: Chronic absenteeism rates among EL, FY, and SED students are higher compared to the overall student population. The school administrator and assistant principal can lead efforts to implement targeted interventions aimed at reducing chronic absenteeism for these student groups.</p> <p>Preventing Dropouts: The middle school dropout rate is currently at 0%, indicating a positive trend in student retention. However, it's important to maintain efforts to prevent</p>	<p>engagement, motivation, and overall well-being. The dedicated Assistant principal and attendance clerks can work together to create a welcoming and inclusive school environment where EL, FY, and SED students feel valued and supported.</p> <p>They can organize school-wide events, clubs, and activities that promote positive relationships and a sense of belonging among all students. Additionally, they can facilitate regular communication with families, provide opportunities for student voice and leadership, and implement strategies to address cultural and linguistic diversity within the school community.</p> <p>In summary, the involvement of a dedicated Assistant Principal and attendance clerks are essential in supporting the unique needs of English learners, foster students, and socioeconomically disadvantaged students in the areas of attendance, chronic absenteeism, dropouts, and school connectedness. Through proactive monitoring, targeted interventions, and a commitment to fostering a supportive school climate, they can help create an environment where all students have the opportunity to thrive academically and socially.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness</p> <p>Pupil satisfaction rate: Safety 76.4% School Connectedness: 82.2%</p> <p>Parent satisfaction rate: Safety - 92.6% School Connectedness - 94.4%</p> <p>Staff satisfaction rate: Safety - 73.5% School Connectedness - 91.4%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>dropouts among EL, FY, and SED students as they transition to higher grades.</p> <p>Fostering School Connectedness: While overall satisfaction rates regarding school connectedness are relatively high among pupils, parents, and staff, it's essential to ensure that EL, FY, and SED students feel equally connected and supported within the school community.</p> <p>In summary, a dedicated school administrator, assistant principal, and attendance clerks play a crucial role in supporting EL, FY, and SED students in terms of daily attendance, chronic absenteeism, dropout prevention, and school connectedness. Through proactive monitoring, targeted interventions, and a commitment to fostering a supportive school climate, they can help ensure that all students have the opportunity to succeed academically and socially.</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Community Day school</p> <p>Need: Students enrolled in the community day school exhibit some of the most pressing needs concerning attendance and behavior within the entire student body. Furthermore, over the past year, there has been an increase in the</p>	<p>In a community day school setting where students who have been expelled attend, it's crucial to have a dedicated support staff to address the diverse needs of English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED). Here's a rationale for how each member of the support staff can contribute to supporting these students in various areas:</p>	<p>Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>expulsion rate from 0.5% to 1%. Notably, this rate was highest among English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED), with rates of 1.7%, 2.2%, and 1.1% respectively.</p> <p>Scope: Schoolwide</p>	<p>A counselor can play a pivotal role in monitoring daily attendance and identifying patterns of chronic absenteeism among EL, FY, and SED students. They can work closely with families to address underlying issues contributing to absenteeism, provide support services, and connect them with community resources.</p> <p>The counselor can conduct individual and group counseling sessions to address behavioral issues, social-emotional challenges, and academic concerns that may lead to suspensions or dropouts. They can also develop personalized intervention plans to support at-risk students and facilitate reintegration into the school community after disciplinary actions.</p> <p>The counselor can implement programs and initiatives aimed at promoting a positive school climate, fostering relationships, and enhancing students' sense of belonging and connectedness. They can provide social-emotional support, crisis intervention, and facilitate peer support groups to promote student well-being.</p> <p>Academic paraprofessionals can provide additional support to EL, FY, and SED students who may struggle academically, leading to disengagement and absenteeism. They can offer tutoring and personalized instruction to help students stay on track with their studies and feel motivated to attend school regularly. Additionally, they can collaborate with teachers to implement academic interventions and provide targeted support to students who are at risk of dropping out.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>The social/emotional paraprofessional can focus on addressing the social and emotional needs of EL, FY, and SED students, which may contribute to behavioral issues, suspensions, or dropouts. They can provide counseling, behavior management strategies, and social skills development to help students build resilience, regulate emotions, and make positive choices.</p> <p>Mentoring services can pair EL, FY, and SED students with supportive adult mentors who can serve as positive role models, advocates, and sources of encouragement. Mentors can provide guidance, encouragement, and practical support to help students navigate challenges, set goals, and develop the skills and confidence needed to succeed academically and socially.</p> <p>A supplemental staff comprising a counselor, academic paraprofessionals, a social/emotional paraprofessional, and mentoring services can play a vital role in addressing the complex needs of EL, FY, and SED students in a community day school setting. Through targeted interventions, individualized support, and fostering a positive school climate, they can help promote daily attendance, reduce chronic absenteeism, prevent suspensions and dropouts, enhance school safety, and strengthen school connectedness for all students.</p>	
2.1	<p>Action: Professional Development</p> <p>Need:</p>	<p>Extending professional development by three additional full days plays a pivotal role in fostering a healthy school culture, where the needs of students are prioritized, implementing the tenets of a Professional Learning Community (PLC), and</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p> <p>Metric 2.1</p>

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	<p>It's evident that there are significant disparities in achievement among different student groups, particularly English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students, as compared to all students.</p> <p>On the CAASPP in ELA, English learners are 62.3 points below proficiency, foster youth are 67.5 points below, and SED students are 19.9 points below, highlighting substantial achievement gaps compared to all students. In math, the disparity is even more pronounced, with English learners, foster youth, and SED students falling 98.1, 100.8, and 53.8 points below proficiency, respectively, underscoring the urgent need for targeted support.</p> <p>The EL Progress Indicator (ELPI) shows that 50.6% of English learners made progress on the English Language Proficiency Assessments for California (ELPAC). While this indicates some positive momentum, there's still a significant proportion of EL students who require additional support to reach proficiency.</p> <p>12.78% of EL students have been reclassified, indicating that a large majority of EL students are still in need of language support services. This suggests a need for more effective language development programs and supports to accelerate language proficiency.</p>	<p>enhancing instruction in academics and social-emotional learning (SEL) tailored specifically to the needs of English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED). This comprehensive approach is poised to result in improved outcomes on assessments such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Here's how:</p> <p>Professional development can focus on strategies for creating a nurturing and inclusive learning environment where the well-being and success of every student are prioritized. This involves fostering trusting relationships, promoting a sense of belonging, and ensuring that students feel valued, respected, and supported.</p> <p>Educators can explore approaches for fostering positive behavior, providing meaningful feedback, and celebrating student achievements. By establishing clear expectations, building rapport with students, and creating a culture of mutual respect, educators can create a safe and supportive environment conducive to student growth and success.</p> <p>Professional development sessions can provide educators with the tools and resources needed to establish and effectively function as PLCs focused on improving outcomes for EL, FY, and SED students. This includes establishing a shared vision, setting collective goals, and collaboratively analyzing data to inform instructional decision-making.</p>	<p>CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(District Reds) SWD - 50.4 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below</p> <p>Metric 2.2 CAASPP - Math distance from proficiency: All Students - 45.4 Points Below SED - 53.8 Points Below LTEL - 5% Met or Exceeded Standard</p> <p>(District Reds)</p>

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	<p>In light of this data, professional development initiatives focusing on fostering a positive school culture, implementing Professional Learning Communities (PLCs), and enhancing instruction are crucial. These initiatives can address the specific needs of EL, SED, and FY students by:</p> <p>Cultivating a Positive School Culture will empower educators to create an inclusive and supportive environment where all students feel valued and motivated to succeed.</p> <p>Educators can collaborate within PLCs to analyze student data, share best practices, and develop targeted interventions to address the achievement gaps among EL, SED, and FY students.</p> <p>Professional Development on improving instruction will equip educators with evidence-based instructional strategies tailored to the diverse needs of EL, SED, and FY students, focusing on effective lesson design and delivery, language development, and social emotional learning.</p> <p>By connecting PD initiatives to culture, PLCs, and instruction, educators can create a comprehensive approach to address the achievement disparities and ensure that all students have the support and resources they need to succeed academically.</p> <p>Scope:</p>	<p>Educators can learn how to use collaborative team time to engage in collaborative inquiry, share best practices, and design targeted interventions to address the diverse needs of students. By working collaboratively and leveraging the collective expertise of the team, educators can ensure that every student receives the support and resources they need to succeed.</p> <p>Professional development can offer training and support in implementing evidence-based instructional practices that prioritize both academic achievement and social-emotional development. This includes strategies for differentiating instruction, integrating SEL competencies into daily lessons, and providing targeted support for EL students.</p> <p>Educators can explore ways to embed SEL instruction within academic content, promote a growth mindset, and foster a culture of resilience and perseverance. By addressing the academic and social-emotional needs of students holistically, educators can create a supportive learning environment where all students feel empowered to reach their full potential.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>English Learners - 98.1 Points Below Foster Youth - 100.8 Points Below Homeless - 95.2 Points Below SWD - 116.3 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 105.5 Points Below Meadow Lane EL - 100 Points Below Meadow Lane SWD - 133.8 Points Below Liberty MS EL - 113 Points Below Liberty MS SWD - 153.5 Points Below</p> <p>Metric 2.3 ELPAC EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress</p> <p>Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified</p>

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	LEA-wide		
2.2	<p>Action: Tech support for Innovative Programming</p> <p>Need: The data provides insights into significant disparities in pupil achievement across various student groups, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students.</p> <p>In both English Language Arts (ELA) and Math assessments, English Learners exhibit considerable distance from proficiency on the CAASPP. Specifically, English Learners are 62.3 points below proficiency in ELA and 98.1 points below proficiency in Math. Similarly, Foster Youth and SED students also demonstrate notable gaps, with scores ranging from 67.5 to 100.8 points below proficiency.</p> <p>These findings underscore the challenges faced by these student groups in accessing and mastering academic content, which may be exacerbated by factors such as language barriers, socio-economic disadvantages, and limited support structures.</p> <p>Moreover, the data reveals that only 12.78% of English Learners have been reclassified, indicating ongoing challenges in language acquisition and academic integration. Additionally, while 50.6% of English Learners have made progress in English Language Proficiency, there remains a significant portion</p>	<p>Implementing one-to-one electronic devices along with robust IT support can significantly benefit English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED) in several ways, leading to improved outcomes in ELA and math CAASPP scores, ELPI rates, and EL redesignation rates.</p> <p>One-to-one electronic devices ensure that every student, regardless of their socioeconomic background, has access to technology both at school and at home. This levels the playing field for EL, FY, and SED students who may not have access to technology resources outside of school. With equitable access to electronic devices, these students can engage in digital learning resources, online tutorials, and educational apps that support their language and math skills development.</p> <p>One-to-one electronic devices facilitate personalized learning experiences tailored to the individual needs of EL, FY, and SED students. Educational software and digital platforms can provide adaptive learning pathways, interactive tutorials, and multimedia resources that cater to diverse learning styles and language proficiency levels. This allows students to progress at their own pace, receive immediate feedback, and access supplemental materials to reinforce their understanding of ELA and math concepts.</p> <p>Electronic devices can offer built-in language support features such as translation tools, text-to-speech, and bilingual dictionaries, which are</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p> <p>Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(District Reds) SWD - 50.4 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below</p> <p>Metric 2.2 CAASPP - Math distance from proficiency:</p>

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	<p>of students who may require additional support to achieve proficiency.</p> <p>Given these disparities, providing one-to-one electronic devices emerges as a crucial intervention. Electronic devices can serve as essential tools to facilitate distance learning, personalized instruction, and access to digital resources, particularly for students who may face barriers to traditional learning environments.</p> <p>Scope: LEA-wide</p>	<p>particularly beneficial for EL students. These tools can help EL students access instructional materials in their native language, develop their English proficiency, and comprehend academic content more effectively. By providing language scaffolds and accommodations, electronic devices empower EL students to participate more fully in ELA and math instruction and assessments.</p> <p>With one-to-one electronic devices, learning extends beyond the traditional classroom hours. Students can access educational resources, collaborate with peers, and complete assignments remotely, fostering independent learning and self-directed study habits. This is especially advantageous for FY and SED students who may face barriers to accessing additional academic support outside of school hours. By providing round-the-clock access to learning materials, electronic devices promote continuous learning and academic growth.</p> <p>Robust IT support ensures that students and teachers receive timely assistance with technical issues, software troubleshooting, and device maintenance. This is crucial for EL, FY, and SED students who may lack access to technical support at home. By addressing technology-related barriers and providing ongoing assistance, IT support staff enable seamless integration of electronic devices into teaching and learning practices, maximizing the benefits for all students.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it</p>	<p>All Students - 45.4 Points Below SED - 53.8 Points Below LTEL - 5% Met or Exceeded Standard</p> <p>(District Reds) English Learners - 98.1 Points Below Foster Youth - 100.8 Points Below Homeless - 95.2 Points Below SWD - 116.3 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 105.5 Points Below Meadow Lane EL - 100 Points Below Meadow Lane SWD - 133.8 Points Below Liberty MS EL - 113 Points Below Liberty MS SWD - 153.5 Points Below</p> <p>Metric 2.3 ELPAC EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress</p> <p>Metric 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		would be impractical not to extend the services district-wide.	Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified
2.4	<p>Action: Class Size Reduction -4-6 Grades</p> <p>Need: The data indicates significant disparities in CAASPP scores between subgroups, with EL, FY, and SED students consistently performing below proficiency levels in both ELA and math compared to all students. For instance, EL students are 62.3 points below proficiency in ELA and 98.1 points below proficiency in math.</p> <p>Smaller class sizes provide an opportunity for more targeted instruction and individualized support, allowing teachers to address the specific academic needs and challenges of EL, FY, and SED students more effectively. With fewer students to manage, teachers can allocate more time and attention to each student, potentially narrowing the achievement gaps observed in standardized assessments.</p> <p>The EL Progress Indicator (ELPI) data indicates that only 50.6% of EL students have made progress in English language proficiency. Smaller class sizes offer a conducive environment for language development, where EL students have</p>	<p>Implementing smaller class sizes in grades 4th through 6th can yield substantial benefits for English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED), leading to improved outcomes in ELA, math, and language acquisition, particularly on the CAASPP and ELPAC tests.</p> <p>Smaller class sizes allow teachers to provide more personalized attention to each student. With fewer students to manage, teachers can address the individual learning needs and academic challenges of EL, FY, and SED students more effectively. This personalized approach enables teachers to tailor instruction to the diverse needs and learning styles of students, providing targeted support and interventions to address language acquisition, math proficiency, and literacy skills.</p> <p>Smaller class sizes foster a more conducive learning environment where students feel valued, supported, and actively engaged in the learning process. With fewer distractions and disruptions, EL, FY, and SED students are better able to focus on classroom instruction and participate meaningfully in academic activities. Increased student engagement leads to greater motivation, participation, and investment in learning, which can positively impact performance on standardized</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p> <p>Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(District Reds) SWD - 50.4 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>increased opportunities for meaningful interaction, language practice, and engagement with academic content.</p> <p>With smaller class sizes, teachers can implement language-rich instructional strategies, provide targeted language support, and facilitate peer interactions that promote English language acquisition and linguistic proficiency among EL students, leading to improved outcomes on assessments such as the ELPAC.</p> <p>The reclassification rate for EL students is relatively low, with only 12.78% of EL students reclassified. Smaller class sizes can facilitate more intensive language support and academic intervention tailored to the needs of EL students, which is crucial for meeting reclassification criteria.</p> <p>In smaller classes, EL students can receive more focused attention from teachers, participate in language-focused activities, and receive targeted feedback on language development tasks, thereby accelerating their progress toward English proficiency and increasing the likelihood of reclassification.</p> <p>Scope: LEA-wide</p>	<p>assessments such as the CAASPP and ELPAC tests.</p> <p>Research has shown that smaller class sizes are associated with improved academic achievement across subject areas. EL, FY, and SED students benefit from the opportunity to receive more frequent feedback, individualized instruction, and academic support from their teachers.</p> <p>In smaller classes, EL, FY, and SED students have greater opportunities to actively participate in classroom discussions, collaborate with peers, and engage in hands-on learning activities. This increased interaction promotes language development, critical thinking skills, and content mastery. By fostering a supportive and inclusive classroom environment, smaller class sizes encourage EL, FY, and SED students to take risks, ask questions, and express their ideas more freely, leading to deeper understanding and retention of academic content.</p> <p>Smaller class sizes have been shown to narrow achievement gaps between student subgroups, including EL, FY, and SED students, and their peers. By providing equitable access to quality instruction and individualized support, smaller classes can help mitigate the effects of socioeconomic disadvantage and foster greater academic equity.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>Liberty MS SWD - 58.5 Points Below</p> <p>Metric 2.2 CAASPP - Math distance from proficiency: All Students - 45.4 Points Below SED - 53.8 Points Below LTEL - 5% Met or Exceeded Standard</p> <p>(District Red)</p> <p>English Learners - 98.1 Points Below Foster Youth - 100.8 Points Below Homeless - 95.2 Points Below SWD - 116.3 Points Below</p> <p>(Schools with Red Indicators)</p> <p>Cinnamon EL - 105.5 Points Below Meadow Lane EL - 100 Points Below Meadow Lane SWD - 133.8 Points Below Liberty MS EL - 113 Points Below Liberty MS SWD - 153.5 Points Below</p> <p>Metric 2.3 ELPAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress</p> <p>Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified</p>
2.5	<p>Action: Physical Education</p> <p>Need: Collaborative grade-level team time (PLC Time) is crucial for fostering a supportive and effective learning environment, especially for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. This collaborative approach allows teachers to work together to address the specific needs of these student populations, leading to enhanced educational outcomes in English Language Arts (ELA), math, and language acquisition. Here's why:</p> <p>Collaborative team time enables teachers to analyze student performance data collectively. For example, CAASPP ELA scores show that EL students are 62.3 points below proficiency, FY students are 67.5 points below proficiency, and SED students are 19.9 points below proficiency, compared to the overall student</p>	<p>Collaborative grade-level team time, structured as professional learning communities (PLCs), is essential for enhancing educational outcomes for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. This collaborative approach allows teachers to share insights, develop targeted strategies, and provide consistent support, significantly benefiting these students in English Language Arts (ELA), math, and language acquisition.</p> <p>Collaborative team time allows teachers to analyze student performance data together. CAASPP ELA scores indicate that EL students are 62.3 points below proficiency, FY students are 67.5 points below proficiency, and SED students are 19.9 points below proficiency. In math, EL students are 98.1 points below proficiency, FY students are 100.8 points below, and SED students are 53.8 points below, compared to the overall student average of 45.4 points below proficiency. By examining these data points, teachers can identify</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p> <p>Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(District Reds) SWD - 50.4 Points Below</p> <p>(Schools with Red Indicators)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>average of 10.6 points below proficiency. In math, the disparities are even more pronounced, with EL students 98.1 points below proficiency, FY students 100.8 points below, and SED students 53.8 points below, compared to an overall average of 45.4 points below proficiency. By focusing on these metrics, teachers can identify areas of need and develop targeted interventions to help students achieve proficiency in both ELA and math. This data-driven approach ensures that instruction is tailored to help all students, particularly those struggling the most.</p> <p>Teachers can share effective strategies for teaching ELA and math to EL, FY, and SED students. For instance, they can exchange techniques for differentiating instruction to meet diverse learning needs, which is essential given the proficiency gaps. By collaborating, teachers can refine their methods to better support these students' academic growth in both subjects.</p> <p>Through regular meetings, teachers can coordinate efforts to provide consistent support across subjects and grade levels. This is particularly important for EL students, 50.6% of whom are making progress on the ELPAC, and for increasing the reclassification rate, which is currently 12.78%. Consistent support helps reinforce skills across different contexts, enhancing overall academic performance in ELA, math, and language acquisition.</p>	<p>specific areas where students need the most help and create targeted interventions to address these gaps.</p> <p>Teachers can share successful strategies for teaching ELA and math to EL, FY, and SED students. For instance, they can discuss effective methods for differentiating instruction to cater to diverse learning needs. This is particularly important given the significant proficiency gaps. Sharing best practices helps teachers implement more effective instructional methods, enhancing student learning and achievement in ELA and math.</p> <p>Regular collaborative meetings enable teachers to provide consistent support across subjects and grade levels. This is particularly important for EL students, of whom only 50.6% are making progress on the ELPAC, and for increasing the reclassification rate, currently at 12.78%. Consistency in support helps reinforce learning and skills across different contexts, improving overall academic performance in ELA, math, and language acquisition.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below</p> <p>Metric 2.2 CAASPP - Math distance from proficiency: All Students - 45.4 Points Below SED - 53.8 Points Below LTEL - 5% Met or Exceeded Standard</p> <p>(District Reds) English Learners - 98.1 Points Below Foster Youth - 100.8 Points Below Homeless - 95.2 Points Below SWD - 116.3 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 105.5 Points Below Meadow Lane EL - 100 Points Below Meadow Lane SWD - 133.8 Points Below</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Collaborative team time provides opportunities for professional development focused on equity and inclusion. Teachers can engage in training sessions that enhance their skills in supporting diverse learners. This ongoing professional development helps teachers stay current with best practices in ELA, math, and language instruction.</p> <p>Collaborative grade-level team time is essential for improving the educational outcomes of Foster Youth, English Learners, and Socioeconomically Disadvantaged students. By enabling data-driven instruction, sharing best practices, and providing coordinated support, collaborative efforts help address the academic needs of these students in ELA, math, and language acquisition. Finally, promoting equitable instructional practices and engaging in professional development ensure that all students have access to high-quality, inclusive education. This collaborative approach fosters a supportive learning environment where all students can thrive and improve their performance on metrics such as the CAASPP and ELPAC.</p> <p>Scope: LEA-wide</p>		<p>Liberty MS EL - 113 Points Below Liberty MS SWD - 153.5 Points Below</p>
2.6	<p>Action: Additional Learning Opportunities for students- Field Trips</p>	<p>Study trips provide students with real-world experiences that bring ELA concepts to life. For example, visiting a historical site can make a</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Study trips, or field trips, offer significant educational and developmental benefits, particularly for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. These experiences are crucial in leveling the playing field and providing equitable educational opportunities for these vulnerable student groups.</p> <p>Field trips provide hands-on, real-world experiences that enhance the comprehension of classroom subjects. For EL students, experiencing concepts in context can significantly improve language acquisition and retention. For example, a trip to a science museum can bring textbook lessons to life, making abstract concepts more tangible and easier to understand. This is particularly important given that English Learners are currently 62.3 points below proficiency in the CAASPP ELA, and Foster Youth are 67.5 points below, compared to the overall student average of 10.6 points below proficiency.</p> <p>For FY and SED students, who may face instability or limited resources at home, study trips can be incredibly motivating. They provide a break from routine and an exciting way to learn, which can reignite a passion for education and improve overall academic engagement. Considering that SED students are 19.9 points below proficiency in the CAASPP ELA, enhancing engagement</p>	<p>history lesson more engaging, which can then translate into improved reading comprehension and retention when students read related texts. This is particularly beneficial for EL students, who are currently 62.3 points below proficiency in the CAASPP ELA, and Foster Youth, who are 67.5 points below proficiency. Engaging, hands-on experiences can help bridge these gaps.</p> <p>Exposure to new environments and experiences expands students' vocabulary and gives them new topics to write about. After a field trip, students can be tasked with writing essays or reports about their experiences, thereby enhancing their writing skills. This direct application of ELA skills in a meaningful context can boost proficiency levels.</p> <p>Study trips can make learning more enjoyable and relevant, increasing student engagement and motivation. This is crucial for all students, especially those from disadvantaged backgrounds. Higher engagement often leads to improved attendance and participation, which are key factors in academic success.</p> <p>For EL students, study trips provide immersive language experiences that are crucial for language acquisition. Being in different settings where they must use English to communicate, ask questions, and follow instructions helps reinforce their language skills in practical, real-life contexts. This can contribute to the 50.6% of EL students who are making progress on the ELPAC and potentially increase the EL reclassification rate from 12.78%.</p>	<p>Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(District Reds) SWD - 50.4 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below</p> <p>Metric 2.3 ELPAC EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress</p> <p>Metric 2.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>through study trips could contribute to closing this achievement gap.</p> <p>SED students often lack access to cultural, scientific, and historical institutions due to financial constraints. Study trips bridge this gap, offering them exposure to new environments and resources they might not otherwise encounter, thus broadening their horizons and educational experiences.</p> <p>For EL students, study trips can provide valuable cultural experiences that enhance their understanding of their new environment and foster a sense of belonging. Visiting local historical sites, cultural institutions, or community events helps them connect with their new community and understand its cultural norms and values. This is crucial given that only 50.6% of English Learners made progress on the ELPAC English Learner Progress Indicator (ELPI), and just 12.78% of EL students were reclassified.</p> <p>SED and FY students often have fewer opportunities for enrichment activities compared to their peers. Field trips ensure that all students, regardless of their socio-economic background, have access to the same high-quality educational experiences. This promotes equity and helps to close the achievement gap.</p> <p>Study trips are an essential component of an equitable and comprehensive education</p>	<p>Study trips expose students to new vocabulary in context, which is more effective than learning words in isolation. For instance, a trip to a science museum can introduce scientific terminology, while a visit to a historical site can provide historical and cultural vocabulary. Learning words in context helps with better retention and understanding.</p> <p>Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.</p>	<p>Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified</p>

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	<p>system, particularly for Foster Youth, English Learners, and Socioeconomically Disadvantaged students. They provide enriched learning experiences, enhance social and emotional development, and promote equity and inclusion. By investing in field trips, schools can ensure that all students have the opportunity to thrive academically, socially, and emotionally, helping them reach their full potential and improve their performance on metrics such as the CAASPP and ELPAC.</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Media Technology Support Specialists and Assistants, Library Techs</p> <p>Need: A well-resourced school library staffed by a full-time librarian is essential for improving outcomes in English Language Arts (ELA) and language acquisition for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. This dedicated resource plays a crucial role in enhancing literacy, academic performance, and language skills. Here's how a school library with a librarian benefits these student populations:</p>	<p>Implementing a well-resourced school library staffed by a full-time librarian offers numerous benefits specifically for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. These benefits are critical for improving outcomes in English Language Arts (ELA) and language acquisition, addressing the challenges these student populations face.</p> <p>A school library provides access to a wide range of high-quality reading materials that support literacy development. By offering books and educational materials at various reading levels and interests, a library helps students improve their reading skills, vocabulary, and overall comprehension, which are essential for academic success.</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p> <p>Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(District Reds) SWD - 50.4 Points Below</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A school library offers a wide range of books and educational materials that are crucial for improving literacy and academic skills. CAASPP ELA scores indicate that EL students are 62.3 points below proficiency, FY students are 67.5 points below proficiency, and SED students are 19.9 points below proficiency, compared to an overall average of 10.6 points below proficiency. A library provides access to books and materials that can help close these gaps by supporting independent reading and offering a variety of genres and reading levels.</p> <p>Libraries with a full-time librarian can provide specialized resources for EL students to support language acquisition. With 50.6% of EL students making progress on the ELPAC, targeted resources such as bilingual books, language learning software, and structured reading programs can enhance their English proficiency. A librarian can guide students in selecting appropriate materials and using these resources effectively, contributing to higher reclassification rates, which are currently at 12.78%.</p> <p>A school library with a full-time librarian is a critical resource for improving outcomes in English Language Arts and language acquisition for Foster Youth, English Learners, and Socioeconomically Disadvantaged students. By providing access to diverse and high-quality resources, offering targeted support for language acquisition, and creating a safe and supportive learning environment, a well-resourced library plays a pivotal role in</p>	<p>For EL students, a library equipped with bilingual books, language learning software, and structured reading programs supports language acquisition. With 50.6% of EL students making progress on the ELPAC and a reclassification rate of 12.78%, these resources are critical in helping students develop proficiency in English, thus improving their performance in ELA and other subjects.</p> <p>A librarian can help support reading programs that cater to the individual needs of FY and SED students, who may lack access to books at home. These programs encourage regular reading habits, critical thinking, and engagement with texts, all of which are key components of literacy development.</p> <p>For FY and SED students who often face instability and challenges outside of school, a library provides a safe, quiet, and structured environment for studying, reading, and completing homework. This stability is crucial for fostering a sense of security and belonging, which positively impacts their academic and emotional well-being.</p> <p>Librarians can engage students with activities such as book clubs, reading challenges, and author visits, making reading a fun and enjoyable activity. These initiatives can particularly motivate students from disadvantaged backgrounds who might not have had positive experiences with reading, fostering a lifelong love of learning.</p> <p>A librarian can curate a collection of books and materials that reflect the diverse backgrounds of EL and SED students. This not only promotes</p>	<p>(Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below</p> <p>Metric 2.3 ELPAC EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress</p> <p>Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified</p>

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	<p>enhancing literacy and academic achievement. Additionally, by promoting equity and inclusion through access to technology and culturally relevant materials, a full-time librarian ensures that all students have the opportunity to thrive. This comprehensive support system is essential for closing the achievement gaps and fostering a love of learning in all students.</p> <p>Scope: LEA-wide</p>	<p>inclusivity but also helps students see themselves represented in the library's resources, fostering a deeper connection to their education.</p> <p>A school library with a full-time librarian is a vital resource for improving educational outcomes for Foster Youth, English Learners, and Socioeconomically Disadvantaged students. The library offers targeted literacy support, access to language acquisition resources, and structured reading programs that address the specific needs of these students. It provides a safe and supportive environment, personalized guidance, and promotes a love of reading. This comprehensive support system is essential for closing the achievement gaps in ELA and language acquisition, helping all students reach their full potential.</p>	
3.1	<p>Action: Music Instruction</p> <p>Need: A comprehensive music program in schools serves as a critical educational component that addresses the diverse needs of Foster Youth (FY), English Learners (EL), Students with Exceptional Needs (SWD), and Socioeconomically Disadvantaged (SED) students. Music education offers unique cognitive, emotional, and social benefits that are essential for the holistic development of these student groups. By fostering an inclusive and supportive learning environment, a music program can significantly enhance academic</p>	<p>A robust music program within schools plays a pivotal role in meeting the diverse needs of Foster Youth (FY), English Learners (EL), Students with Exceptional Needs (SWD), and Socioeconomically Disadvantaged (SED) students. This educational component provides unique cognitive, emotional, and social benefits essential for the holistic development of these student groups. By cultivating an inclusive and supportive learning environment, a music program significantly enhances academic achievement, social integration, and personal growth.</p> <p>For Foster Youth, who often grapple with instability and trauma, music serves as a therapeutic outlet for emotional expression and healing. It offers a structured environment that fosters stability and</p>	<p>Music Education Participation Rates:</p> <p>5th/6th Grade Music Rates: All students - 54% Homeless - 14.52% English Learners - 44% Foster Youth - 50% SED - 55% SWD - 44%</p> <p>7th/8th Grade Music Rates: All students - 29% Homeless - 10% English Learners - 25%</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>achievement, social integration, and personal growth.</p> <p>Foster Youth often experience instability and trauma, leading to emotional and behavioral challenges. A music program can provide these students with:</p> <ol style="list-style-type: none"> 1. **Emotional Expression and Healing**: Music allows for a safe and constructive outlet for emotions, helping FY students process trauma and build emotional resilience. 2. **Stability and Routine**: Participation in a regular music program offers a structured and predictable environment, contributing to a sense of normalcy and stability. 3. **Social Connection**: Collaborative music activities, such as band or choir, promote teamwork and foster a sense of belonging, which is crucial for students who may feel isolated. <p>English Learners face the dual challenge of mastering academic content while acquiring a new language. A music program supports EL students by:</p> <ol style="list-style-type: none"> 1. **Language Development**: Singing and musical activities enhance language skills, including vocabulary acquisition, pronunciation, and comprehension. 2. **Cultural Inclusion**: Music programs that incorporate diverse cultural elements validate the backgrounds of EL students, promoting cultural pride and inclusivity. 	<p>routine, while collaborative activities like band or choir cultivate a sense of belonging and social connection.</p> <p>Similarly, English Learners face the challenge of mastering academic content while acquiring a new language. Music aids in language development through singing and musical activities, promoting cultural inclusion and fostering engagement and motivation beyond language barriers.</p> <p>Students with Exceptional Needs require tailored educational approaches to address their unique strengths and challenges. Music programs support SWD by facilitating sensory and motor skills development, stimulating cognitive functions, and providing an inclusive platform for collaboration, thus reducing stigmatization and promoting social skills.</p> <p>Socioeconomically Disadvantaged students often lack access to extracurricular activities and resources. Music education bridges these disparities by ensuring equal access to enrichment opportunities, boosting self-esteem and confidence through participation, and fostering community and parental engagement through performances and events.</p> <p>Implementing a music program in schools represents a strategic investment in the future of diverse student populations. It not only enriches the academic environment but also addresses specific emotional, social, and cognitive needs. By fostering a nurturing and inclusive atmosphere, a music program empowers students to overcome</p>	<p>Foster Youth - 15% SED - 25% SWD - 16%</p>

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	<p>3. **Engagement and Motivation**: Music transcends language barriers, providing a motivating and engaging way to participate in school activities, thus improving overall academic engagement.</p> <p>Students with Exceptional Needs require tailored educational approaches that address their individual strengths and challenges. A music program benefits SWD by:</p> <ol style="list-style-type: none"> 1. **Sensory and Motor Skills Development**: Playing instruments and participating in rhythm activities improve fine motor skills and sensory integration. 2. **Cognitive and Academic Enhancement**: Music education stimulates brain areas involved in mathematics, spatial reasoning, and memory, supporting academic achievement across subjects. 3. **Inclusive Education**: Music provides an inclusive platform where SWD can collaborate with peers, promoting social skills and reducing stigmatization. <p>Socioeconomically Disadvantaged students often face limited access to extracurricular activities and resources. A music program addresses these disparities by:</p> <ol style="list-style-type: none"> 1. **Equal Access to Enrichment**: Providing music education at school ensures all students, regardless of socioeconomic status, have access to the benefits of arts education. 2. **Boosting Self-Esteem and Confidence**: Participation in music activities helps build 	<p>challenges, achieve academic success, and develop into well-rounded individuals.</p>	

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	<p>self-confidence and a sense of accomplishment, which can positively impact academic and personal life.</p> <p>3. **Community and Parental Engagement**: Music programs often involve performances and events that encourage family and community participation, strengthening school-community ties.</p> <p>Implementing a music program in schools is a strategic investment in the future of Foster Youth, English Learners, Students with Exceptional Needs, and Socioeconomically Disadvantaged students. Music education not only enriches the academic environment but also addresses specific emotional, social, and cognitive needs of these diverse student populations. By fostering a nurturing and inclusive atmosphere, a music program empowers students to overcome challenges, achieve academic success, and develop into well-rounded individuals.</p> <p>Scope: LEA-wide</p>		
4.1	<p>Action: Access to a variety of Programs, Equipment, and Materials and Supplies</p> <p>Need: Integrating Sound Trap into the curriculum can enhance the students' creativity and critical thinking skills. It provides a platform for them to explore music composition, audio editing,</p>	<p>Students often have varying learning styles, and some may excel in auditory learning environments. Sound Trap for Education provides an avenue for these students to engage with curriculum material through audio-based activities, enhancing their comprehension and retention. It also allows for differentiated instruction, accommodating the diverse needs of learners within the classroom.</p>	<p>Priority 5: Pupil Engagement Chronic Absenteeism Attendance Rates: Hispanic - 75% SED - 73%%</p> <p>Priority 6: School Climate Pupil Suspension Rates:</p>

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	<p>and podcasting, fostering a multidimensional approach to learning. Additionally, it caters to diverse learning styles, accommodating auditory learners and promoting inclusivity in the educational process.</p> <p>Lego Education offers a hands-on learning experience that promotes problem-solving, collaboration, and spatial reasoning. By incorporating Lego sets into various subjects, students can grasp complex concepts in science, technology, engineering, and mathematics (STEM) through engaging activities. Moreover, it cultivates creativity and innovation, essential skills for success in the modern world.</p> <p>Second Step Middle School is an evidence-based social-emotional learning (SEL) program designed to support students' socio-emotional development. It equips them with essential skills such as empathy, self-awareness, and responsible decision-making, fostering positive relationships and a supportive school climate. By implementing this program, the school can address the holistic needs of students, promoting their academic success and well-being.</p> <p>Equine-assisted therapy at Circle T Ranch offers unique benefits for students' physical, emotional, and cognitive development. Interacting with horses can improve self-esteem, emotional regulation, and communication skills. It also provides opportunities for physical exercise and</p>	<p>Hands-on learning experiences with Lego sets cater to kinesthetic learners who thrive through tactile exploration. By incorporating Lego Education into the curriculum, the school addresses the needs of these students, allowing them to grasp abstract concepts in STEM subjects through concrete, interactive activities. Furthermore, collaborative Lego projects promote teamwork and communication skills, fostering a supportive learning environment.</p> <p>Adolescence is a critical period for socio-emotional development, and many students may struggle with issues such as peer pressure, self-esteem, and emotional regulation. Second Step Middle School provides targeted lessons and activities to support students in navigating these challenges, equipping them with essential skills for social and emotional well-being. By addressing these needs proactively, the school promotes a positive school climate and fosters academic success.</p> <p>Some students may face barriers to learning due to emotional or behavioral challenges. Equine-assisted therapy at Circle T Ranch offers a non-traditional approach to addressing these needs, providing students with opportunities for self-discovery, emotional expression, and personal growth. Interacting with horses fosters empathy, trust, and confidence, helping students develop coping strategies and resilience in the face of adversity.</p> <p>Art education transcends traditional academic subjects, catering to students' diverse interests and talents. The Urbanist Collective provides a</p>	<p>Hispanic - 35% SED - 40%</p>

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	<p>sensory stimulation, contributing to overall health and well-being. Integrating horse therapy into the school's offerings enriches the educational experience and provides alternative pathways for growth and healing.</p> <p>The Urbanist Collective provides a platform for students to explore artistic expression, creativity, and cultural identity. Art education enhances visual literacy, critical thinking, and problem-solving skills while fostering self-expression and confidence. By engaging with diverse artistic mediums and perspectives, students develop a deeper understanding of themselves and the world around them, enriching their educational experience and promoting cultural appreciation and inclusivity.</p> <p>Incorporating cooking supplies into the curriculum enables students to develop essential life skills such as meal planning, nutrition awareness, and culinary proficiency. Cooking activities promote teamwork, time management, and creativity while reinforcing academic concepts such as measurement, chemistry, and cultural studies. Moreover, learning to cook fosters independence and self-sufficiency, empowering students to make healthy choices and lead fulfilling lives beyond the classroom.</p> <p>Providing access to a washer and dryer on campus supports students and families by addressing basic needs and promoting hygiene and well-being. For some students, access to laundry facilities may be limited at</p>	<p>space for creative expression, allowing students to explore their artistic potential and develop a sense of identity and belonging. Artistic endeavors promote self-confidence, problem-solving skills, and cultural awareness, meeting the holistic needs of students and nurturing their individual strengths.</p> <p>Learning to cook is a practical life skill with far-reaching benefits for students. By providing cooking supplies, the school empowers students to make healthy food choices, develop culinary proficiency, and gain independence in meal preparation. Access to cooking facilities also promotes family engagement, as students may share their newfound skills and knowledge with loved ones at home.</p> <p>For students facing socioeconomic challenges, access to laundry facilities can alleviate stress and promote dignity and well-being. By offering a stackable washer and dryer on campus, the school removes barriers to attendance and participation, ensuring that all students have the opportunity to focus on their education without worrying about basic needs.</p> <p>Physical education is a crucial component of a well-rounded education, promoting physical health, teamwork, and sportsmanship. PE uniforms ensure equity and inclusivity in the program, allowing all students to participate comfortably and confidently regardless of socioeconomic status. By removing financial barriers to participation, the school fosters a culture of inclusivity and active living.</p>	

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	<p>home, leading to stress and embarrassment. By offering this resource, the school creates a supportive environment where students feel cared for and respected, reducing barriers to attendance and participation.</p> <p>PE uniforms ensure equity and inclusivity in physical education programs by providing students with appropriate attire for exercise and sports activities. Uniforms promote a sense of belonging and community while simplifying logistics for teachers and students. Additionally, they encourage active participation and reduce social pressure related to clothing choices, fostering a positive and inclusive PE experience for all students.</p> <p>By incorporating these resources into the community day school, the institution demonstrates a commitment to holistic education that addresses the diverse needs and interests of students, fosters their academic and socio-emotional growth, and prepares them for success in an ever-changing world.</p> <p>Scope: Schoolwide</p>	<p>In summary, each of these resources addresses specific academic, socio-emotional, and practical needs of the students at the community day school, fostering a supportive and inclusive learning environment where all students can thrive and succeed.</p> <p>Because Bridges classes usually consist of only 4 to 12 students, it wouldn't be practical to offer these services exclusively to unduplicated students. Since the majority fall into this category, singling them out might inadvertently stigmatize them.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	<p>Action: English Language Development Teachers and Paraprofessionals</p> <p>Need: The data shows that EL students are significantly below proficiency levels in both ELA and math, with CAASPP scores indicating a substantial distance from proficiency compared to all students. Specifically, EL students are 62.3 points below proficiency in ELA and 98.1 points below proficiency in math.</p> <p>ELD teachers and paraprofessionals are trained to address the unique linguistic and academic needs of EL students. They provide targeted instruction and support tailored to the language development and academic skill-building required to close these achievement gaps.</p> <p>While some progress has been made by EL students, as indicated by the EL Progress Indicator (ELPI) 50.6%, there is still a significant distance to go in terms of reaching proficiency levels in English language skills.</p> <p>ELD teachers and paraprofessionals specialize in language acquisition and proficiency development. They employ research-based instructional strategies and</p>	<p>Deploying English Language Development (ELD) teachers and ELD paraprofessionals to provide targeted support to English learner (EL) students can significantly enhance their academic performance, language proficiency, and overall educational outcomes.</p> <p>ELD teachers and paraprofessionals possess specialized expertise in language acquisition and instructional strategies designed specifically for EL students. By delivering targeted and differentiated instruction, they can address the unique linguistic and academic needs of EL students in both ELA and math.</p> <p>Through scaffolded instruction, explicit language modeling, and vocabulary development activities, ELD educators can help EL students comprehend complex academic texts, express themselves fluently in oral and written communication, and engage effectively with mathematical concepts and problem-solving strategies.</p> <p>ELD instruction focuses on developing the language skills necessary for academic success across content areas. By immersing EL students in language-rich learning environments and providing explicit instruction in language structures and conventions, ELD educators support students in mastering the language demands of the CAASPP assessments in ELA and math.</p>	<p>Priority 4: Pupil Achievement A. Statewide Assessments</p> <p>Metric 2.1 CAASPP - ELA distance from proficiency (CA Dashboard) 2025-2026: All Students - 4.6 Points Below English Learners - 32.3 Points Below LTEL - 10.38% Met or Exceeded Standard</p> <p>(Schools with Red Indicators) Cinnamon EL - 92.2 Points Below Meadow Lane EL - 93.3 Points Below</p> <p>(Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below</p> <p>Metric 2.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>language development activities to accelerate EL students' progress in English language skills, including reading, writing, listening, and speaking.</p> <p>Despite efforts to support EL students, the reclassification rate remains relatively low, with only 12.78% of EL students reclassified. ELD teachers and paraprofessionals play a critical role in preparing EL students for reclassification by providing intensive language support, academic enrichment, and opportunities for language practice and mastery. Their expertise ensures that EL students meet the criteria for reclassification, demonstrating proficiency in English language skills and academic content.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ELD educators utilize ongoing assessment data to monitor EL students' progress in language acquisition and academic proficiency. Through formative assessments, language proficiency assessments, and progress monitoring tools, they identify areas of strength and areas needing improvement.</p> <p>Based on assessment data, ELD teachers and paraprofessionals design targeted interventions and provide individualized support to address specific language and academic challenges faced by EL students. By offering timely interventions and tailored support, they ensure that EL students are making continuous progress towards proficiency in both language and content knowledge.</p> <p>ELD educators serve as advocates for EL students, ensuring that their voices are heard and their needs are addressed within the school community. They collaborate with classroom teachers, administrators, and families to advocate for equitable resources, accommodations, and support services for EL students.</p> <p>Through mentorship, guidance, and encouragement, ELD educators empower EL students to take ownership of their learning, build confidence in their abilities, and strive for excellence. By fostering a culture of high expectations and belief in student potential, they inspire EL students to achieve academic success and reach their full potential.</p>	<p>CAASPP - Math distance from proficiency (CA Dashboard) 2025-2026: All Students - 25 Points Below English Learners - 68.1 Points Below LTEL - 5% Met or Exceeded Standard</p> <p>(Schools with Red Indicators) Cinnamon EL - 75.5 Points Below Meadow Lane EL - 70 Points Below</p> <p>Metric 2.3 ELPAC EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress</p> <p>Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified</p>

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

The Lemoore Union Elementary School district has calculated supplemental and concentration funds to be \$10,066,950.00 , which results in a required percentage of 31.98%, based on the number of Low Income, Foster Youth, and English Learners per 5CCR 15496(a)(5). The percentage of students that are identifiable as unduplicated are 79.40%. Some of the funds will be used in a targeted manner, or limited to unduplicated pupils. Most actions will be utilized in a schoolwide manner, based on student need, and educational partner input. We serve English learners, foster youth, and low income students. Many of our students demonstrate high academic needs, especially in math, that show up as large academic achievement gaps across a variety of assessments. Furthermore, these academic challenges later result in disengagement from learning in the classroom and distancing from the school which shows up as increased truancy and absenteeism. Social-emotional health issues underlie all of these student behaviors.

We have considered the needs, conditions and circumstances of our unduplicated pupils in the development of this plan. We have worked to provide increased and improved services to our highest need students as the challenges have widened achievement and access gaps for our student populations. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and educational partner input.

We have included all actions that are used to contribute to meeting the minimum proportionality, or increased improved services provision, within our LCAP. All actions were aligned to the areas within the plan, support the contextual need of our students, set foundations for the acceleration of learning, and include social emotional approaches that are evidence-based, which includes the following.

ACTION 2.4 Provide supplemental EL support under the direction of the certificated English language development teachers, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.

After assessing the needs, conditions and circumstances of our English Learners, we found that our ELs had a reclassification rate of 12.78% in 2023, from 10.1% in 2022 and from 11.9% in 2021. Additional support will be provided from trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition. English learners are the primary beneficiaries of the English Language Development services. Specialized personnel provide ELD services to EL students on a daily basis. Measurement for effectiveness will be based on a increase in reclassification rate for English Learner students of 10.4%. The mode of support from a push-out to a push-in should support this goal outcome.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding are continuing to be used to support the following actions: addition of 1 FTE nurse (Goal 1, Action 1.2), 2 FTE LVNS (Goal 1, Action 1.2), 6 FTE- social-emotional para-educators (Goal 1, Action 1.1), 1 FTE ELD Teacher (Goal 2,

Action 2.4), 4 FTE teachers for CSR (Goal 2, Action 2.5), 1 FTE Music Teacher (Goal 3, Action 3.1), 1 FTE Physical Education Teacher (Goal 2, Action 2.6).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:40
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$31,157,864	\$10,066,950.00	32.309%	0.527%	32.836%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,236,949.00				\$10,236,949.00	\$9,491,949.00	\$745,000.00

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	1.1	Counseling Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,662,153.00	\$0.00	\$1,662,153.00				\$1,662,153.00	
1	1.2	Nursing Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8		\$1,099,702.00	\$0.00	\$1,099,702.00				\$1,099,702.00	
1	1.3	Extra Curricular Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$175,385.00	\$30,000.00	\$205,385.00				\$205,385.00	
1	1.4	Campus Safety and Connectedness	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$459,000.00	\$225,000.00	\$684,000.00				\$684,000.00	
1	1.5	Attendance Supports	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$418,664.00	\$0.00	\$418,664.00				\$418,664.00	
1	1.6	Community Day school	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bridges Academy		\$270,000.00	\$0.00	\$270,000.00				\$270,000.00	
2	2.1	Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$265,330.00	\$0.00	\$265,330.00				\$265,330.00	
2	2.2	Tech support for Innovative Programming	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$150,185.00	\$400,000.00	\$550,185.00				\$550,185.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	English Language Development Teachers and Paraprofessionals	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,575,769.00	\$0.00	\$1,575,769.00				\$1,575,769.00	
2	2.4	Class Size Reduction -4-6 Grades	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 6th		\$983,612.00	\$0.00	\$983,612.00				\$983,612.00	
2	2.5	Physical Education	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6th grade		\$712,640.00	\$20,000.00	\$732,640.00				\$732,640.00	
2	2.6	Additional Learning Opportunities for students-Field Trips	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$350,000.00	\$0.00	\$350,000.00				\$350,000.00	
2	2.7	Media Technology Support Specialists and Assistants, Library Techs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$518,925.00	\$45,000.00	\$563,925.00				\$563,925.00	
3	3.1	Music Instruction	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8th Grade		\$800,584.00	\$25,000.00	\$825,584.00				\$825,584.00	
4	4.1	Access to a variety of Programs, Equipment, and Materials and Supplies			Yes	Schoolwide		Specific Schools: Bridges Academy		\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$31,157,864	\$10,066,950.00	32.309%	0.527%	32.836%	\$10,236,949.00	0.000%	32.855 %	Total:	\$10,236,949.00
								LEA-wide Total:	\$8,341,180.00
								Limited Total:	\$1,575,769.00
								Schoolwide Total:	\$320,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,662,153.00	
1	1.2	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	\$1,099,702.00	
1	1.3	Extra Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,385.00	
1	1.4	Campus Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$684,000.00	
1	1.5	Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$418,664.00	
1	1.6	Community Day school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bridges Academy	\$270,000.00	

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 (%)
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$265,330.00	
2	2.2	Tech support for Innovative Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$550,185.00	
2	2.3	English Language Development Teachers and Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,575,769.00	
2	2.4	Class Size Reduction -4-6 Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th through 6th	\$983,612.00	
2	2.5	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6th grade	\$732,640.00	
2	2.6	Additional Learning Opportunities for students- Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	
2	2.7	Media Technology Support Specialists and Assistants, Library Techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$563,925.00	
3	3.1	Music Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8th Grade	\$825,584.00	
4	4.1	Access to a variety of Programs, Equipment, and Materials and Supplies	Yes	Schoolwide		Specific Schools: Bridges Academy	\$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,631,463.00	\$10,659,932.00

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	Counseling Services	Yes	1,869,441.00	1,731,702.00
1	1.2	Nursing Services	Yes	1,202,758.00	1,084,937.00
1	1.3	Foster Youth Services	No	6,500.00	
1	1.4	Extra Curricular Programs	Yes	53,000.00	53,000.00
1	1.5	Attendance Communication	No	0.00	0.00
1	1.6	Administrative Intervention Services	Yes	181,250.00	198,543.00
2	2.1	Professional Development	Yes	265,330.00	265,330.00
2	2.2	Computer Technology	Yes	500,000.00	500,000.00
2	2.3	Summer School	Yes	220,000.00	0.00
2	2.4	English Language Development	Yes	1,415,908.00	1,491,134.00
2	2.5	Class Size Reduction K-3	Yes	2,535,259.00	2,911,427.00

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	2.6	Learning Coordinators	No	865,251.00	878,258.00
3	3.1	Fine Arts Instruction	No	5,000.00	5,000.00
3	3.2	Music Instruction	Yes	690,000.00	756,469.00
3	3.3	Physical Education	Yes	571,766.00	702,132.00
3	3.4	Study Trips	Yes	250,000.00	82,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$9,963,705.00	\$9,754,712.00	\$9,806,674.00	(\$51,962.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling Services	Yes	\$1,869,441.00	\$1,761,701.00		
1	1.2	Nursing Services	Yes	\$1,202,758.00	\$1,084,937.00		
1	1.4	Extra Curricular Programs	Yes	\$53,000.00	\$53,000.00		
1	1.6	Administrative Intervention Services	Yes	\$181,250.00	\$198,543.00		
2	2.1	Professional Development	Yes	\$265,330.00	\$265,330.00		
2	2.2	Computer Technology	Yes	\$500,000.00	\$500,000.00		
2	2.3	Summer School	Yes	\$220,000.00	\$0.00		
2	2.4	English Language Development	Yes	\$1,415,908.00	\$1,491,134.00		
2	2.5	Class Size Reduction K-3	Yes	\$2,535,259.00	\$2,911,428.00		
3	3.2	Music Instruction	Yes	\$690,000.00	\$756,469.00		
3	3.3	Physical Education	Yes	\$571,766.00	\$702,132.00		
3	3.4	Study Trips	Yes	\$250,000.00	\$82,000.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
29,809,083.00	\$9,963,705.00	0.00%	33.425%	\$9,806,674.00	0.000%	32.898%	\$157,031.00	0.527%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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